

**EXPLORING THE UNDERSTANDINGS, EXPERIENCES AND
PRACTICES OF LECTURERS IN LEADING AND TEACHING THE NCV
LEVEL 2 CURRICULUM AT A TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGE IN KWAZULU-NATAL**

BY

NTOMBIKAYISE BEVERLY NGUBANE

**A dissertation submitted in fulfilment of the requirement for the Degree of
Masters in Educational Management to the College of Humanities: School of
Education, University of KwaZulu-Natal**

SUPERVISOR: Dr. S.E. MTHIYANE

DATE SUBMITTED: DECEMBER 2016

STATEMENT BY SUPERVISOR

I, Dr S.E. MTHIYANE,

As the candidate's supervisor, agree/do not agree to the submission of this dissertation.

Supervisor's signature

Date

DECLARATION OF ORIGINALITY

I, Ntombikayise Beverly Ngubane, declare that: **“EXPLORING THE UNDERSTANDINGS, EXPERIENCES AND PRACTICES OF LECTURERS IN LEADING AND TEACHING THE NCV LEVEL 2 CURRICULUM AT A TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE IN KWAZULU-NATAL”** is my own unaided work submitted to the School of Education at the University of KwaZulu-Natal in fulfillment of the requirements for the Degree of Master of Education. I declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree to any other university, college or institution for examination.
- (iii) This dissertation does not contain text, graphics, or tables copied and pasted from the internet unless specifically acknowledged and the source being detailed in the dissertation and in the reference section.
- (iv) This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - (a) Their words have been re-written but the general information attributed to them has been referenced.
 - (b) Where their exact words have been used, their writing has been placed inside quotation marks and referenced.

Signed: _____

Date: _____

Ntombikayise Beverly Ngubane

Student No.215080216

ACKNOWLEDGMENTS

I would like to express my profound gratitude and appreciation to the following people and organisations for making this research project possible:

- My Lord and Saviour for making me “able” and providing me with strength and determination to complete this research.
- My Supervisor, Dr. S.E. Mthiyane, for his professional guidance and unwavering support, which helped me to initiate and complete this research within the stipulated time period.
- Mr. S.B. Ndlovu, the Rector of Coastal KZN TVET College, for allowing me access to his college to conduct this research.
- The management and staff of Coastal KZN TVET College-Swinton Campus for their cooperation and assistance during the data generation process.
- My friends who supported me through the whole process.
- To the entire family members who always support and pray for me to rise high and go on in life, thank you and I will always love you.

DEDICATION

This dissertation is dedicated to my dearest children, whom I love so dearly, my son-Andile and my daughter, Zamabomvu Ngubane. You are the reason I fly high every day, I undertook this study for you, so that you may follow the pattern.

My beloved husband Musawenkosi Gabriel Ngubane, you have been so supportive and caring since I started my tertiary education, for always believing in me, thank you so much.

And

My mom, Towela Mavis Khuzwayo and my late dad Mbhekwa Nicholas Khuzwayo, I will forever be thankful for having parents like you who loved us unconditionally.

ABSTRACT

One of the core goals of Technical and Vocational Education and Training Colleges in South Africa is to increase the number of young people and adults accessing education and training in a manner that supports skills development as well as the goal of lifelong learning and development for all. However, available research on TVET colleges tends to focus on issues like transformation, qualifications and programmes; learner performance, and the ability of TVET Colleges to meet labour market needs, as a result, very little is known about the challenges that lecturers face in dealing with the new curriculum. There is a dearth of current data on college lecturers' ability to cope with the demands of delivering the curriculum.

Having said the above, the purpose of this research was to explore the understandings, experiences and practices of lecturers in teaching the curriculum at NCV Level 2 in a TVET College in KwaZulu Natal. A qualitative approach along with case study design, purposive sampling and in-depth interviews was employed to obtain data from managers and lecturers. Overall, the findings of the study revealed that lecturers had both positive and negative experiences in teaching the NCV Curriculum. On the positive side, the findings showed that in exercising their leadership and management roles in the curriculum, many lecturers applied the leadership principles suggested by Weber (1987), i.e. leading by example, involving staff in goal setting, and developing and motivating junior staff through appraisal, coaching and mentoring on the job. On the negative side, the findings showed that lecturers still faced severe challenges, including a mismatch between skills and jobs, insufficient funding for students, poor student attendance, resistance to change by lecturers; using outdated textbooks and a lack of facilities for practical work. In the light of these findings, it was concluded that an integrated approach was required to help improve teaching and learning processes and working conditions for lecturers in the chosen TVET College in KwaZulu-Natal.

LIST OF ABBREVIATIONS

DEB	Department of Basic Education
DHET	Department of Higher Education and Training
FETC	Further Education and Training College
HEI	Higher Education Institutions
HRDS	Human Resources Development Strategy
ICASS	Integrated Continuous Assessment
IPAP	Industrial Policy Action Plan
ISAT	Integrated Summative Assessment Task
NCV	National Certificate Vocational
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
POA	Portfolio of Assessment
POE	Portfolio of Evidence
QMS	Quality Management System
TVETC	Technical and Vocational Education and Training College
UNESCO	United Nations Educational, Scientific and Cultural Organisation
SAIDE	South African Institute for Distance Education

TABLE OF CONTENTS

Title Pages	(i)
Statement by the supervisor	(ii)
Declaration of originality	(iii)
Acknowledgments	(iv)
Dedication	(v)
Abstract	(vi)
Abbreviations used in the study	(vii)

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1	Introduction	1
1.2	Background of the study	1
1.2.1	Transition from FET Colleges to TVET Institutions	2
1.2.2	The role of FET Colleges in the Public Education Systems	3
1.2.3	Qualifications and Qualifications Frameworks	4
1.2.3	Policy and Legislative Framework	5
1.2.4	Leading, managing and teaching in the TVET Sector	6
1.2.5	TVETC lecturers and trainers	6
1.2.6	Qualifications	8
1.3	Problem statement	10
1.4	Purpose and rationale	13
1.5	Significance of the study	15
1.6	Clarification of the key concepts	17
1.6.1	Teaching and learning	18
1.6.2	Motivation	18
1.7	Objectives of the study	19
1.8	Research questions	19
1.9	Demarcation of the study	19
1.10	Limitation of the study	20
1.11	Organisation of the study	21
1.12	Chapter summary	22

CHAPTER TWO

LITERATURE REVIEW

2.1	Introduction	23
2.2	Rationale	23
2.3	Overview of the TVETC system	23
2.4	Common challenges facing TVETC	24
2.4.1	Loss of human capital	25
2.4.2	Difficulty in adjusting to new curriculum	25
2.4.3	International perspective	26
2.5	Implications for the study	26
2.6	The literature underpinning the study	27
2.7	Rationale	34
2.8	Clarification of the key concepts	34
2.8.1	Teaching and learning	34
2.8.2	Curriculum	35
2.8.3	Leadership and management	35
2.8.4	Motivation	36
2.8.5	Principles of learning and learning style	36
2.9	Chapter summary	37

CHAPTER THREE

THEORETICAL FRAMEWORKS

3.1	Introduction	38
3.2	Basil Bernstein's Code Theory	38
3.2.1	Rationale	39
3.2.2	Formal education knowledge	39
3.3	James Weber's instructional leadership model	45
3.4	Behaviouralist and Humanist approaches	48
3.4.1	Behaviourist approach	49
3.4.2	The Humanist approach	51
3.4.2.1	Choice and control	52
3.4.2.2	Felt concern	52
3.4.2.3	The whole person	52
3.4.2.4	Self-evaluation	53
3.5	Principles of learning and learning style	53
3.6	Chapter summary	54

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1	Introduction	55
4.2	Research Paradigm	55
4.3	Research Design	57
4.4	Research Methodology	58
4.5	Sampling	60
4.6	Data generation methods	61
	4.6.1 Interviews	61
	4.6.1.1 In-depth interviews	62
	4.6.1.2 Focus group interviews	63
4.7	Documents review	65
4.8	Data analysis	65
4.9	Issues of trustworthiness	66
4.10	Chapter summary	68

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION

5.1	Introduction	
5.2	Discussion of findings	69
5.2.1	Understanding of lecturers in teaching the NCV Curriculum at Level Two	69
5.2.1.1	Conceptualisation of teaching the NCV at Level Two	69
5.2.2	Practices of the participants in teaching and leading the NCV Curriculum at Level Two	74
5.2.2.1	Lecturers' practices in teaching the NCV Curriculum	74
5.2.2.2	Responsibilities in teaching NCV Curriculum at Level Two	75
5.2.2.3	Opportunities and challenges in teaching the NCV Curriculum at Level Two	78
5.2.2.4	Working conditions for junior lecturers and how these impact teaching of the NCV Curriculum at Level Two	77
5.2.2.5	What can be done to improve teaching and learning in the NCV Curriculum at Level Two	78
5.2.2.6	Lecturers' role in effective teaching of the NCV Curriculum at NCV Level Two	80
5.2.2.7	Mobilising and allocating resources to improve teaching and learning at Level Two	81
5.2.2.8	Time management (i.e. using time effectively to achieve your performance goals)	82
5.2.2.9	Self-motivation (i.e. how you keep yourself motivated at work)	82
5.2.2.10	Communicating curriculum needs to staff (i.e. junior lecturers) to ensure commitment and support	83
5.2.2.11	Managing the learning environment to ensure effective teaching of the NCV Curriculum at Level Two	85
5.2.2.12	Managing lecturers' performance to ensure effective teaching, accountability and better results at NCV Level Two	87
5.2.2.13	Providing opportunities for junior lecturers to learn and improve their Qualification and careers: Continued professional development of lecturer	91

5.3	Challenges impeding teaching and learning at NCV Level Two	92
5.3.1	Teaching and learning resources	92
5.3.2	Student management issues	93
5.3.3	Demanding work schedules	94
5.3.4	Deployment of lecturers	95
5.3.5	Lack of financial resources	96
5.3.7	Language barriers	96
5.3.8	Resistance to change	98
5.4	Strategies used by managers and lecturers to mitigate the challenges affecting teaching of the NCV Curriculum at Level Two	98
5.4.1	Participative/consultative leadership	100
5.4.2	Resource sharing sessions	100
5.4.3	Partnership with industries	101
5.4.4	On –the-job training and professional development for lecturers	102
5.4.5	Book reviews	102
5.5	Experiences of lecturers in teaching NCV Curriculum at Level Two	104
5.5.1	Meaning of leadership as perceived by participants	105
5.6	Leadership roles and responsibilities in facilitating teaching of the NCV Curriculum at Level Two	105
5.6.1	Goal setting	107
5.6.2	Staff motivation and retention strategies	107
5.6.3	Guidance and support	108
5.6.4	Building and maintaining good working relationship	109
5.6.5	Mobilising and allocating resources to improve teaching and learning in NCV Curriculum at Level Two	111
5.6.6	Managing the learning environment to ensure success	112
5.6.7	Providing opportunities for people to learn, grow and improve their qualifications	113
5.6.8	Preferred leadership style in teaching the NCV Curriculum at Level Two	114
5.6.9	Delivery of the NCV Level Two Curriculum	114
5.7	Summary	116

CHAPTER SIX

STUDY SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1	Introduction	118
6.2	Study Summary	118
6.3	Conclusions	119
6.4	Recommendations	122
6.4.1	Improve procurement systems and processes to prevent delays in delivery of teaching and learning resources	122
6.4.2	Capacitate TVET College managers and lecturers on how to develop and implement learner management policy	122
6.4.3	Lecturers to partner with industries in order to empower themselves with skills needed in the simulation rooms	122
6.4.4	Align staff recruitment and selection strategy with the Mission and Vision of the TVET College to ensure proper deployment of lecturers	123
6.4.5	Improve administration of the scholarship (i.e. NSFAS)	123
6.4.6	Improve academic development for managers and lecturers in the TVET Colleges	124
6.5	Implication for future research	124
6.7	Chapter summary	124
REFERENCES		124-135
APPENDICES		136-160

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This chapter gives an overview of the entire research study on exploring the understandings, experiences and practices of lecturers in leading and managing teaching the National Curriculum Vocational (NCV) curriculum at a Technical and Vocational Education and Training College (TVETC) in KwaZulu-Natal. The background of the study is firstly presented followed by the problem statement, the purpose and rationale, the significance of the study, review of literature, theoretical framework, clarification of key concepts, study aims/objectives and the research questions underpinning the study are presented. In addition, the delimitation and limitation of the study are also presented and the chapter concludes with a summary.

1.2 Background to the study

According to Meyer (2008), Technical and Vocational Education and Training Colleges (TVETC) have, throughout the years, rose as a key part of the planned abilities improvement system for South Africa. One of the central objectives of TVET Colleges has been and keeps on being: to increase the number of young people and adults accessing education and training in a manner that supports skills development as well as the goal of lifelong learning and development for all (2011 National Skills Accord). The office of the President (RSA) and the DoHET view the TVETC sector as a place where the-out-of school youth could be absorbed (TVETC Summit, 2006). In addition, the TVET Colleges have a mandate to increase access to training opportunities and to produce the skills required to support economic growth and social development not only in KwaZulu-Natal but in the country as whole (Gewe, 2010; Rasool & Mahembe 2014).

In terms of the National Plan for FETs (2008, p.14), “there is a requirement for starting professional training to concentrate on general professional projects which bolster the advancement of professional abilities with a broadness of information and a solid general

instruction establishment. Connected to this is the part of professional instruction and preparing organizations in supporting information advancement inside word related projects, that is, the hypothetical learning segments of the learnership and understudy programs”. There is no doubt, that achieving these objectives requires that lecturers have the requisite learning and abilities to have the capacity to lead, deliver and manage the curriculum in TVET colleges (Gewe, 2010 & Needham, 2013).

1.2.1 Transition from FET Colleges to TVET Institutions

The TVET college segment has drastically transformed from its past politically-sanctioned racial segregation characterized structure so as to contend with the universities, (Kakwezi Business and Training Services, 2014). Since 1994, specific consideration has been paid to; inter alia, the basic re-association of the area all together that it may be deracialised and receptive to the new socio economic context (Makole, 2010). More than 150 of the previous FET establishments have been converged to 50 new entities, a procedure which has, in any event in fact, been effectively finished, in spite of the fact that the progressions have for the most part been perplexing (Adams, 2006). This has made a substantially more streamlined college foundation which ought to empower colleges to be sufficiently adaptable to draw in the present aptitudes improvement needs (Makole, 2010). Albeit much is still to be done, particularly in those destinations situated in those sites ignored under politically-sanctioned racial segregation, some encouraging patterns are obvious (Makole, 2010 & Adams, 2006). A great part of the post-rebuilding period has been centered on setting up the vital circumstances for the usage of a new and totally different curriculum, and decaying forces of services of staff to the councils. The rationale for the latter revolves around increased flexibility within the colleges to respond to local needs by employing staff in a manner that was most suited to responsive delivery. Accordingly, councils could set strategies around post provisioning and the contracting of extra employers where essential (Gewe, 2010; Mgijima & Morobe, 2012).

The vision of the White Paper (2013) for the TVET Colleges is: “to prepare youthful school leavers, furnishing them with the aptitudes, learning and states of mind fundamental for work in the labour market. They fundamentally give preparing to the mid-level abilities required to build up the South African economy, and tend to focus on occupations in the designing and development enterprises, tourism and hospitality, and general business and management studies” (White Paper 2013: 11). At the launch of the departmental "White Paper on Post-School Education and Training" on 15 January 2014, the Minister of Higher Education and Training, Blade Nzimande, announced that all FET (Further Education and Training) colleges are to be renamed to TVET (Technical Vocational Education and Training) colleges. Though the term TVET has been part of the South African educational system for at least two years now, the wholesale reclassification of FET colleges seems to form part of a larger strategic overhaul of the South African post-school educational system as set out in the White Paper. The renaming of public FET colleges to TVET colleges was a process that started as early as 2012 with the passing of the "Further Education and Training Colleges Amendment Bill" (B24, 2012). This bill included a ratifying clause that redefined the term "college" as used in the South African educational system. Henceforth, a "college" would be:

- (a) a public (or private further education and training institution) college that is established or declared as
 - (i) A technical and vocational education and training colleges, or
 - (ii) A community education and training college, or
 - (iii) A private college that is established, declared or registered under this act

Here the distinction between public FET colleges that would become 'technical and vocational education and training' (TVET) colleges, and private colleges that would remain FET colleges had already been made. The announcement by Blade Nzimande on 15 January 2014, however, made it clear that even private FET colleges would now be re-defined as TVET colleges and that the term FET would consequently fall completely out of use. (Oxbridge Academy, 2014)

.The study will explore the experiences and understandings of lecturers in leading and managing delivery of teaching and learning services at level 2 in a TVET college in KZN.

1.2.2 The role of FET colleges in the public education system

According to the International Centre for Technical and Vocational and Education and Training (UNEVOC, 2014) South Africa's state funded instruction framework was composed into three huge groups: General Education and Training (GET), Further

Education and Training (FET/TVET) and Higher Education and Training (HET). These groups were then further disseminated into levels, specifically: pre-primary, primary, secondary and higher education) and in addition parts (public ordinary school, independent school, special schools, technical colleges, teacher training, technikon (otherwise called universities of technology) and universities (United Nations, IBE World Data, 2014). TVETC sector fulfills levels two, three and four of the National Qualifications Framework (NQF). While Grades 10-12 are not compulsory, students are required to complete a minimum number of years in order to receive a National Senior Certificate (NSC) or a National Certificate (Vocational) L2, L3 or L4 (NCV L2/NCV L3/NCV L4). After achieving this level of education and training, students can either proceed with further schooling or enlist in middle professional education at a technical colleges, community colleges or universities (United Nations, IBE World Data, 2010-2011).

1.2.3 Qualifications and qualifications frameworks

There are two qualification certificates offered in South Africa: the vocational and technical framework certificate (NATED) that has been eliminated and supplanted by the National Certificate (Vocational) NCV. The assessment procedure is both directed and supported by the Department of Higher Education and Training. The provincial departments were in charge of observing examinations. The NCV entails internal and external assessments. The Internal Continuous Assessment (ICASS) requires that a student presents a Portfolio of Evidence with 25% weight in fundamentals subjects and 50% weight in vocational subjects. The external assessments is a composed examination, additionally called Integrated Summative Assessment Task (ISAT) that spot 50% weight in vocational subjects and 75% weight in fundamental subjects. A student gets a NCV certificate after he/she has finished the program necessities for Levels 2, 3 and 4, consented to the inner and outside appraisal prerequisites, and accomplished 40% in two fundamental subjects, 30% in mathematics and 50% in each of the four vocational subjects. Additionally, one must also complete a trade test administered by the Institute for the National Development of Studentships, Employment Skills and Labour Assessments (UN, 2011 and DHET, 2012).

1.2.4 Policy and Legislative framework

TVET colleges in South Africa were established, declared or registered under the Further Education and Training (FET) Act No. 16 of 2004, however do not include: a school offering Technical and Vocational Education and Training programmes under the South African Schools Act No. 84 of 1996; a college under the authority of a government department other than the Department of Education. The Department of Education's National Strategy for FET (1999-2001) clearly identified the important role that TVET colleges had to perform in meeting government targets in respect of skills development and job creation. The FET Act (98 of 1998) provided a broad legislative framework for systemic reform in the TVET sector. The TVET policy advocated the restructuring and reorganization of public colleges through another governance structure, another framework for programmes and qualifications, another quality change and affirmation foundation and another subsidizing framework (Pillay, 2009 & Department of Education, 1998). In addition to this Act, the National Skills Development Strategy III of 2011 also supported the revitalization and repositioning of TVET institutions as drivers of skills development to accelerate economic growth. Further, the National Plan for FET calls for huge extension of the subsystem, "Enhancing quality and extending the FET college system to address the issue for a an inclusive growth path" (Gewe, 2010).

Furthermore, the DHET (2012) believed that TVET Colleges must: become organisations of choice for youthful school leavers, offering general vocational training and also giving academic and theoretical instruction for apprentices; articulate with universities so that the individuals who pick a vocational training course can later proceed with their studies at university level on the off chance that they do as such; grow close binds to working environments in people in general and private segments, getting to be distinctly receptive to the requirements of the employers in their encompassing groups, and offering tailor-made programmes where conceivable notwithstanding their core programmes; and, finally, grow close bonds to SETAs, which will assume an undeniably critical part in connecting colleges with employers (Needham, 2013).

1.2.5 Leading, managing and teaching in a TVET Sector

Apart from teaching, lecturers were anticipated that they would assume a noteworthy part in leading and managing people, learning programmes, resources, stakeholders, students and the learning environment to ensure success. According to Clarke (2007), management was about efficiency and effectiveness and managers are concerned with operational effectiveness. To ensure operational effectiveness, managers must perform four functions: planning, organising, leading and controlling. By contrast, leadership was about purpose and direction. Leaders were concerned with future-focused change. And to produce this type of change, leaders used four tools: vision, strategy, aligning people, motivating and inspiring (Clarke, 2007). It is the researcher's view that both management and leadership skills are essential in ensuring the success of a TVET college.

Weber (1987) stated that people are at the centre of effective teaching and learning. Therefore, it was the management or leader's job to ensure that people receive adequate support, guidance and coaching to succeed in their jobs. Similarly, Armstrong (2013) expressed that effective managers complete things through individuals. They set the heading and see that others tail them. They engage and create individuals – understanding and practicing the process of delivering through others. Other key attributes of effective managers include: the ability to listen with empathy, motivate and inspire others to commit and buy into the organisation's vision, providing prompt and constructive feedback, using emotional intelligence to resolve problems and build productive working relationships, promoting joint decision-making, being creative and innovative; promoting team work, embracing change and diversity; showing resilience in difficult times; possessing analytical skills; and the ability to communicate effectively to get things done (McGrath & Bates, 2013).

It follows therefore that lecturers in the TVET environment needed these skills to be able to provide effective leadership and management to their teams, students and stakeholders.

1.2.6 TVETC lecturers and trainers

In the TVETC sector, the Further Education and Training (FET) Colleges Act of 2006 moved the forces of employment of lecturers to the college councils. In this process,

lecturers were given the option to remain within the college or be deployed to schools. It is understood that through this process colleges lost many lecturers with expertise (around 36% in one case). Lecturing staff opted for deployment to schools because they did not trust their new employer and did not want to put their government employment benefits at risk. Part of this challenge has emerged from the absence of a clear framework for lecturer qualifications and minimum requirements for appointment. There were also concerns that the council members were not suitably equipped to appoint and manage staff and there were large numbers of vacancies. There was a need to make conditions to bring lost skill once again into the college system. In any case, additional information is required on the present status of lecturing staff keeping in mind the end goal to survey what the size of the issue is. Furthermore, in 2009, DHET distributed the Draft National Policy Framework for Lecturer Qualifications and Development in FET colleges in South Africa, build up a national standard for FET College lecturers. The system sets out the essential parts for both initial and continuous expert improvement as resting on (Gewe, 2010) subject matter/occupational ability in the assigned field of study. Pedagogic expertise which alludes to general pedagogic principles that apply to all educating/learning circumstances, and in addition to subject didactics that transmit the information and aptitude establishments on which vocational expertise depends. Up-to-date workplace expertise that facilitates the creation of structured, practical learning environments that prepares students for work under real-time conditions. Basic academic competence that provides the basis for further study in both subject/technical and pedagogic areas.

However, as Gewe (2010) argues, the National Policy Framework for Lecturer Qualifications and Development did not take full cognisance of the separated needs of lecturers from various professional fields. A review of 531 building, IT and construction, lecturers gave a few measures of lecturers' skills. High percentages of respondents in all three fields (average 98%) reported having post-secondary or trade qualifications, but much lower percentages reported having a university qualification. Ideally, college lecturers require a balance of technical and pedagogical qualifications, as well as industry experience. Of the sample of 531 lecturers, 41% possessed technical

qualifications at NQF levels 6–8 but most of these did not have the necessary pedagogical qualifications. 26% of the respondents had technical qualifications at NQF levels 2–5 but most had no pedagogical qualifications. 33, 5% had no technical qualifications but is the largest group of lecturers with pedagogical qualifications.

Therefore, lecturers generally either had technical qualifications or pedagogical qualifications but it was not the standard for lecturers to have both. Based on these findings, Gewer (2010) reasoned that an investigation of lecturers supply, use and demand was direly required to bolster the arranged enrolment development in the FET sector through detailed research about and watchful projections per field and per college. The study ought to incorporate the age and capabilities of the current lecturers' population and their training needs per discipline, and additionally how to guarantee future recruitment of skillful lecturers into the sector. This research is inspired by exploring the experiences of lecturers in managing and leading the curriculum in a TVET college in KwaZulu-Natal.

1.2.7 Qualifications

TVET College Lecturers hold fast to the capability necessities of the NQF. The South African Council for Educators (SACE) safeguards the professionalism of teachers by enhancing the status of the teaching profession through appropriate registration, management of Professional Development and inculcation of a Code of Ethics for all educators (DHET, 2012). Higher education standards were determined by the Council of Higher Education (CHE) and the Higher Education Quality Committee (HEQC).

The Strategy on Professional Qualifications for FET Lecturers outlined credentials for TVET college lecturers (DHET, 2012 & United Nations International Bureau of Education (IBE) World Data, 2010-2011). Equipped teachers were relied upon to study and instruct remedial information, general pedagogical information, incorporate practical and work integrated learning, fundamental learning and situational learning. Least expert capabilities were a diploma in teaching. Post-proficient capabilities incorporated a propelled certificate in vocational teaching, a propelled diploma in vocational training and a post-graduate diploma in vocational education. TVET college lecturers may have

likewise had different types of capabilities, for example, undergraduate or postgraduate degrees, diplomas, certificates and honours (DHET, 2012; United Nations IBE World Data, 2010-2011).

A related problem was that there was insufficient knowledge around the current capacity of college management. The post-merger creation of new management structures and the redeployment of staff within colleges to different management portfolios had not been matched with a systematic plan for developing the capacity of these managers to drive the college mandate in a strategic and effective manner. An audit of this capacity was imminent and was important for addressing any gaps going forward (Gewe, 2010). Given this situation, it was therefore unclear whether lecturers were able to effectively exercise their leadership roles to ensure successful implementation of the curriculum in the case study organisation in KZN. For academic development to succeed there must be a link between knowledge gained from development course and knowledge utilized in the classroom. Sergiavanni & Starrat (1993, p.266) stated that the main task of academic development is improvement of individual educator's performance in the post they hold in development of critical skills of selected members of the personnel, in the of public FET colleges, those personnel will be learners (Mokone, 2011).

1.2.8 Problems resulting from the merger of FET colleges

Wedekind (2008) argued that TVET colleges were anticipated to make a fundamental change, what's more to make commitments to key policy challenges yet these establishments were innovative and insubstantial and were built on generally weak backgrounds. Supporting this view, Meyer (2011) pointed out that many of these colleges were still hampered by severe capacity constraints due to lack of sufficiently qualified staff and lack of understanding on the workings of the TVETC system and the resultant staff turnover. Another challenge resulting from merger of TVET colleges was that the creation of new campuses which meant that young people who previously would have had easier geographical access to further education and training within their more immediate living environment now had to cope with the increased costs which studying away from home inevitably brings (Stumpf, Papier, Needham & Nel, 2009).

Based on my understanding in the TVETC sector I am certain that the merger of colleges has also brought some advantages for students. For example, students who were previously excluded from well-resourced TVET colleges now have the opportunity to apply for admission and have access to bursaries. To some extent this means that the merger of these colleges has not been entirely detrimental to students.

1.3 **Problem Statement**

According to the National Skills Development Strategy (2011), the public TVET college system was fundamental to the government's agenda of skilling and re-skilling the youth and adults. Its alteration was important to the incorporation of education and training and offering an explanation to the abilities and needs of our nation. However, in modern years, TVET colleges have been endeavoring to create the move from their previous position as technical colleges to being open and lively post-school establishments for vocational training. Inside a moderately short space of time, colleges were converged after a discriminatory grouping of 152 individual colleges to 50 mega colleges, which were multi-site and diverse. Likewise, the sector has grasped a broad investment by the state through the recapitalisation procedure which began in 2007 (DHET, 2011). As noted in the NSDS (2011), numerous challenges remained in growing and refining capacity at TVETC. For example, there was incomplete research obtainable that provided a very slight difference image into the colleges' systems, their strengths and weaknesses (Wedekind & Watson, 2012).

Most research on TVET colleges concentrated more on the transformation of TVETs and their role in post-apartheid South Africa (Human Science Research Council, 2011), focusing on the state of the South African TVETC sector (Adams, 2011), which looked at the impact of the capability and placement test involvement at TVET college and a study by the University of Fort Hare (2010), which focused on the pedagogical experience of educators implementing mathematical literacy in three colleges, etc.

At a quantitative level, studies such as that done by Akoojee, McGrath and Visser (2008) report that there have been significant changes in the system over the past seven years. Fundamental clear data on the race, gender and education was accessible up to 2002

(DoE 2004), yet, no information that separates territories of specialisation in capabilities, employment-based involvement was found. At a more subjective level, less is thought about the fact-based profile of the college workforce, their inspiration for educating, their mentalities and standards and their vocation ways, except for a set quantity of thesis that examine recognitions. This was a main gap in the study (Wedekind, 2008). As a result, very little is known about the challenges that affect teaching and learning at the entry level (NCV L2, where the failure rate remains relatively high. The lack of research information on TVET colleges is also confirmed by Wedekind (2008) who argued that there was inadequate research done in the academic workforce of the TVET colleges.

A related challenge is that previously, numerous lecturers were qualified in the occupational skills they were lecturing, however, they did not have suitable educating credentials. In spite of the fact that having education qualifications, numerous teachers lack industrial qualifications, appropriate industrial work participation (ETDP Seta, 2011). This condition formed severe complications for TVEC plans to support programmes according to the needs of the industry. Similarly, Meyer (2011) noted that lecturers in many of these institutions face difficult working conditions, including lack of support and opportunities for advancement, which often lead to high staff turnover.

Compounding the problem was that where FET lecturing training is accessible to universities, this exists as an 'extra' to the conventional teacher education programmes that these establishments provided, and in this manner must be made suitable (Papier 2008 and McGrath, 2009). As is regular to universities generally, educator training in South Africa indicates low status and for the most part gets the least subsidising in the foundation, (Danish-South African Project, 2007 & Papier, 2008). McBride, Papier, & Needham (2009) argued that TVET lecturers are critical to the development strategy yet there was incomplete delivery and an absence of the frameworks for their readiness, support and advancement. There was a proceeding with absence of clarity about what number of lecturers requires training, and what training they required, since there was a major shift with the curriculum in the TVET sector. This lack of transparency has added to the incapability of DHET to react to requests for lecturers trainings. Additionally, there

was a shortage of present statistics on institution staff. The last study linking college lecturers was piloted by the NBI in 2002 and published in 2004 (NBI 2004).

Other challenges related directly to the TVET curriculum; for example, lack of clarity regarding the existing pathways, in respect of entry routes (into a college); exit routes (out of a college), whether it be to higher learning, employment or self-employment; inadequate articulation between qualifications as well as programmes which span more than one sub-qualification framework, which lead to dead ends for learners; and finally, programmes and qualifications in the colleges were currently considered to be complex to administer, difficult to understand and often poorly quality-assured. It was believed that a review of all programmes was required (Needham, 2014).

Furthermore, while the White Paper's vision was for TVET Colleges to provide practical training where necessary, Gewer (2013) stated that colleges were in reality not effectively managing the development of practical skills, either in the workshops or in workplaces. Many colleges face infrastructural and resource challenges associated with the delivery of practical skills in the workshops, and there are high costs associated in the practical skills training components in the workshops of the NCV programme. Additionally, the demands of the NCV, considered being an intensive curriculum, placed pressure on the timetabling of sufficient workshop time.

As such, NCV learners do not necessarily have adequate time to practice the application of the theory they have learnt in the classroom. Comment from some industries was that, while the theoretical knowledge of NCV graduates is equally sound, graduates were often seen to be significantly lacking in practical skills (Needham, 2013).

A KZN TVET College is not immune from the challenges mentioned above. Of particular concern here is the relatively low pass rate at entry level (NCV L2) which does not augur well for South Africa as it faced a high rate of unemployment which was 26%; while unemployment among the youth is approximately 22% (Statistics South Africa, 2011) and has gone up to 50% reported by World Economic Forum in 2014. The expectation that TVET colleges were going to be able to absorb and equip the youth and the unemployed with practical skills that will enable them to find sustainable jobs in the main

stream economy (Skills Development Strategy 2011-2030). Therefore, the high number of young people who do not pass L2 was of great concern and required proper investigation to determine the underlying causes of the problems.

1.4 **Purpose and Rationale**

The purpose behind this research was to investigate the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal. In part, the research was inspired by the need to understand why learner performance remains relatively low, particularly at NCV level 2.

As part of TVET College management, the researcher has been concerned about the persistent high failure rate among these students. Having worked as head of department (HOD) in a TVET College in KwaZulu-Natal over the last five years, the researcher has observed some challenges and many has been brought to my attention such as overcrowding, lack of teaching and learning resources; low staff morale and lack of team work. These were some of the issues that have prompted the researcher to investigate the challenges that impact teaching and learning in the TVET College in KwaZulu-Natal (KZN).

More importantly, timely identification of the perceived challenges will enable the management of the institution to review and adjust teaching and learning programmes and strategies particularly at NCV level 2. In this way, the study might contribute to the enhancement of planning, implementation and monitoring processes within the institution. The researcher's decision to investigate teaching and learning challenges at a TVET College is not only pertinent but also consistent with the current TVET policy framework, which places a high premium on the improvement of performance and outcomes in the TVET sub-system to address the massive skills backlogs facing the country. Besides, the perceived teaching and learning challenges at a TVET College might be a symptom of a much bigger problem in the other campuses. There is a high possibility that such problems exist in other colleges within the TVET sub-system. This study, therefore, could provide benchmark information that might be used to reduce operational problems in other TVETCs within the province.

Technical and Vocational Education and Training Colleges (TVETC) help students to acquire abilities, understanding and approaches needed to enter the world of work (UNESCO, 2008). According to Gough (2010) Vocational education is dominant to the policies and procedures of policy-makers around the world as it reinforces the growth of the poorest economies. In South Africa, TVET was critical for developing the skills needed to drive economic growth, youth development, job creation and poverty alleviation. Mayer (2011) stated that an enormous demand is being made on the ability of the South African education and training machinery to develop appropriate skills and capacities in the current youth population.

.Similarly, Perold, Cloete and Papier (2014) specified that TVETC are anticipated to play a significant role which speaks to the severe scarcity of middle-level skills. According to these authors, these colleges were similarly well positioned to broaden access since they are disseminated over every one of the nine provinces and have a broader geographic reach than universities. However, Mcgrath and Akoojee (2005) argued that lack of funding was one of the major challenges that prevented many disadvantaged students from accessing education and training opportunities at TVETC colleges.

They argued that direction should have been substantially more strong than is presently the case and that the state required a superior comprehension of the differing ways of private arrangement. Connected to this was the part of TVET institutions in subsidiary information advancement within occupational programmes that was, the theoretical learning components of the studentship and apprentice programmes. This view was also shared by Gewer (2010) who contended that there was a requirement for introduction to vocational training to concentrate on vocational programmes which bolster the improvement of vocational abilities with an expansiveness of information and a solid general education foundation.

In the same vein, Rasool and Mahembe (2014) contended that given South Africa is presently confronted with difficulties, for example, constant unemployment, imbalance, and poverty; the South African TVET framework should have been fortified to give access to high technical vocational instruction for all without dismissing the TVET's

extraordinary association with the worlds of work. To accomplish this, the hypothetical establishing of the SA TVET arrangement expected to shift from the human capital approach, and expanded to incorporate the human capital approach, human ability and feasible advancement approaches (McGrath, 2012). Akoojee (2010) contended that success in skills development is intricately linked to the success of the developmental state. In other words, teaching and learning in FET colleges should aim to address the skills needed within the context of a developmental state, which underlines South Africa's development policy framework. The concept of a developmental state in a democratic South Africa was informed by local realities such as popular democracy; social inclusion; economic restructuring for mass participation by the majority; improving health care, housing and education; business growth; job creation; poverty eradication; public service delivery; social protection; pro-poor growth; and sustainable livelihoods (Rasool, Mahembe & Akoojee, 2010).

To position TVET Colleges towards aptitudes requests of the economy and the general public everywhere, there ought to be solid associations and joint efforts with sectorial organisations, business affiliations and chambers, employer affiliations, and other government departments (Rasool & Mahembe, 2014).

Given all the views mentioned above, it was therefore important to explore the challenges that impede teaching and learning in the KZN TVETC so that corrective measures can be taken to improve both decision-making and teaching and learning within the institution.

1.5 Significance of the Study

This study comes at a time when as Perold, Cloete and Papier (2014) observe, the FET college segment was as of now profoundly wasteful as far as throughput and consistency standards and also low pass rate. The Department of Basic Education and Department of Higher Education (DHET) noted that a well-planned and a well-managed transition is required towards a high-quality FET college system with expanded access (DHET 2010).

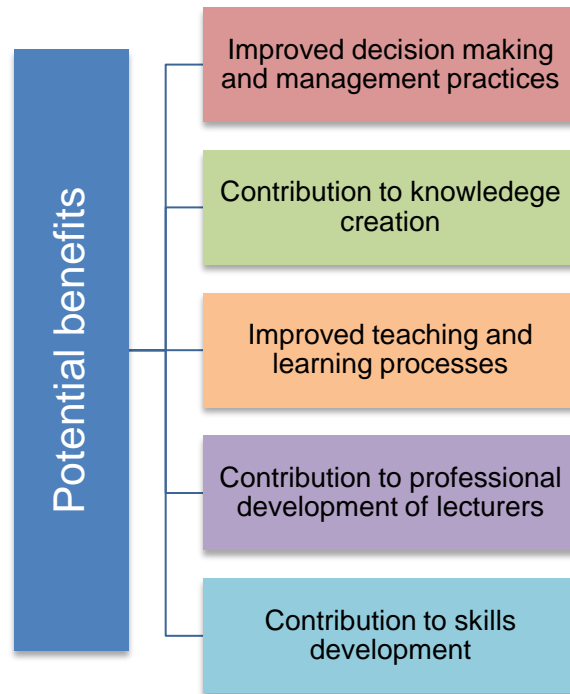
The appropriate planning of the development of the efficacy as well as improved provisioning are plagued by absence of consistent data on the outline and scope of the sector. The Department of Higher Education (2009) acknowledges that the data presently

obtainable was not sufficient, and that increasing the expansion through appropriate planning and improving the retention and throughput rates, depended on reliable data for FET sector (Perold, Cloete & Papier, 2014). Although the study was located in one vocational college in KwaZulu-Natal, it could shed light on the understandings, experiences and practices of lecturers in leading and managing teaching of the National Curriculum Vocational (NCV) curriculum, particularly at level 2.

Five empirical studies relating to TVET colleges have been identified but these did not cover the experiences and understandings of lecturers in leading and managing the curriculum at NCV Level 2. The first empirical study involves the work of Gewer (2010), which focused mainly on improving performance and quality in the whole TVET college environment. The second empirical study is by Mokone *et al.*, (2011), which addressed the influence of educational development programmes on lecturers but not the performance of students. The third empirical study was carried out by Akojee and McGrath (2008) focused on promotion of FET colleges in South Africa. The fourth study was done by the Human Resource Development Council for South Africa (2014) and looked at pathways at TVET Colleges in South Africa, to provide an overview of the existing pathways, with regards to accessibility to college and exit routes, as well as consideration of best practices in other parts of the world that are relevant to the South African context. The fifth study was by McBride, Papier, and Needham (2009) and focused on the development needs of lecturers in the Western Cape region. But their study does not offer a holistic view of teaching and learning and the leading and managing roles of lecturers in TVET settings.

What distinguishes this research from these empirical studies was that it does not focus on the general issues linked to the TVET environment but rather on the experiences and understandings of lecturers in leading and managing TVET curriculum delivery. The study seeks to produce empirical evidence that will enable TVETC lecturers to advance teaching and learning, as well as their leadership and management roles and responsibilities to ensure better results, particularly at Level 2. Potential benefits of the study are illustrated in figure 1 below:

Figure 1: Potential benefits of the study



Given the challenges explained above, this study will make a contribution to the vital goals of the TVET Improvement Strategy; which include: teaching and learning – enhancing lecturers capabilities and students pass rates; institutional Management and governance; administration and curriculum conveyance; enhancing nature of teaching staff and frameworks for students support services; infrastructure, facilities and equipment administration, and in conclusion, associations, linkages and partner administration (Needham, 2013).

1.6 Clarification of the key concepts

The key concepts underpinning this research were teaching, learning and motivation. These concepts were mutually reinforcing and thus critical in understanding the challenges that impede teaching and learning in the KZN TVET College. For example, while teaching implies service delivery by lecturers, learning concerns learner performance and outcomes. Therefore, in order for lecturers and students to perform well, they must be motivated. This meant that both the work environment and the learning environment should be structured in a manner that promotes healthy and productive

working relationship between lecturers and students to ensure success (Nel & Hugo, 2012).

1.6.1. Teaching and Learning

In the Collins English Dictionary and Thesaurus (2011, p.882), the concept of teaching is defined as follows: instruct, drill, educate, enlighten, guide, inform, show, train and tutor. Clearly, these words have behavioural implications for lecturers. For example, the need to guide, show and tutor suggest that lecturers should provide more than content to their students. They should also be able to provide guidance and support to help students learn better. To be able to perform their duties, teachers or lecturers should be motivated by curiosity of their students and a better salary. Learning is well-defined as “a moderately perpetual modification in behaviour or potential behaviour as an outcome of productive interaction with one’s surroundings” (Botha & Coetzee, 2013, p. 204). Learning takes two forms. The first is implicit learning, which refers to the common knowledge that people use daily. The second type of learning is called explicit learning, which requires conscious and deliberate thought and effort. Educational institutions facilitate explicit learning by encouraging students to think deliberately and consciously about the meaning of things, how to solve problems and how to remember information. Knowing how people learn can help managers and training and development practitioners to diagnose performance problems, assess training needs and identify development strategies (Botha & Coetzee, 2013).

1.6.2 Motivation

There are three constituents of motivation (Armstrong, 2013, p.34): heading – what a man is attempting to do; exertion – how hard a man is attempting, and constancy – to what extent a man continues attempting. Motivation applies to both students and lecturers. For students to succeed on the TVET programme, they have to be motivated to learn. Similarly, lecturers should be motivated to be able to teach effectively. In the TVET system, motivation of students can be released by creating a conducive environment that allows students to participate and contribute to the learning process.

1.7 **Objectives of the study**

The main objectives of this study were:

- To explore the understandings, experiences and practices of lecturers in teaching the NCV L2 curriculum at a TVETC.
- To explore the strategies the TVET College management, lecturers and students have to deal with the possible challenges to effective teaching and learning among the NCV L2 students in the college.

1.8 **Research questions**

The study aims to address the following questions:

- What are the understandings, experiences and practices of lecturers in teaching the NCV curriculum at a TVET College?
- What strategies do the TVET College management, lecturers and students have to deal with the challenges to effective teaching and learning among the NCV L2 students in the college?

1.9 **Demarcation of the study**

In this context, demarcation means delineation of the study in terms of size and scope (Berg, 2006). The importance of demarcating the study is that, firstly, it enables the researcher to avoid conflating issues and making superfluous generalisation around the research topic (Martens 2005, Henning, 2008 and Berg, 2006). Secondly, demarcating the study helps the researcher to focus on important issues and thus reduce the time and costs of conducting the research. This study will focus on exploring the understanding, experiences and practices of lecturers in leading and teaching NCV Level 2 curriculum in one TVET college campus in KwaZulu-Natal. The study will not address transformation issues in TVET colleges. The study is confined to lecturers and management in one campus of a TVET College in KwaZulu-Natal.

1.10 **Limitations of the study**

Constraints of the review are those potential shortcomings or issues with the review distinguished by the researcher (Creswell, 2009). Expressly expressing the examination confinements is vital in keeping in mind the end goal to permit different researchers to imitate the review or develop a review, moreover, by unequivocal expressing the impediments of the exploration, a researcher can help different scientists "judge to what degree the finding can or can't be summed up to other peoples and circumstance". (Creswell, 2005). According to Babbie (2014), the researcher should be more familiar with the study's technical limitations and failures. The first limitation in this study was that the research only focuses on a previously disadvantaged TVET college campus as they tend to have relatively high failure rate at Level 2 than former white colleges. This meant that the findings of the study will be confined to the chosen TVET College campus. The second challenge was time constraints as lecturers and management may not have sufficient time to attend the planned interviews. To mitigate this challenge, the researcher had to make prior arrangements with TVET College management and lecturers to obtain their consent and to discuss and agree to suitable times for conducting the interviews. Another challenge was with lecturers as they had reservations in speaking with the researcher because she is in a management position but this also was discussed with them to state that they should be viewing the lecturer as researcher and not as someone from the Campus Management. The aim of this research was to achieve better results with the challenges that they are currently facing. It was explained to all the participants that the study is volunteer based. To mitigate these challenges, the researcher discuss the research plan with TVET college management, Senior lecturers and lecturers and secure appointments with these stakeholders in advance in order to avoid disruptions of teaching and learning processes within the institution.

1.11 **Organisation of the study**

The study is organised into six chapters as follows:

Chapter One provides an introduction to the study, the background, problem statement, purpose and rationale to the study, the aims and objectives of the study, the research questions and the significance of the study. The clarification of the key concepts, research design and methodology, demarcation and the limitations were also presented.

Chapter Two focuses on the literature review on exploring the understandings, experiences and practices of lecturers in leading and teaching the NCV curriculum at a TVET College in KwaZulu-Natal.

Chapter Three outlines the two theoretical frameworks that underpin the study which are Behaviourist Approach and Humanist Approach. The behaviourist approach highlights the specific elements that need to be considered when designing or facilitating learning activities. These include reinforcement of learning to shape behaviour, for example, giving instant praise to a learner for doing well in a particular learning activity or assessment can reinforce learning. The basic principle of the behaviourist approach is that effective learning occurs when good behaviour is praised (Botha & Coetzee, 2013). The Humanistic approach, also known as person-centred education, is a way to deal with education in light of the work of humanistic therapists, most notable Abraham Maslow and Carl Rogers, among others (Rogers, Lyon, Harold & Tausch, 2013).

Chapter Four discusses the research design and methodology of the study. The study population, sampling procedures, data generation methods and data analysis are elaborated on. The chapter also discusses the issues of trustworthiness, triangulation and ethical considerations to the study.

Chapter Five presents the data generated through semi-structured interviews, focus group interviews and documents reviewed. The in-depth interviews with open-ended questions, the literature reviewed and the adopted theoretical frameworks are utilised to analyse the data.

Chapter Six is the final chapter and it presents a summary of the entire study, draws conclusions based on the research findings and makes recommendations and discusses implications for further research.

1.12 **CHAPTER SUMMARY**

This chapter introduced the background and purpose of the study. As discussed, the study aims to explore the understandings and experiences of lecturers in leading and managing delivery of the curriculum particularly at Level 2 where learner performance is apparently below expectations. The study will contribute to knowledge creation by generating new information that reveals the actual experiences of lecturers in dealing with management and leadership issues in the post-transition period in a TVET College in KwaZulu-Natal. This information could be used to improve basic decision by management and in addition teaching and learning in the TVET College. The next chapter presents a literature review underpinning the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

While the previous chapter highlighted the background and orientation of the study, chapter two focuses on literature review. The aim of this section is to review available literature on the South African TVETC system. This review will provide insight into the theoretical perspectives on the operation of TVETC generally and in KZN particularly. The review will also shed some light on some of the common challenges that TVET Colleges face in post-apartheid South Africa, and the diverse expectations of stakeholders' i.e. Top management, HOD's, Senior lecturers and lecturers regarding the role and contribution of TVET colleges to economic growth and social development. This exercise is to lay the foundation for exploring the experiences, understandings and practices of lecturers in leading and managing curriculum issues in a TVET college in KZN.

2.2 Rationale

According to Vinthal & Jansen (2010) literature review offers a combination of what has as of now been composed on the subject; what has not been composed on that point, or is composed in a manner that it is thoughtfully or methodologically lacking; with the objective of elucidating how the researcher's proposal addresses knowledge gap, silence or weakness in the existing knowledge base. One major advantage of reviewing previous research is that it provides guidelines and suggestions on the design of one's own topic (Babbie, 2014; Neuman 2011). In this way, literature review provides insights and lessons on what has been said about the research topic, including the knowledge gap that needs further research (Berg, 2006).

2.3 Overview of the TVETC system

Colleges were merged between 2001 and 2003 out of formerly racially- separate technical colleges. These mergers were inherently complex but the new institutions faced a new set of challenges regarding their purpose. The old assumption that technical colleges should provide theory training for apprentices had effectively disappeared in the 1980's as apprenticeship in South Africa collapsed (McGrath, 2008).

2.4 Common challenges facing TVETC

Evidence from SACE (2010) suggests that the TVET colleges in South Africa face numerous challenges. One the difficulties confronting TVETC part is one of observation that TVETC are mediocre foundations creating low-status qualifications (Hoeckel 2007). Regardless of respectable endeavours and money related ventures made by the previous ministers of education and the current DHET to recapitalise and pivot the TVET school division, the instability stays in the nation about the degree to which TVET colleges ought to be seen as appropriate contrasting options to higher to education. (Akoojee, 2005). Additional challenge confronting the TVET area is the way that a noteworthy number of staff at the TVETC are either "under qualified or inadequate to teach" (Booyens 2009). As per accessible statistics, in 2002 eight percent of TVETC lecturers were not possessing perceived tertiary qualifications (Booyens, 2009). Lectures in TVET colleges with the necessary trade and industry experiences generally do not hold formal teaching qualifications (Booyens, 2009). At one of the TVET College in KwaZulu Natal, 75% of teaching staff had no teaching qualification, with only a few holding academic degrees (Moodley, 2006).

There is a plethora of literature to a correlation between quality of educators and students and, by extension, the quality of the education system. The opening discourse made by the Minister of Higher Education at the TVETV summit perceived this test when he put it in advance that quality interventions will incorporate activities to enhance administration capability, resources improvement and the presentation of recognised qualifications for lecturers. (FET Summit Report 2010).

Furthermore, the development of another new abilities improvement framework under the Department of Labour made it difficult for the colleges to reposition themselves back in the position of work related planning as there were strains between the Department of Education and Labour over control of the new approach to skills. This had the effect of constraining colleges' relationships with employers, sector education and training authorities and the new learnership programmes developed by the Department of Labour. Until sometime after the project ended, staffing remained a provincial function and additional staff (such as marketers) typically had to be employed on worse pay and conditions than provincially appointed staff due to funding limitations within colleges.

According to Akoojee and McGrath, (2008), the challenge of building the new colleges is a delicate one, and has been given a further curve by the 2006 FET Act, with its radical amendment of the way of staff employment. Similarly as inside promoting and interchanges can assume a crucial part of building new normal characters for schools, so it can possibly worsen the conceivably negative components of school change.

2.4.1 Loss of human capital

According to the DHET (2009), the modification from Department of Education to the College Councils had key unplanned significances which have more than whatever other element subverted the framework hugely. The first was the loss of significant employees who remained with the State. The second challenge was employees who got to be employed by the College Council what's more, have not benefited from the service benefits negotiated in the ELRC for teachers (Ibid: 49).

2.4.2 Difficulty in adjusting to new curriculum

The introduction of the new curriculum posed serious challenges for both lecturers and learners as they were not fully conversant with its requirements. As far as the new educational curriculum, the commonsense segment of each of the vocational subjects joins into continuous assessments led consistently and throughout the year and integrated practical assessments (ISATs) toward the end of every year. Lecturers and students needed to conform to fundamental part of the training. A few difficulties amid the past

examinations as a consequence lack of experience among lecturers regarding the dynamics of integrated practical assessments as well as negligence of students regarding the requirements of integrated practical assessments were brought about (ibid: 31)

2.4.3 International Perspective

To deepen understanding of the research problem, it may be helpful to consider briefly, some of the key lessons from other countries regarding service delivery in FET colleges. Akoojee and McGrath (2008) contend that in Britain, new terms of conditions for staff have been one component of a more extensive move towards marketisation and managerialism. In this procedure, there has been the advancement of a large gap in recognitions and characters amongst lecturers and managers, the last who have progressively originated from outside the division into expert parts in finance, marketing, etc. While British colleges have turned out to be more worried with advertising and correspondence, solid tendency for teaching staff to regard this skeptically as a major aspect of a more extensive national political culture of spin. Consequently, unseemly ways to deal with promoting and communications, situated inside more extensive trends that stress lecturers, are probably going to undermine the development of strong new college identities.

2.5 Implications for the study

The literature has shown that transformation has brought both challenges and opportunities in the FET system in South Africa; which in turn impact their performance and outcomes. One such challenge is the fact that when these institutions were amalgamated, they had vastly differing learning programmes, governance structures, resource bases, and cultures. Transformation occurred fast and there was no time to consider these tensions on time.

The second challenge relates to the unintended consequence of transformation, which is destabilization of the workforce. The literature has indicated that when colleges merged, some employees preferred to remain within the employ of the state, while others migrated to the new FET work environment. Due to this, many highly skilled individuals left the

teaching profession to join the private sector. On the other hand, individuals with less qualifications and experience were absorbed into the new FET system and became lecturers. This in turn affects service delivery as some of the lecturers lack minimum competences to teach at post-school level.

A key lesson from international literature is that effective marketing communications may assist FETs to enhance their image and service delivery processes. The literature suggests that to be effective, communications should be conducted internally and externally. Internally, communication serves to mobilise and align employees (lecturers) with the mission and vision of the organisation and thus enhances the organisation's responsiveness to the needs of customers (learners and potential learners) as well as the general public. Externally, communication provides the platform for increasing awareness about the products and services offered, and attracting a large number of learners to enroll for the various programmes offered by the institution. The findings of the study will indicate whether or not communication is effective in the case study.

The review has indicated that the merger of colleges between 2001 and 2003 has produced mixed results. On the positive side, the transformation process has created more learning opportunities for previously disadvantaged groups. On the negative side, the transformation has had unintended consequences, which manifest themselves in many ways, for example, underfunding and high cost of enrollment, which makes it difficult for many aspiring learners to access higher education and skills opportunities. It is against this backdrop that the researcher hopes to identify some of the challenges that impede service delivery at KZN Coastal College through the case study method.

2.6 The literature underpinning this study can be categorised into three strands:

- 2.6.1 The first strand of literature concerns change and transformation from FET colleges to TVET colleges and the challenges associated with the implementation of the TVET programme in these institutions (Gewer, 2010; Mayer, 2008; Macun, 2000, & McGrath, 2004)). The gist of this literature is that the transition from FET status to the TVET system has been handicapped by tensions in the policy process and the slow progress in

capacitating lecturers to cope with the requirements of the TVET system, which ultimately affects teaching and learning processes and outcomes in these institutions. Within the context of transformation, Rasool and Mahembe (2014) requires a TVET framework situated in a formative state, aimed at helping learners secure economical jobs. In the medium to long term, South Africa's formative needs incorporate economic growth, equity and transformation. The system should link education provisioning to the developmental needs of the country. It will be a TVET system located in the democratic developmental state. The purpose of such a TVET system is to create opportunities for youth and adults to acquire skills, knowledge and values for lifelong learning. The curriculum therefore needs to address the needs of the learners, industry, and community or society. Echoing this thinking, Akoojee (2010) states that success in skills development is intricately linked to the success of the developmental state.

Reflecting the above, Akoojee (2010) argues that the perception of a progressive state in a democratic South Africa is well-versed by local realities such as popular democracy, social inclusion, economic restructuring for mass support by the larger part, enhancing health care, lodging and training, business development, work creation, poverty eradication, public service delivery, social assurance, pro-poor growth, and feasible jobs (Rasool & Mahembe, 2014). Clearly, this justifies the need for exploring the experiences of lecturers to comprehend if the teaching and learning process is contributing to the realisation of these developmental goals.

The role of TVET colleges in transformation and development is further highlighted by the sustainable development approach which posits that the purpose of TVET should be to provide skills to support economic, social and environmental sustainability (Rasool & Mahembe, 2014). Along these lines TVET's part is the planning of learners for economical jobs (Tikly, 2013). Much the same as the human capital approach, defenders of the manageable advancement approach (particularly UNESCO), have widened the idea to incorporate long lasting learning, supportable economies within the context of information, age and the knowledge information economy, training for all, and education

for human security (Paris, 2001, Alkire, 2003, UNESCO, 2004 & 2005, Hughes, 2005 and Tikly, 2013).

- 2.6.2 The second strand of literature looks at the TVET curriculum and associated challenges. For example, Gamble (2004) inspects the information required for work and for independent work, investigates the pressures amongst hypothesis and practice in the educational programs, addresses the multifaceted nature of language and learning in a nation where the greater part learn in a language that it is not their home language. Central to this entire debate is the question of curriculum, how it is conceived, enacted and how the college curriculum interacts with other parts of the system. Some studies have been conducted to map curriculum content (for example to academic studies) (Umalusi, 2010, Church, Paxton, & Pottas, 2011). Akoojee (2012) suggests that articulation may be more than a technical exercise and points to activity theory. “There is no tracking of the performance of college students in higher education institutions, nor is there anything outside of the masters and doctoral theses that speak to the enactment of the curriculum and to college and classroom practice” (Akoojee, 2012).

Recently the HSRC completed commissioned research on learnerships and found that there was a significant lack of data on the scale, number and career progression of employed learnership candidates and on the future employment of new entrants. Two problems surfaced: the predominance of NQF 1 and NQF 2 learnerships and the disjuncture with the DoE, notably the manner in which the NCV was introduced. Visser & Kruss (2009) stated that there was tension within the learnership programme as to whether it served a demand function by meeting critical and scarce skills, or an employment creation function, and found by analysis of existing data sets that the shift had emphasised the employment creation function for African youths at NQF 4 level or below (Papier et al., (2010). Among the difficulties raised by the lecturers is the non-appearance of physical and educating resources, language challenges from learners, NCV standard being too high for learners, misjudge of the TVET College, non-existence of innovative work for lecturers, ill-disciplined learners, subjects overload, vocation guiding for learners, and absence of inspiration from learners side. In terms of teaching and

physical resources, lecturers complained that textbooks are not available on time as they sometime receive them at the end of July. A complaint was also raised that FET colleges admit learners first and later realized that they do not have space to accommodate them. This impact negatively on the delivery of teaching as learners and lecturers do not have materials on which to learn and teach from (Mokone, 2011).

With regard to learners, there is also a strong perception that numerous students who register at TVET colleges have either passed grade 9 or 10 at schools and the curriculum is extremely high for them. Another concern that was raised is that a few classes have students who either have completed grade 10, 11 and 12. Consequently, this causes problems for lecturers as learners are not on the same phases of understanding. Due to the difficulties experienced by learners in the NCV, the greater part of them get to be distinctly debilitated and lose enthusiasm for their learning. The negative effect of the NCV program is that numerous learners drop out of the program as they can't adapt and this additionally adds to a high failure rate toward the end of the year. Likewise it was raised that educational module advisers who exhort on NCV programs appear to not have a comprehension of the program. The inclination among teachers that NCV was needlessly presented by the DHET and was not piloted was confirmed (Mokone, 2011).

- 2.6.3 The third strand of literature, which is still in its infant stage, considers the link between TVET colleges and the market. (Wedekind, 2008). Papier, Needham and McBride (2012) argue that the gravest economic challenges facing South Africa is high unemployment and a skills mismatch. Jacobsz (2004) has created rules on creating market driven projects, while McGrath and Akoojee (2007) have dissected the coming of showcasing methodologies in the division, and how these shape programs. The market demand for skilled labour is greater than the number of individuals completing post-school education and training. Prospective employers often complain that the education system does not give individuals the necessary skills to be productive in the workplace, or to start their own enterprises. This is confirmed by the Diagnostic Report of the National Planning Commission which notes that the delivery of vocational education and training is incomplete in scale, scope, quality and relevance. (Mgijima and Morobe (2012).

The HSRC has published the collection *Turning Work and Learning Inside-Out* (Cooper & Walters, 2009) emerging out of the *Researching Work and Learning* conference held in 2006. This collection begins to theorise (and problematize) the connections between work and learning with important implications for how FET college programmes are conceptualised (Papier et al., (2010). Also of interest is the collection on *Skills Shortages in South Africa* (Erasmus & Breier, 2009) particularly the chapter by Jeffrey Mukora (2009) on artisans, which introduces questions on not only the size, but also the nature of skills shortages. Smaller qualitative studies into college practices in the implementation of work based programmes provides insight into how colleges make work-based education policy work (Needham, 2008). In a similar vein the FET Institute conducted a study into employability which began to show emerging practices at colleges from a ‘supply side’ perspective and to showcase good practice (Papier et al., (2010, McGrath, Needham, & Wedekind, 2010).

Critical to the discussion of a reconfigured post school system is building coherent pathways through education and work. The NEETs publication highlights the level of non-participation by youths between the ages of 18-24. Through an analysis of existing databases, Sheppard & Cloete (2009) show that 2.8 million youths are not involved in education, employment or training, and conclude that there is a need for a differentiated post school system that can cater for out of school youth (Cloete, Synthesis, 2009a). The NEETs report shows further through a longitudinal study of youth that there is racial differential of access to higher education, with black students more likely to attend college, and white students 3 times more likely to attend university than their black counterparts (Papier, et al., (2010).

However, the literature to date suggests that, as in other countries, the matter of labour markets outcomes may be considerably more complex than a skills matching exercise, involving a range of dimensions (McGrath, Needham, & Wedekind, 2010) including the particular ‘capital’ that students hold (Gewe, 2009), and different training practices for different labour market segments (Kraak, 2008). The skills mismatch thesis may prove

inadequate to conceptualise the outcomes involved, and the dynamics of the “supply-demand” and “skills shortage” discourses may require further conceptual and empirical interrogation (Papier et al., (2010).

- 2.6.4 Piper et al., (2012) argue that students in the NCV programmes experienced huge drop-out and failure rates for a variety of reasons which included the unexpectedly high (on the side of students and lecturers alike) cognitive and assessment demands of the NCV programmes. Lecturers too were ill-prepared for the many younger learners pushed into NCV programmes by schools when these learners were judged not able to cope with the academic syllabus in schools, as well as older learners who had been out of school for a while and had diverse academic support needs (Piper et al., (2012).

Gewer (2010) argues that NCV has been under a haze since its presentation. The curriculum was acquainted as being an option course with a level 4 "grade 12". Be that as it may, the NCV strategy additionally specified that the NCV at level 4 "engages learners to get the fundamental learning, applied competence, practical skills, connected capability and perception required for employment in a specific occupation , or class of occupations , or way into advanced education." (p. 82). The overall criticism from companies is that the NCV gives an overall establishing that should then be additional created in the working environment in the workplace to develop the essential trade skills. Moreover, the worry is that the substance of the curriculum does not precisely adjust to aptitudes necessities in the enterprises concerned. As a result, in response to a persistent skills supply crisis, five of the largest companies in the construction sector financed the rewriting of the NCV Civil Engineering and Construction curriculum. Companies engaged in the Technical Business Skills Partnership have acknowledged that similar work needs to be done on the engineering curriculum.

Educational programs look to guarantee equality between the mathematics and language subjects in the NCV curriculum and those at Grade 10 to Matric in schools. All things considered, recommendation is that after, Matric learners will not have to rehash mathematics and English as they ought to effectively finish them at school.

Consequently, there is a call to rationalise the NCV for post-matriculants and allow exception for these subjects. Gewer (2010) concludes by saying that once these issues are tended to, the NCV ought to pick up believability among industry and, the length of the NCV produces adequate quantities of graduates every year, industries are probably going to work with colleges and enroll the students who have completed all levels.

2.6.5 Other scholars, for example, Allais (2007) and Beck and Young (2005) criticise outcomes based qualification frameworks for vocational education, saying that the specification of outcomes is only appropriate for low level skills training. These authors call for sequenced study within educational institutions in order to achieve specialized knowledge necessary for a global knowledge economy. Within this context, Allais (2007) concludes that outcome-based qualifications reforms are not an adequate base for educational reform in South Africa, and that more emphasis should be placed on building public educational institutional capacity to deliver codified, discipline based knowledge. The essence of Allais's argument is that education is apprehensive with the acquirement of knowledge and that specifying outcomes outside of a knowledge context (for example in unit standards based qualifications offered by Colleges) undermines and marginalizes educational knowledge (Allais, 2007).

2.6.6 With regard to development of lecturers, Mokone (2011) contends that regardless of the academic development programs, i.e. assessor training, moderator training, facilitator training, mathematics workshops, business administration course, ODETDP NQF level 5 course, and so on as delineated in the FET 2010 Staff Training Data Set (DHET, 2011), still there is a lack of capacity and many weaknesses in academic development amongst these lecturers. Based on this finding, it was concluded that weak or lack of academic development programmes for public FET Colleges lecturers impact negatively on teaching and learning which result in poor learner achievement. Implemented well, academic development programmes would help FET College lecturers to sustain high quality performance in their classroom teaching and encourage them to pursue life-long learning which is vital to their academic development (Mokone, 2011).

2.7 **Rationale**

Clearly, none of the literature strands mentioned above provide an adequate explanation for exploring the understanding, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a TVET College, meaning that there is a significant knowledge gap in this area, hence the need for this study. The research on TVET colleges education in South Africa is shaped by a reasonably small group of researchers and is relatively underdeveloped (Wedekind, 2008). This statement justifies the researcher's view that additional research is required to understand the challenges affecting teaching and learning in the TVET system.

2.8 **Clarification of the key concepts**

As explained in Chapter One, the key concepts underpinning this research are teaching, learning and motivation. These concepts are mutually reinforcing and thus critical in understanding the challenges that impede teaching and learning in the TVET College in KZN. For example, while teaching implies service delivery by lecturers, learning concerns learner performance and outcomes. Therefore, in order for lecturers and students to perform well, they must be motivated. This means that both the work environment and the learning environment should be structured in a manner that promotes healthy and productive working relationship between lecturers and students to ensure success (Nel & Hugo, 2012).

2.8.1 **Teaching and Learning**

In the Collins English Dictionary and Thesaurus (2011, p.882), the concept of teaching is defined as follows: instruct, drill, educate, enlighten, guide, inform, show, train and tutor. Clearly, these words have behavioural implications for lecturers. For example, the need to guide, show and tutor suggest that lecturers should provide more than content to their students. They should also be able to provide guidance and support to help students learn better. To be able to perform their duties, teachers or lecturers should be motivated by curiosity of their students and a better salary. Learning is well-defined as “a relatively

long-lasting change in behaviour or potential behaviour as a result of creative contact with one's surroundings" (Botha & Coetzee, 2013, p. 204). Learning takes two forms. The first is implicit learning, which refers to the common knowledge that people use daily. The second type of learning is called explicit learning, which requires conscious and deliberate thought and effort. Educational institutions facilitate explicit learning by encouraging students to think deliberately and consciously about the meaning of things, how to solve problems and how to remember information. Knowing how people learn can help managers and training and development practitioners to diagnose performance problems, assess training needs and identify development strategies (Botha & Coetzee, 2013).

2.8.2 Curriculum

Lunenburg (2011) offers the following useful definitions of the curriculum: a formal course of study, emphasizing content or subject matter, the totality of encounters of every learner, focusing on how subject matter is learned or the process of instruction. Other definitions include statements of expected learning outcomes or behavioural objectives. Behavioural objectives are typically identified within some framework such as the subjects offered in the school programme, or a plan for instruction specific to a particular school or student population. What is clear from these definitions is that the curriculum is geared towards achieving a specified set of outcomes. The study will establish the understandings and experiences of lecturers regarding curriculum delivery and management in a TVET College in KZN.

2.8.3 Leadership and management

Leadership is the procedure of influencing others towards attainment of organisational goals (Bartol and Martin, 1994). Management is about the day to day running of an organization. As discussed earlier, the unique goal of the study is to explore the understandings, experiences and practices of lecturers in leading and managing curriculum delivery in a TVET college in KwaZulu Natal.

2.8.4 **Motivation**

There are three components of motivation (Armstrong, 2013): direction – what a person is trying to do; effort – how hard a person is trying and persistence – how long a person keeps on trying. Motivation applies to both students and lecturers. For students to succeed on the TVET programme, they have to be motivated to learn. Similarly, lecturers should be motivated to be able to teach effectively. In the TVET system, motivation of students can be released by creating a conducive environment that allows students to participate and contribute to the learning process.

2.8.5 **Principles of learning and learning Style**

According to Armstrong (2013), individuals must be motivated to learn. Good learning depends on clear learning goals. Students need a sense of direction and feedback to learn effectively. Students must get satisfaction from a learning programme. More importantly, learning must be active, not passive – which means that students ought to be effectively involved in the learning procedure. Appropriate and varied teaching methods must be used to accommodate the unique learning needs of participants. Learning requires time to assimilate, test and accept. Finally, students must receive reinforcement of correct behaviour – they need to know how they are learning. Kolb (1985) suggests that individuals have a preference for the learning styles and these include four stages, namely: the converger, who uses abstract conceptualisation and active experimentation to learn, the diverger who uses concrete experience and reflective observation abilities to learn, the assimilator who uses abstract conceptualization and reflective observation abilities to learn and finally, the accommodator who uses concrete experience and active experimentation abilities to learn (Botha & Coetzee, 2013, Tennant, 2006).

2.9 CHAPTER SUMMARY

Chapter two reviewed several themes in the literature on TVET colleges. These, it was argued, span a wide range of issues, including transformation of TVET colleges, role of TVET colleges in a developmental state, awareness of the TVET sector to the needs of the labour market, lecturers and the TVET curriculum and learner performance. What is evident from this review is that TVET colleges have a major role to play in skills formation and thus key to supporting sustainable development in South Africa. Having said that it is equally important to note that very little has been documented about the actual experiences of lecturers in delivering, managing and leading the curriculum in TVET colleges. Instead, the literature tends to focus more on the qualifications of lecturers, as opposed to the actual teaching and learning processes in the classroom. The study aims to address this knowledge gap by exploring the insights and actual experiences of lecturers in meeting the demands of the TVET curriculum. The next chapter presents the theoretical framework of the study.

CHAPTER THREE

THEORETICAL FRAMEWORKS

3.1 INTRODUCTION

Having reviewed the literature in the previous chapter, attention is now focused on the theoretical frameworks underpinning the study. A theory or theoretical framework was a well-developed, coherent explanation for an event and is required to locate the study within the correct field (Vithal & Jansen, 2010). In addition, a theoretical framework is necessary for any study for the following reasons: to locate the research, that is, to signal where the research is coming from, to test a theory, that is, to assess the validity of a theory's proposition in the study being undertaken or to compare the power of two rival theories, that is, to use a theory (Mertens, 2006, Neuman, 2011 & Babbie, 2014). The theoretical frameworks for this study focused on teaching and learning are Bernstein's Code Theory and James Weber's Instructional leadership model (1996). The remainder of this chapter considers the Behaviouralist and Humanist approaches with a view to enrich the study.

3.2 Basil Bernstein's Code Theory

Basil Bernstein was a British social theorist who developed his sociological theory of pedagogy over a period of more than thirty years (Cause, 2010, p. 3). Bernstein's real concentration was on understanding how education could be comprehended in its own particular terms, and not only as a relay for social class and different imbalances. He trusted that cultural reproduction studies examined what was conveyed or transferred by instruction, for example, class, sexual orientation and race imbalances as opposed to the constitution of the relay itself (Bertram, 2012). His work provided an interesting and extremely persuading way regarding seeing the routes in which society imitates contrast and economic wellbeing through the connections of the appropriation of power, class relations, correspondence codes (Cause, 2010). Bernstein (2000) sees teaching and learning as key to the knowledge base of society, gatherings and people. However, teaching and learning similar to wellbeing, is an open foundation, fundamental to the generation and propagation of distributive injustices. He further states that 'education can

have a pivotal part in making tomorrow's hopefulness with regards to today's negativity. Yet, if it is to do this, then we ought to have an examination of the social predispositions in education. These predispositions, he argues, 'lie profound inside the very structure of the instructive framework's procedures of transmission and obtaining and their social suppositions' (Cause, 2010, p.3).

3.2.1 **Rationale**

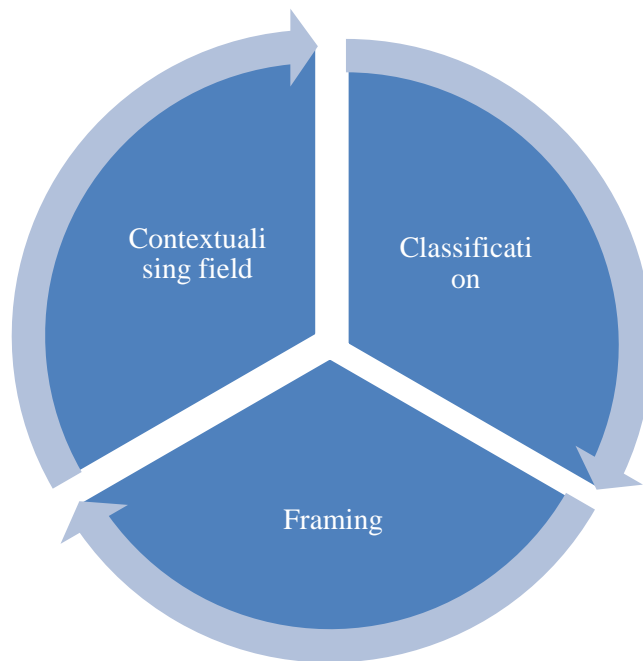
The rationale for choosing Bernstein's Code Theory in this study was that it provided a language of description from which to make unequivocal routes in which educational modules, appraisal and teaching method inside a TVET college was transferred and courses in which this could have attempted to build and figure out what was to be learnt, how substance was to be learnt and when certain subject substance are learnt (Cause, 2010). This was important as lecturers were expected to lead and manage curriculum delivery in the TVET colleges. Bernstein's Code theory provided the basis for exploring complex teaching and learning issues that lecturers grapple with as they try to improve curriculum service delivery in TVET colleges. Using his Code theory as a guide, the researcher was going to be able to learn techniques in which governments assess is the structures within a TVET college and work towards assisting students with teaching and learning. Bernstein's Code Theory is visualized in figure 1 below:

3.2.2 **Formal education knowledge**

According to Bernstein (1975), formal education knowledge was thought to be acknowledged over three message frameworks: curriculum, instructional method and assessment. defined what counted as valid knowledge, pedagogy defined what counted as valid transmission of knowledge, and evaluation defined what counted as valid realization of this knowledge. Through the three message systems of a school, the dominant cultural group controls, classifies, produced and transmitted what knowledge was to be learnt and what values and attitudes were acceptable in that society.

Bernstein's Code Theory states that students create ethics inside the way of life of the school through conflicting as well as incomprehensible performances - outside worldwide market powers and teaching methods were turning out to be more market-situated, however conventional social chains of command, social qualities and customary ceremonies and practices were being held, making oppositional talks inside the school culture. Schools were the central place where students shaped their individual standards, instinctive and theoretical observations of the world (Bernstein, 2000 & Cause 2010). The key principles of Bernstein's Code Theory are illustrated in figure 1 below:

Figure 1: Principles of Bernstein's Code Theory



(a) **Recontextualising field**

The recontextualising field had a vital capacity in making the major self-governance of education (Bernstein, 2000 & Cause, 2010). The Official Recontextualising Field (ORF) of the school made or built academic talk over its individual particular request by specifically progressing, moving and supporting all talks inside the institution. That is, instructional method, curriculum and appraisal are delivered through the ORF and specialists inside the ORF, for example, the teacher or school activities, practices and rituals. The academic recontextualising field (PRF) alludes to the recontextualising field outside of the school that commands and controls the ORF. This was frequently DHET educational programs power or basic educational programs measures. The quality of control that the PRF had above the ORF of every institution shifted from department to department and nation to nation, however in the institution that answered to government educational programs, the development of academic talk was sometimes controlled by the PRF. Pedagogic discourse in an educational organization was constructed by the ORF and to varying degrees by power and control the PRF had over the ORF, but the construction of the pedagogic discourse was to be viewed more as a principle than an actual discourse as such. Bernstein argued that it was the principle through which all discourses in the school interrelate with each other for the purpose of teaching and learning (Cause, 2010).

At the point when an educational program moved from one place to the next, it was recontextualised in light of the fact that it was inescapable that a change will happen as it is substituted from the state educational programs authorities, to the school, then to the teacher and afterward to the student (Cause, 2010). At the point when an educational program moved from one place to the next, it was recontextualised in light of the fact that it was inescapable that a change will happen as it is exchanged from the government educational modules authorities, to the school, the educator and afterward to the student. Utilising this hypothesis helped one to examine at the real change of what the school considers deserving of teaching and learning. (Bernstein, 2000 & Cause, 2010).

(b) **Classification**

Bernstein's conceptions of classification and framing could be used as a model to illuminate the effects that different structures of the message systems have on student learning, as the interactions, boundaries, timing, place, pacing, selection and organisation of elements within these message systems greatly impacts on the school environment (Cause, 2010, p.4). Classification was the methods by which control relations were changed into particular discourses, and framing was the means whereby principles of control were transformed into specialized regulations of interactional discursive practices (pedagogic relations) which attempted to relay a given distribution of power' (Bernstein, 2000). Basically, the idea of classification was the path in which control relations were developed into specific talks. With the end goal of the researcher, it particularly showed the level of limit kept up between various things in the school (Bernstein, 2000): 'Where classification is strong, contents are well insulated from each other by strong boundaries. Furthermore, classification is weak, there is lessened protection between substances, for the limits between contents are feeble or obscured. Grouping in this manner alludes to the level of limit support between contents (Bernstein, 1971).

Classification also covered aspects such as assessment strategies, relationships or even the layout of classrooms. In a school where subject content is taught in isolation of each other, i.e. Science is clearly distinct to English, Mathematics is clearly distinct to other subject areas, there is a strong degree of boundary between each subject, and so, the classification can be described as strong.

Organisation was additionally alluded to inside branches of knowledge. For instance, grouping was portrayed as powerless where an educator concentrated on various perusing aptitudes in the same time. Solid classification happened in class where an teacher surveyed diverse reading skills as isolated separate entities. Thusly, characterisation shifted inside the setting of single experience. You could have had solid grouping over the subject content instructed in the class, however powerless arrangement over the teacher that passes on the content, where teachers may swing classrooms to instruct inside that topic.

Based on the classification principle above, the study will explore the understandings and experiences of lecturers in teaching the curriculum to see if there were linkages between the subjects taught and assessment strategies used.

(c) **Framing**

Framing was utilised to allude to the courses in which standards of control were passed on through specific directions of interactional connections and discursive practices, which endeavoured to build and disperse control (Cause, 2010). In the college, it could be utilised to allude to the quality of the limit among what may be communicated and what may not be communicated in the educational connections'. It particularly alluded to 'the level of control educator and student postures over the segment, association, pacing, and timing of learning communicated and received in the educational relationship (Bernstein 1971).

For the researcher, one can draw from his thought of confining to illuminate the power relations behind correspondence in instructive connections. It can give a dialect of depiction from which we can comprehend what students have admittance to and what they do not (Cause, 2010). It referred to *how* meanings in the classroom were constructed, made public and the nature of the social relationships behind putting it together. Using an example of classroom use, it referred to the relationship between the lecturer and the student and the degree of autonomy each person had in that relationship in regards to what the learner had access to, when content is taught, how that content was prioritized and the physiological and environmental factors in which the learning took place (Bernstein, 2000 & Cause, 2010). It also referred to the timing of curriculum content in the sense of what content was taught when, and what took priority over the other. Analysing the strength of framing in an educational organization helped illuminate the power particular agencies had over *what*, *when* and *how* knowledge was learnt. Through the strength of framing, students learnt what questions were asked and when, and what was more valuable than the other.

Bernstein's Principle of Framing was central to understanding the experiences of lecturers in working with students to discuss learning needs and expectations. It was important to find out whether lecturers communicated with students to ensure effective learning, particularly at NCV Level 2, which was the key focus of the study. The researcher believes that through framing, lecturers and students could form partnerships to ensure effective delivery of the curriculum.

(d) **Curriculum Types**

Bernstein (2000) recognised two distinct sorts of curriculums that came about because of the varieties in framing and classification – open and closed. He named the closed curriculum a firmly characterised educational modules) an accumulation sort, where the learner needed to gather a group of favoured contents so as to fulfill a few criteria of assessment and all subjects were instructed in confinement of each other with solid limits isolating every content. In open educational modules, what he named an incorporated educational curriculum sort (weakly characterised

educational modules), the subjects were not disconnected from one another and the limits amongst them were separated, relationship being drawn amongst them.

Implications for the Study

In this study, Bernstein's perceptions of classification and framing improved understanding of how the teaching and learning process worked in a TVET college. For example, by exploring the experiences and understanding of lecturers, the researcher was able to comprehend connections between various varieties of arrangement and confining, the progression of learning and a segment of the results of these variations from various clusters in a TVET.

Breaking down the quality of limits kept up in a school (classification) and investigating the scope of choices educators or students had, or the control they had over what was and was not instructed (strength of framing) helped the researcher better comprehend the courses in which learning was transferred and shaped in a TVET college. More importantly, Bernstein's theory allowed power relationships to be brought into the analysis so that the concepts that illuminate significant influences in the shaping of

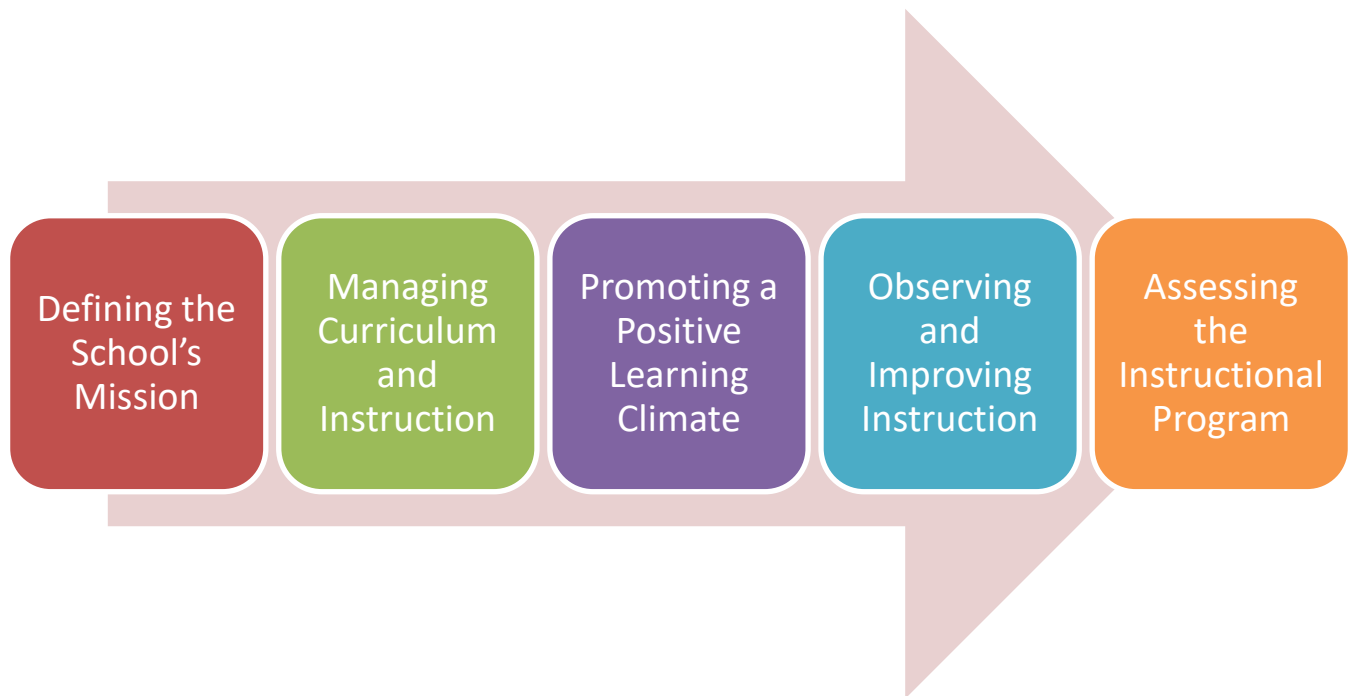
knowledge could be examined, distinguishing rather than dichotomizing different transmission structures (Cause, 2010).

At a small scale level, it brought into examination the courses in which the educator influenced student studying over the control every educator has above what was and was not communicated over instructional method, evaluation and educational modules. At the instructional level, it helped to highlight the external effect activities had on what, when and how content was communicated (Cause, 2010).

3.3 James Weber's Instructional Leadership Model (1996)

As the research topic also included issues of leadership in TVET contexts, it was helpful to use leadership theory, with particular emphasis on Weber's (1996) instructional leadership model. The five components of Weber's theory are depicted in figure 2 below.

Figure 2: Weber's (1996) Instructional Leadership Framework



As shown in figure 2 above, Weber (1996) identified five essential domains of instructional leadership which included defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction and assessing the instructional program. Discussion of these five components follows:

(a) **Defining the School's Mission**

Weber depicted characterising the school's main goal as a dynamic procedure of participation and intelligent intuition to make a mission that was clear and legit. The mission of the school should tie the staff, students and guardians to a common vision. The instructional pioneers offer the partners the chance to talk about qualities and desires for the school. Together they attempted to make a mutual mission for the school.

(b) **Managing Curriculum and Instruction**

Overseeing educational modules and guideline must be consistent with the mission of the school (Weber, 1996). The instructional pioneer's collection of instructional practices and classroom management offers educators the required assets to furnish students with chances to succeed. The manager helped teachers use current research in best practices and instructional strategies to reach school goals for student performance. By interviewing lecturers and managers, the researcher was able to explore the challenges that lecturers faced in leading, managing and delivering the curriculum in the participating TVET College in KwaZulu-Natal.

(c) **Promoting a Positive Learning Climate**

According to Weber (1996), managers advanced a positive learning atmosphere by conveying instructional objectives, establishing elevated standards for execution, setting up a methodical learning atmosphere with strong correction opportunities, and attempting to expand educators responsibility to the institution (Weber, 1996). In undertaking this study, the researcher assumed that although principles of teaching and learning existed in the TVET College, however, the performance of learners at NCV Level 2 remained unsatisfactory – hence the need for exploring the challenges that lecturers encountered in leading, managing and delivering the curriculum at this level.

(d) **Observing and Improving Instruction**

Observing and enhancing guideline began with the key building up trusting and respectful associations with the institution staff. Weber (1996) suggested that perceptions were open doors for expert communications. These connections gave proficient improvement chances to both the observer and the one being observed. At the end of the day, an equal relationship was created where both individuals included increased significant data for expert development. In the TVET College under study, it was expected that junior and senior lecturers should work together to improve teaching and learning. The study will show whether that happened.

(e) **Assessing the Instructional Programme**

The last component of Weber's (1996) hypothesis involves surveying the instructional program which is fundamental for development of the instructional program (Weber, 1996). The instructional leader starts and contributes to the organising, outlining, controlling, and examination of appraisals that assess the adequacy of the educational curriculum. This continuous investigation of the instructional program empowered instructors to adequately address students' issues through consistent amendment and refinement. Weber's model (1996) of instructional leadership incorporates research about shared leadership and empowerment of informal leaders to create a school that underscored the emphasis of academics and student achievement for all students.

Implications for the study

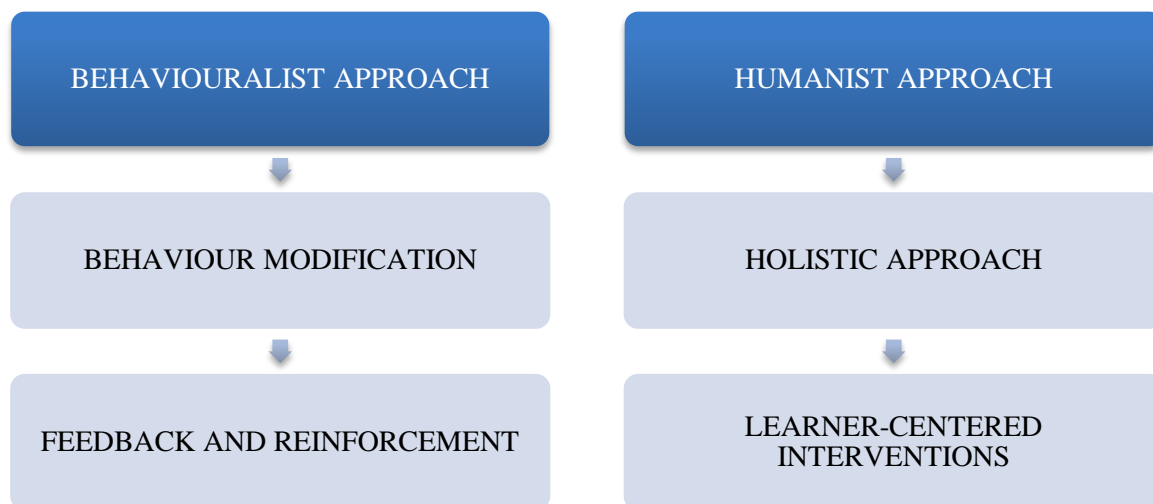
Weber's theory suggested that leadership is an important element in the teaching and learning processes as it provided the vision, set goals and provided support and guidance to staff i.e. lecturers in TVET colleges. Effective people management through creation of a positive climate, support system and equal opportunities for development and recognising good performance was co-related to success of teaching and learning. Leadership was able to interact and work with all the key stakeholders involved in the teaching and learning process including lecturers, students, parents and local communities.

While Weber's 1996 Model is widely accepted, however, his theory hasn't been observationally verified. It was not vibrant that if a manager establishes behaviours from Weber's model, levels of student success resulted. Through interviews with managers and focus groups with lecturers the researcher able to establish whether the participating TVET College applied the five principles of Weber's 1996 model in leading, managing and delivering the curriculum to improve teaching and learning at NVC Level two.

3.4 The Behaviouralist and Humanist approaches

The Behaviouralist and humanist approaches provided a useful basis for understanding teaching and learning processes, particularly in the TVET environment. These theories were chosen because they influenced the choice of teaching and learning strategies and methodologies. Following is an illustration of these two approaches in Figure 3.1.

Figure 3: Behaviouralist and Humanist approaches



3.4.1 Behaviourist approach

As indicated in figure 3 above, the Behaviourist approach highlighted the specific elements that needed to be considered when designing or facilitating learning activities. These included reinforcement of learning to shape behaviour, for example, giving instant praise to a learner for doing well in a particular learning activity or assessment can reinforce learning. The basic principle of the Behaviourist approach is that effective learning occurs when good behaviour is praised (Botha & Coetzee, 2013). The second element was the relationship between the reward and the behaviour. It is important to give praise immediately after the good behaviour to ensure that the good behaviour is repeated. Watson (1878-1958) and Skinner (1904-1990) are the two major inventors of Behaviourist ways to deal with learning. Watson believes that human conduct came about because of particular stimuli that inspired certain reactions. Watson's fundamental start was that decisions about human improvement ought to be founded on perception of overt behaviour as opposed to theory about subconscious motives or inactive psychological procedures (Shaffer, 2000).

Expanding on Watson's basic stimulus-response model, Skinner developed a more comprehensive view of conditioning, known as operant conditioning. His model was based on the premise that satisfying responses are conditioned, while unsatisfying ones are not. Operant conditioning is the rewarding of part of a desired behaviour or a random act that approaches it. His model was based on the premise that satisfying responses are conditioned, while unsatisfying ones are not. Operant conditioning is the rewarding of part of a desired behaviour or a random act that approaches it. Skinner remarked that "the things we call pleasant have an energizing or strengthening effect on our behaviour" (Skinner, 1972, p. 74). Through Skinner's research on animals, he concluded that both animals and humans would repeat acts that led to favourable outcomes, and suppress those that produced unfavourable results (Shaffer, 2000). Behavioural learning theorists believe that learning has occurred when you can see changes in behaviour. The behavioural learning model learning was the result of conditioning. The basis of conditioning was that a reward following a desirable response acts as a reinforce and

increased the likelihood that the desirable response will be repeated. Reinforcement was the core of the behaviourist approach. Continuous reinforcement in every instance of desirable behaviour was useful when behaviour is being introduced. Once a coveted conduct is established, discontinuous support keeps up the behaviour. The significance of frequently and reliably compensating sought behaviour immediately and not remunerating disagreeable behaviour was vital to the achievement of a behaviourist way to deal with learning. Learning was separated into little strides so that the person can be successful (Parkay & Hass, 2000).

Behaviour modification was a technique of prompting better lecture theater presentation from unwilling students. It had six basic mechanisms: the first is detail of the desired outcome (What must be changed and how it will be assessed). One case of a wanted result was expanded student support in class examinations. The second was advancement of a constructive, sustaining environment (by expelling negative boosts from the learning environment). In the above case, this would include a student- educator meeting with a survey of the significant material, and approaching the student when it was apparent that e/she knows the response to the question postured. The third segment included distinguishing proof and utilization of proper reinforcers (intrinsic and extrinsic rewards). A student got a characteristic reinforcer by accurately replying within the presence of peers, subsequently expanding self-esteem and certainty. Reinforcement of behaviour patterns develop until the student has established a pattern of success in engaging in class discussions were the fourth component of behaviour modification. Reduction in the frequency of rewards--a gradual decrease the amount of one-on-one review with the student before class discussion was the fifth component. The last component involves appraisal and valuation of the efficiency of the methodology centered on teacher prospects and student results. (Brewer, Campbell & Petty, 2000).

The implication for educators was that learning programmes should include clearly defined behaviours, skills competencies and incentives to encourage good performance among students. The study established whether the unsatisfactory performance of

students at the entry level (NCV Level 2) of the TVET system in a College has to do with lack of learner participation, reinforcement and learner support mechanisms. Behaviorism is principally concerned with perceptible and quantifiable parts of human conduct. In characterizing conduct, behaviourist learning theories underline changes in conduct that outcome from boost reaction affiliations made by the learner. Conduct is coordinated by stimuli. An individual chooses one reaction rather than another because of earlier molding and conditioning and psychological drives existing at the moment of the action (Parkay & Hass, 2000). Learner motivation was one of the key concepts that underpin the study. It was vital to find out if students are motivated to learn, particularly at the entry level where performance and outcomes remain relatively low.

3.4.2 The Humanist Approach

The Humanistic approach, also known as person-centred education, was a way to deal with education based on the work of humanist psychology, most notably Abraham Maslow and Carl Rogers, among others (Rogers, Lyon, Harold & Tausch, 2013). Rogers has been called the father of humanistic psychology since he dedicated a lot of his time and hard work to applying the consequences of his mental research to individual focused teaching where sympathy, thinking about students, and validity with respect to the learning facilitator were observed to be the key characteristics of the best educators (Rogers, Lyon, Harold & Tausch, 2013). According to this theory, people have a natural aptitude for learning and have control over their own learning processes and outcomes (Coetzee, 2013). This meant that all training should therefore take a learner-centred approach. These required educators to assume the role of a facilitator, creating an enabling environment where students were able to think creatively, listen to others, share perspectives (Coetzee, 2013). A major advantage of including the Humanist approach in this research was that it put the learner at the centre of the learning process, making it possible for students to independently tackle and find solutions to learning problems (Coetzee, 2007). Furthermore, the Humanist approach suggested four important principles which may be helpful in understanding the challenges that impede teaching and learning in the KZN TVET College. These include the following (Cornelius-White & Harbaugh, 2010):

3.4.2.1 Choice and control

The humanistic approach put a considerable measure of complement on students' decision and control throughout their training. Understudies were urged to settle on decisions that range from everyday exercises to occasionally setting future life objectives. This allowed for students to focus on a specific subject of interest for any amount of time they choose, within reason. Humanistic educators trusted it was imperative for students to be inspired and occupied with the material they are learning, and this happened at the point when the topic is something the students' needs and need to know.

3.4.2.2 Felt concern

Humanistic instruction concentrated on the felt concerns and interests of the students interlacing with the understanding. It was trusted that the general state of mind and sentiment the students can either prevent or cultivate the way towards learning. It was the analyst's conviction that these issues influence instructing and learning and accordingly should have been considered in the TVET environment to guarantee learner achievement.

3.4.2.3 The whole person

Humanistic teachers believed that both feelings and knowledge were vital to the learning procedure. Dissimilar to customary instructors, humanistic educators separated the cognitive and affective domains. This perspective likewise identified with the curriculum as in lessons and exercises provided concentration on different parts of the students and not only the remembrance through note taking and addressing. Thus, focusing on the whole person ensured that learning became a balanced process that took into account the unique socio-economic challenges that students face in their environments while at the same time helping them to achieve their learning goal through on-going support, advice and guidance.

3.4.2.4 Self-evaluation

Humanistic teachers believed that evaluations are superfluous and that lone self-assessment was significant. Reviewing urges students to work for a review and not for natural approval. Humanistic educators can't help contradicting routine testing since they educate students' repetition remembrance instead of important learning. They additionally thought testing doesn't give adequate instructive input to the educator. Here, the mentor or teacher has a tendency to be more strong than basic, more understanding than judgmental, more veritable than assuming a part. Their job is to foster an engaging environment for the students and ask inquiry-based questions that promote meaningful learning. In other words, Humanist learning theorists view learning as a function of the whole person and believe that learning cannot take place unless both the cognitive and affective domains are involved. The individual's ability for self-assurance is a critical piece of humanist hypothesis (Coetzee, 2007).

The humanist approach is also consistent with the principle of outcomes based education advocated by the National Qualifications Framework (2002), which encourages students to assume full liability for their own particular learning and development. Its major attractions compared to the other theories of learning include: self-directed learning and work-based learning processes, which balances theory and practice (Coetzee, 2013). These issues were central to the study as it attempts to explore the challenges that impede teaching and learning in the KZN TVET College. Following is a clarification of the key concepts associated with this research.

3.5 Principles of learning and Learning Style

According to Armstrong (2013), individuals must be motivated to learn. Good learning depends on clear learning goals. Students need a sense of direction and feedback to learn effectively. Students must get satisfaction from a learning programme. More importantly, learning must be active, not passive – which meant that students ought to be effectively involved in the learning process. Appropriate and varied teaching methods were used to accommodate the unique learning needs of participants. Learning requires time to assimilate, test and accept. Finally, students received reinforcement of correct behaviour – they needed to know how they are learning. Kolb (1985) suggest, that

individuals have a preference for the learning styles and these include four stages, namely: the converger, who uses abstract conceptualisation and active experimentation to learn, the diverger who uses concrete experience and reflective observation abilities to learn, the assimilator who uses abstract conceptualization and reflective observation abilities to learn, and, finally, the accommodator who uses concrete experience and active experimentation abilities to learn (Botha & Coetzee, 2013, Tennant, 2006).

3.6 CHAPTER SUMMARY

Chapter Three discussed Bernstein's Code Theory, Weber's (1986) Instructional Leadership Theory as well as the Behaviouralist and Humanist approaches in order to provide a theoretical foundation for the study. While Bernstein's theory provided a language of description from which to make explicit ways in which curriculum, assessment and pedagogy within a TVET college was relayed and ways in which this could work to construct and determine what was to be learnt, how content was to be learnt and when certain subject content are learnt; Weber's instructional leadership model provided a useful framework for understanding the leadership and management roles of teachers in delivering the curriculum in the learning environment. Together, these principles could also be used to explore the understandings, experiences and practices of lecturers in leading and managing delivery of the curriculum in TVET colleges.

Although they differ in terms of emphasis, the behaviouralist and humanist approaches provided valuable insights and guidelines on what could be done to improve teaching and learning processes in schools, including TVET colleges. For example, while the Humanist approach emphasised the need for a holistic approach to teaching and learning, the Behaviouralist approach, on the other hand, highlighted the importance of learner motivation as central to achieving learning goals and outcomes. Together, these theories provided the basis for exploring the understandings and experiences of lecturers in managing and leading delivery of the curriculum in a TVET college in KwaZulu-Natal. The next chapter discusses the research design and methodology employed by the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

While Chapter Three addressed the theoretical frameworks underpinning this study, Chapter Four explains the research design and methodology used by the researcher to explore the understandings and experiences of lecturers in leading and managing the curriculum in a TVET college in KwaZulu-Natal. Key methodological aspects covered in this chapter include research paradigm, research design, research methodology, sampling, data generation methods, data analysis, issues of trustworthiness and ethical issues.

4.2 Research Paradigm

According to the Encyclopaedia of Qualitative Research (2008), a paradigm is an arrangement of suppositions and perceptual introductions shared by individuals from an exploration group. Ideal models decide how individuals from research groups see both the marvels their specific group thinks about and the examination philosophy that ought to be utilized to concentrate those wonders. Likewise, Denzin and Lincoln (2005) posit that a paradigm is the net that contains the researcher's epistemological, ontological, and methodological premises. These are explained briefly below.

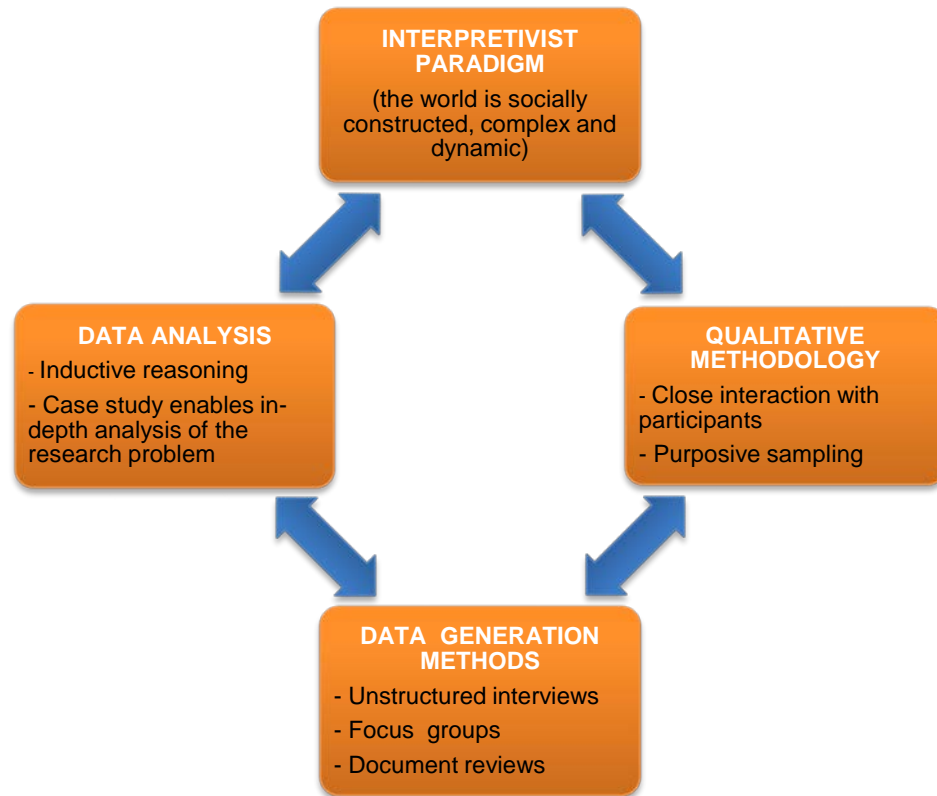
Epistemology is about the nature and types of information. Epistemological assumptions are concerned with how learning can be made, obtained and imparted, in other words *what it means to know*. According to Guba and Lincoln (2005), epistemology poses the question - what is the way of the relationship between the would-be knower and what can be known? For example, in this study, the researcher is linked to the participating TVET College as she is part of the TVET college management and has a professional relationship with the research participants. Ontology is the study of being (Mertens, 2005, Scotland, 2012). Ontological assumptions are concerned with what constitutes reality, at the end of the day what is real. Researchers need to take a position concerning their perceptions of how things really are and how things really function. Methodology is the system or plan of action which lies behind the decision and utilisation of specific

strategies (Scotland 2012). Hence, methodology is concerned with why, what, from where, when and how information is gathered and analysed (Creswell, 2009). Methodology inquiries about how can the inquirer go about finding out whatever they believe can be known? The study adopts the Interpretivism paradigm. An interpretivist or constructivist paradigm depicts the world as socially developed, complex, and steadily changing as opposed to the positivist assumption of a fixed, quantifiable reality external to individuals (Mertens, 2005, Creswell, 2009 & Tuli, 2010). This paradigm assumes that knowledge is socially constructed by people active in the research process and that researchers should attempt to understand the complex world of lived experiences from the point of view of those who live it (Guba & Lincoln, 2005; Creswell, 2009). The benefit of using the interpretivism/constructivist paradigm in the study is that it helps to generate qualitative data that is rooted in context rather than non-situational models that are based on pre-determined rules and procedures seeking to produce objective knowledge (Miles & Huberman, 2008). Another advantage of the interpretivism/constructivist paradigm in this study is it that allows the researcher to analyse and interpret the findings through an iterative process that permits reflection, review and adaptation of research questions and themes to ensure balanced and fair reporting of the research findings (Berg, 2006 & Lincoln, 2009). With interpretivism/constructivism, the researcher interprets the findings based on her/his own experience and background (Creswell, 2009). In this study, the researcher is familiar with the teaching and learning environment in the TVET College as she has been part of staff for more than five years. Thus, the interpretivism/constructivist approach is well-suited for the study as it uses induction and interpretation to ensure better understanding of the research phenomenon (Guba & Lincoln, 2005). These two principles are consistent with qualitative research (Babbie, 2014).

4.3 **Research Design**

The research design provides a plan of how a research project will be accomplished (Somekh & Lewin, 2005, Babbie, 2014). The research design for this study is informed by the case study design as the basis for understanding the challenges affecting teaching and learning at the entry level (Level 2) at a TVET College. The case study method provides rich and detailed information about one event, and then suggests general links between this material and wider issues (Berg, 2005 & Creswell, 2006). In addition to providing detailed information, case studies also help researchers understand what is being studied (Merriam, 2009). New interpretation, new perceptions, new meanings and fresh insights on teaching and learning are all goals of this study (Henning, 2007 & Babbie, 2014). In addition, since the case study focuses on a particular situation, it is an appropriate method for studying practical real-life problems (Henning, 2007). By their very nature, case studies are context-specific and thus provide an ideal opportunity for the researcher to contextualise the analysis of the findings to gain in-depth understanding of the issue being studied (Somekh & Lewin, 2005). In this study, the case or context is the KZN TVET college environment where teaching and learning in Level 2 takes place.

Figure 1.4 below provides a graphic representation of the research design and methodology underpinning this study.



4.4 Research Methodology

According to Creswell (2007), methodology refers to the research process. It is a particular strategy for generating and analysing data (Noorderhaven, 2005). In simple terms, methodology refers to the principles, procedures, and practices that govern research (Kazdin, 2003 & Sarantakos, 2005). The methodology adopted by the study is qualitative and involves inductive reasoning. According to Tuli (2010), qualitative methodology is underpinned by interpretivist epistemology and constructionist ontology. This assumes that meaning is embedded in the participants' experiences and that this meaning is mediated through the researcher's own perceptions (Merriman, 1998). Scientists utilizing subjective procedure immerse themselves as a part of a culture or gathering by watching its kin and their communications, regularly taking an interest in

exercises, talking with key individuals, taking life histories, developing contextual analyses, and dissecting existing archives or other social antiquities. The subjective researcher will probably achieve an insider's perspective of the group/participants under review. In the study, qualitative theory will be applied by, firstly, holding face-to-face interviews with the participants as part of the data generation process, secondly, by observing the interactions and body language of each participant in order to determine hidden meanings, and, thirdly, by using open-ended questions that encourage open discussions on the research questions.

In qualitative research, the process of data analysis is emerging, moving from the bottom up and shaped by the researcher's experiences generating and analysing data (Creswell, 2009). Practically, this means interrogating and reflecting on the data during and after field work to identify patterns, deviations, similarities and emerging themes from the data (Miles & Hubberman 2005 & Berg, 2006). Where necessary, the researcher will modify the initial research questions or ask new ones in order to improve understanding of the research problem (Berg, 2006). The intention will be to unpack and dissect the data in order to understand the challenges that impede teaching and learning at Level 2 in the KwaZulu-Natal TVET College.

As indicated in Figure 4.1 above, the study is qualitative in nature. According to Denzin and Lincoln (1994), qualitative researchers examine things in their normal settings, endeavouring to comprehend, or translate, phenomena regarding the implications individuals convey to them. Qualitative research involves the studied use and generation of a variety of empirical materials, including case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives (Somekh & Lewin, 2005).

Researchers conducting basic qualitative research would be primarily interested in how people comprehend their experiences, how they hypothesis their worlds and what meaning they attribute to their experiences (Merriam, 2009). Qualitative researchers

typically generate data through analysis of documents, observations, and interviews. A major advantage of using the qualitative approach in this study is that it will facilitate interaction between the researcher and the participants through interviews, focus groups and participation observation (Somekh & Lewin, 2005 & Creswell, 2009). In this study, the interaction is between management, lecturers and students and the intention to understand their views and experiences regarding the challenges that impede teaching and learning in the KZN TVET college.

4.5 **Sampling**

Sampling involves decisions about who should participate in the research project (Henning, 2006). A sample is a smaller set of cases a researcher chooses from a bigger pool for research (Neuman, 2011). Several sampling strategies are used in qualitative research and these include purposive sampling, snowball sampling and quota sampling. In purposive sampling, the participants are carefully chosen on the basis of the researcher's prior knowledge of the target population (Berg, 2006). Snowball sampling involves identifying a few participants and asking them to find additional persons to participate in the research (Miles & Hubberman, 2006). In quota sampling, the units are chosen into a sample on the basis of pre-indicated characteristics so that the aggregate example will have a similar distribution of characteristics accepted to exist in the population being studied. The study utilises purposive sampling, which is explained below.

Sampling strategy adopted by the study

As mentioned above, this research uses purposive sampling to reach managers and lecturers who can provide rich data on the research problem. Purposive sampling is ideal for this research as the researcher is familiar with management and lecturers in the KZN TVET College. In this way, it will be possible to select cases that can provide rich information on the research topic (Berg, 2006 & Neuman, 2011). Another advantage of using purposive sampling in this research is that it saves time and costs as the research participants can be hand-picked based on the researcher's experience and familiarity with the target population (Henning, 2007). More importantly, purposive sampling also does

not put high emphasis on the representativeness of the sample, instead it focuses on the richness of the selected cases (Miles & Hubberman, 2006 & Creswell, 2007).

The envisaged number of respondents per category is given in table 1 below:

Table 1 Sample size

Participants	Number
Campus Management	2
Heads of department (HODs)	2
Senior lecturers	5
Junior lecturers	5
Total	14

As shown in table 1 above, 14 respondents are expected to participate in the study. The chosen categories include 2 representatives of Campus management, 2 heads of departments (HODs), 5 senior lecturers and 5 junior lecturers. The data generation tools that will be used to elicit answers from these respondents are provided in Annexure 1-4.

Purposive sampling is ideal for this research as the researcher is familiar with management, lecturers and students in the KZN TVET College. In this way, it will be possible to select cases that can provide rich information on the research topic (Berg, 2006 & Neuman, 2011). Another advantage of using purposive sampling in this research is that it saves time and costs as the research participants can be hand-picked based on the researcher's experience and familiarity with the target population (Henning, 2007). More importantly, purposive sampling also does not put high emphasis on the representativeness of the sample instead it focuses on the richness of the selected cases (Miles & Hubberman, 2006 & Creswell, 2007).

4.6 **Data generation methods**

Data generation denotes to the approaches used by researchers to produce data from tested information in a qualitative study (Bridger, 2008). The data sought by this qualitative study includes primary and secondary data. Secondary data comprises internal publications provided by participants to the researchers and publicly available data which are relevant to the topic being observed. This method of generating data from multiple sources (i.e. data triangulation), assists the researcher not only to generate more comprehensive relevant information but also to cross-check their consistency in order to enhance the robustness of the findings (Wahyuni, 2012). Data generation methods in this research include in-depth interviews with campus managers and heads of department; focus groups with lectures and document reviews. These are discussed below.

4.6.1 **Interviews**

According to Bless and Higson-Smith (2001, p. 95), an interview is a qualitative data generation method that contests to recognise the world from participants' opinion and to clarify the meaning of participants' experiences. The primary feature of an interview is to encourage the interviewees to share their perspectives, stories and experiences with respect to a specific social phenomena being seen by the interviewer. Types of interviews include structured and in-depth interviews (Neuman, 2012). While structured interviews come with pre-determined questions that require the same set of answers from all the respondents, in-depth interviews allow respondents to freely express their views and ideas, thus providing rich and varied answers on the research questions (Merton, 2005). The study will utilise in-depth interviews as they allow a researcher to use open-ended questions obtain rich information from the respondents. Because they are flexible, in-depth interviews also provide opportunities for interrogating and clarifying issues during the interview (Berg, 2006). The participants, who are the experts in their field, will pass on their knowledge to the researcher through the discussions held during the interview process (Boeije, 2010). The study will use in-depth interviews, which are discussed in more detail below.

4.6.1.1 **In-depth interviews**

According to Patton (2002), in-depth interviewing involves making inquiries, listening to and recording the answers, and after that offering extra discussion to clear up or develop a specific issue. Inquiries are open-ended and respondents are urged to express their own particular observations in their own words. In-depth interviewing goes for comprehension of the recipients' perspective of a program, topic, problem, or issue based on their own terminology, interpretation and judgments (Huysamen (2008).

The use of an in-depth qualitative interview with TVET College management and heads of department (HODs) is considered appropriate for this case study research because in-depth questions cannot be answered briefly (Berg, 2006; Creswell, 2009 & Wahyuni, 2012). It is foreseen that the researcher would need to request cases or more clarification on the answer given to gain a profound understanding of the challenges that lecturers face in leading, delivering and managing the curriculum in a TVET College, which is the main focus of the study.

As the study is based on case study design, it will be vital to use in-depth interviews with open-ended questions to enable deeper understanding of the challenges that impede effective teaching and learning in a TVET College. Open-ended questions will provide an opportunity for exploring understandings and experiences of lecturers in leading and managing the curriculum in a TVET college in KwaZulu-Natal. In addition, open-ended questions will also enable the researcher to verify the information provided by the respondents during the interviews and focus groups. Through in-depth interviews, it will be possible to learn about their opinions, values, motivations, recollection, experiences and feelings regarding the topic (Miles & Hubberman, 2006 & Henning, 2008).

4.6.1.2 **Focus groups interviews**

A focus group is a planned series of discussions intended to obtain insights on a distinct part of awareness in lenient, non-threatening surroundings (Krueger & Casey, 2005). Neuman (2011) also defines a focus group as a special qualitative research method in which general public are interviewed in a group discussion setting. The

focus group method will be used to elicit information from lecturers at the participating TVET College. A key advantage of using the focus group method is that it allows participants to discuss and exchange ideas on issues that affect their lives (Berg, 2006, and Neuman, 2011). For example, junior lecturers will be able to express their views on working conditions and how these affect teaching and learning in the lecture-rooms. Since they allow robust debate/s among participants, focus group interview will enable the researcher to identify agreements and disagreements regarding the understandings and experiences of lecturers in leading and managing delivery of the curriculum in a TVET college in KZN. The intention is to get closer to participants' understanding and perspectives (O'Leary, 2005). For example, it is important to understand why student performance remains unsatisfactory low, particularly at Level 2, and what lecturers think could be done to improve teaching and learning particularly at this level in the TVET College.

How the focus groups will be conducted

The process that will be followed to conduct the focus group is as follows: A group of 5 senior lecturers and 5 junior lecturers will be chosen from the various streams of the TVET programme to participate in the focus groups. Each group will have its own set of questions. The focus groups will be held separately to allow each group to express its self freely and openly without interference, influence or domination from senior colleagues. The lecturers will be consulted ahead of the research in order to obtain their consent. The focus group meetings will be conducted in a convenient and quiet place within the TVET College to ensure effective participation and contribution of all participants to the discussions. In facilitating the focus group, the researcher will first explain the topics or themes to be discussed to the whole group, including the purpose of the study. Thereafter, the group will be allowed to discuss the topics while the researcher records the main points emanating from the discussion.

In order to avoid issues of power relations, participants will be grouped according to their positions or occupational categories, for example, there will be a separate focus group for heads of department, senior lecturers and junior lecturers. One major advantage of separating the respondents here is that junior lecturers will not feel

intimidated by their senior colleagues, instead, they will have the opportunity to explore the challenges in teaching and managing the curriculum within the TVET College openly and freely. More importantly, separating the respondents according to their occupational categories will also help to reduce bias and distortion of information as participants will be able to talk without fear of reprisal.

4.7 Documents review

Documents review is a type of qualitative research with which records are looked into and interpreted by the researcher to give voice and significance around an appraisal topic (Patton, 2002). Analysing documents incorporates coding content into topics like how focus group transcripts are broke analysed (Merriam, 2007, Neuman, 2011). Documents pertaining to the state of TVET colleges in South Africa will be requested and analysed, including quarterly and annual reports and operational plans and strategies of the KZN TVET College. This will include relevant policies and legislation from the Department of Higher Education and Training, as well as the Schedules of Results for 2007, 2008, 2009, and 2010. These documents are important for the study as they may shed some light on the opportunities and challenges that the case study organisation faces in relation to teaching and learning, particularly at NCV Level 2. These documents will also be used as the basis for verifying the information collected from management and lecturers in the chosen TVET College.

4.8 Data analysis

Saunders, Lewis and Thornhill (2003) define data as the facts, opinions and statistics that have been generated together and recorded for reference or for analysis. Data analysis, therefore, involves generating and recording data, managing data, reading and memorising data, describing, classifying and interpreting as well as representing and visualising (Creswell, 1998). Boeije (2010) concurs with this view and states that performing qualitative data analysis includes dismantling, dividing and re-amassing information to shape significant discoveries so as to draw inferences.

To analyse data in this study, the researcher will use the data analysis model proposed by Creswell (2006) which entails the following principles: cleaning, organising and

categorising data into main and sub-themes, reducing data into a series of written paragraphs and comparing data to identify common patterns and emerging trends concerning the research problem and using illustrations and tables to enhance data presentation and analysis (Huysamen, 2008). According to Vithal and Jansen (2010), organising the data allows the researcher to make sense of the information by arranging it in a manageable form. Cleaning data entails eliminating unnecessary words or jargon, while organising the data involves putting information in the right sections or spaces in line with the research questions. Reducing data into paragraphs entails decoding or interpreting the data in order to create meaning i.e. stating the implications of the data for the research problem. Comparing data sets from each category of the respondents' e.g. junior lecturers, senior lecturers, HODs and management allow the researcher to improve the credibility of the findings, conclusions and recommendations of the study.

4.9 Issues of trustworthiness

Issues of trustworthiness that will be discussed in this section include credibility, transferability, dependability and conformability (Guba, 2005). Lincoln and Guba contend that confirming trustworthiness is one of the most vital figures setting up dependability. In this study, validity will be accomplished through the improvement of an early familiarity with the culture of the participating TVET College in KZN. Another useful technique that will be used to enhance credibility of the study is participant authorisations, which Guba and Lincoln (2006) deliberates that the absolute utmost imperative arrangement that can be made to reinforce a review's validity. Checks identifying with the exactness of the information may happen "on the spot" in the course, and towards the end of the information gathering exchanges (Shenton, 2003).

Concerning the principle of transferability, (Shenton, 2003) argues that the consequences of a qualitative review must be implicit inside the context of the specific qualities of the organisations and, maybe, geographical area in which the fieldwork was completed. Keeping in mind the end goal to evaluate the degree to which discoveries might be valid for individuals in different settings, comparative ventures utilising similar strategies yet led in various situations, could well be of great value. In this study, the findings of the

study will be confined to the participating TVET College as the study uses a case study design, which does not permit generalisability of the findings across different settings (Babbie, 2014).

Dependability means the grade to which the findings are autonomous of accidental circumstances of the research (Patton, 2002). In a qualitative study, this means that if any other investigator follows exactly the same procedure and conducts the same study, he or she must arrive at the same findings and conclusions (Yin 1994). According to Shenton (2003), triangulation may include the utilization of particular, observation, several techniques, focus groups and individual interviews, which shape the significant information accumulation systems for much qualitative research.

Guba (2005) condition, that the usage of various approaches in concert makes up for their separate constraints and adventures their individual advantages. Similarly, Leedy (1997) and De Vos (2002) state that triangulation is a capable procedure that encourages approval of information through cross-check from at least two sources. Triangulation will also enable the researcher to obtain data from different stakeholders within the TVET College, for example, junior and senior lecturers, heads of department and campus management. In this way, it is possible to explore the challenges faced by lecturers in leading and delivering the curriculum in the TVET College. Again a better understanding of how these stakeholders feel about teaching and learning within the institution.

Other useful methods that will be applied to enhance trustworthiness in the study include follow-up questions, editing to eliminate spelling and grammatical errors from the text and cleaning the data to improve accuracy (Miles & Hubberman, 2008). Triangulation will allow the researcher to use different data generation methods for example, interviews, focus groups and document reviews to understand the challenges that impede effective teaching and learning in a TVET college.

4.10 **CHAPTER SUMMARY**

Chapter Four presented and deliberated the research design and methodology underpinning the study. As indicated, the study relies on interpretivism and the qualitative approach to explore the understandings and experiences of lecturers in leading and managing delivery of the curriculum in a chosen TVET college in KZN. This was achieved through the use of interviews, purposive sampling and document reviews. The next chapter presents the findings of the study.

CHAPTER FIVE

DATA PRESENTATION AND DISCUSSION

5.1 INTRODUCTION

While Chapter Four addressed the research methodology of the study, after careful analysis of the data generated, this chapter presents and deliberates the findings of the study. As stated in Chapter One, the objectives of this study were: (i) to explore the understandings, experiences and practices of lecturers in teaching the NCV L2 curriculum at a TVETC, and (ii) to explore the strategies the TVET College management and lecturers utilise to deal with the possible challenges to effective teaching and learning among the NCV L2 students in the college. The data reported here reflects the views and experiences of the campus managers, heads of department (HODs) as well as junior and senior lecturers. While campus managers and HODs were involved in individual interviews, junior and senior lecturers participated in (separate) focus group interviews. This chapter is divided into two parts: Part One explores the understandings of all lecturers in the TVET College as it applies to students at Level Two, while Part Two presents a discussion on the experiences and practices of the participants in teaching and leading the NCV Curriculum at Level Two.

5.2 Discussion of findings

PART ONE: understandings of lecturers in teaching the NCV Curriculum at Level Two

5.2.1 Conceptualisation of teaching the NCV at Level Two

The findings from the lecturers regarding their conceptualisation of teaching the NCV Level Two Curriculum were as follows. Firstly, it was generally accepted that teaching NCV at Level Two meant prioritizing the interests of students by giving them the necessary knowledge, skills, support and guidance that they need to succeed. Secondly, it was felt that in order for lecturers to be competent and productive in teaching the NCV Curriculum at Level Two, they should embrace learning and development as part of their careers. Practically, this meant using available opportunities to develop oneself and to

keep abreast of new developments and trends in NCV practice, particularly at the lower level. Thirdly, teaching the NCV curriculum also meant that lecturers had to reflect on their performance on a regular basis in order to identify their strengths and weakness in relation to their jobs and take appropriate steps to improve their performance and professional development. The following comments illustrate the overall understandings that lecturers had about teaching the NCV Curriculum at Level Two:

Imparting knowledge to students in a manner that they can understand and apply that knowledge effectively (Participant A).

Being able to relate to staff and students amicably. Being approachable. Listening and helping people to solve their problems (Participant, C).

Leading by example – arriving and starting your work on time (Participant D).

Aligning myself with the vision and mission of the TVET College (Participant G).

Linking plans to outcomes (Participant J).

Encourage staff to come up with solutions to improve teaching and learning (Participant K).

Empower students with knowledge and skills (Participant E).

Each day I take time to reflect on my work and my own learning needs (Participant F).

The first finding from these data sets is that lecturers understood and/or saw teaching at a TVET College as a means to empower students with knowledge and practical skills to help them find jobs when they exit the NCV Curriculum at Level Four. This understanding reflects junior lecturers' strong orientation towards their job descriptions, which emphasised, among other things, effective teaching and learning of the NCV Curriculum, particularly at Level Two, where learner performance was said to be unsatisfactory. This finding (i.e. need to empower students) is consistent with the literature. For example, Zepeda (2008) argues that the primary objective of transformational learning is to help students learn what they want to learn and at the same time acquire more developmentally advanced meaning perspective.

Similarly, the above finding (i.e. willingness to empower students with knowledge and skills) also resonates with the behaviouralist approach discussed under the theoretical framework in Chapter Three. To reiterate, this theory postulates that teaching practice should be learner-centered, with the teacher assuming the role of a facilitator. This finding aligns with evidence from document reviews, which dictates that TVET Colleges need to adhere to the Outcome-based education model, which prioritise the learner (Gewer, 2009). The second finding from the aforementioned data is that for some lecturers, TVET meant valuing and advancing good interactions between lecturers and students to ensure effective teaching and learning, particularly at NCV Level Two. In other words, implementation of the NCV Curriculum at Level Two hinged on a collaborative effort between senior lecturers and junior lecturers, thus enabling meaningful resource sharing in the various subjects taught.

The third finding derived from the data above is that for some lecturers, teaching at a TVET College meant practising and upholding high professional standards, such as arriving early and completing one's work on time to ensure better performance and outcomes in the NCV Curriculum at Level Two. Practically, this translates to being a role model to colleagues and junior lecturers in the workplace to ensure that they follow suit. This finding is consistent with junior lecturers' job descriptions, which provide that lecturers should strive to maintain good relations with fellow staff members and students.

The fourth finding emanating from the preceding data is that some lecturers understood TVET College in terms of their role to support the mission and vision of their college. Practically, this means advancing and maintaining a high level of commitment and diligence in one's work in order to produce better results in the NCV Curriculum at Level Two in line with the overall mission and vision of the (participating) TVET College. On the whole, these findings validate the principle of Weber's Instructional Leadership Theory, which recognised five fundamental areas of instructional leadership, which involve characterizing the school's main goal, managing teaching and learning, advancing a constructive learning atmosphere and enhancing guidelines and surveying the instructional program.

The fifth and perhaps most salient finding of the study concerning the understandings of lecturers on TVET was the realisation that linking teaching plans and methods with outcomes is critical in ensuring high quality standards in teaching the NCV Curriculum to students particularly at Level Two, which is the focal point of this inquiry. This thinking featured strongly during the focus groups with junior lecturers, an indication that some of these role players appreciated the need for aligning teaching and learning processes with institutional plans and strategies. Within the context of Bernstein's (2000) framing and classification principle, this finding implies that lecturers understood the need to teach the NCV curriculum in an integrated way. According Bernstein's (2000) theory, an integrated curriculum type provides for the synchronization of subjects i.e. the subjects are not detached from each other and the limits between them are separated with connections being drawn between them.

The sixth finding derived from the data sets above was that some lecturers thought that the success of the TVET College practice hinged on effective participation and contribution of all lecturers teaching the NCV Curriculum at Level Two. The underlying assumption was that unless a collaborative effort is maintained, it would be hard to attain better performance and outcomes in the NCV Curriculum at Level Two. This finding resonates with the literature, which shows that a relationship of mutual trust and respect between teachers and the principal enhances the likelihood of professional development and personal growth (Zepeda, 2008). The last finding from the preceding data sets is that some junior lecturers perceived TVET as involving regular reflection on their teaching strategies and practices to improve results and their own development as well. This finding (i.e. need to continuously reflect on one's work) is consistent with the literature, which indicates that "reflection supports teachers (i.e. lecturers) to learn by effectively developing learning, weighing new data against their past understandings, considering working through discrepancies on their own and with others and coming to new understanding" (Zepeda, 2008). Overall, the preceding findings indicate that lecturers perceived and interpreted TVET in relation to their pedagogical roles and responsibilities, which are concise by presented Table 5.1 below:

Table 5.1 Summary of senior and junior lecturers' job descriptions

Rank /positions	Job descriptions
Senior lecturers	<ul style="list-style-type: none"> • Planning academic duties e.g. student projection, enrolment, budget, moderation and audits, induction of students and lecturers • Lecturing • Provide coaching and mentoring to junior lecturers • Provide induction to new lecturers <p>Administration</p> <ul style="list-style-type: none"> • Support e.g. allocate duties to staff, • Monitor all duties of senior and junior lecturers <p>Exams</p> <ul style="list-style-type: none"> • Coordinate assessments • Oversee analysis of student results • Determine corrective action • Quality assurance • Adhere to college policies and procedures • Liaise with central exam office • Cascade exam related issues to campus staff
Junior lecturers	<ul style="list-style-type: none"> • Work with colleagues to facilitate lecturing similar subjects in NCV Curriculum at Level Two and on all matters pertaining to student code of conduct and needs in their respective subjects, and any other • Participate and contribute to the planning process • Continuously strive to acquire highest qualifications in their fields Use a diversity of approaches to meet the outcomes of the NCV Curriculum • Invigilate class assessments, trials and final examinations • Monitor and control attendance in their respective classes/subjects • Provide guidance and support to students to help them achieve their learning goals, including information and advice on internships, learnerships and bursaries and scholarships

The data in Table 5.1 shows that senior and junior lecturers performed complementary roles and responsibilities to ensure effective teaching of the NCV Curriculum at Level Two. The most common and cross-cutting functions included participation in planning processes, lecturing and management of assessments. Founded on these outcomes (table 5.1), it is pleasing to note that the induction of newly hired lecturers was included in senior lecturers' job descriptions.

PART TWO: Practices of the participants in teaching and leading the NCV Curriculum at Level Two.

5.2.2.1 Lecturers' practices in teaching the NCV Curriculum

It was also vital to learn what practices were adopted to ensure effective teaching of the NCV Curriculum at Level Two. Here are some of the practices used by lecturers to achieve this goal:

We work together with our sponsors and partners in each industry (Participant E).

We order relevant resources both for teachers and students and this has helped a lot in improving teaching and learning (Participant F).

I work with companies to arrange practicums for students (Participant G).

Compiling a budget for procurement of required resources (Participant H).

We do both internal and external moderations as part of quality assurance (Participant I).

A key finding from the above data is that lecturers' practices in advancing the NCV Curriculum at Level Two spanned internal and external collaboration networks to improve delivery capacity. Internally, this meant working closely with fellow lecturers and students to improve results, while external networks (i.e. industry players) were utilized enhance experiential learning interventions. Another important finding flowing from these data is that despite the perceived lack of funding, efforts were made to get teaching and learning resources for lecturers and students respectively.

Finally, the data above also shows that efforts have been made to manage the quality of assessments in the NCV Curriculum at Level Two. This was achieved through regular internal and external moderation processes. This finding (on quality assurance) is in line with the NQF, which requires that training efforts be quality-assured to enhance the legitimacy, relevance and integrity of the qualifications given to students after training. Participants also confirmed that they worked with subject matter experts to review and align the NCV Curriculum to ensure better results and outcomes.

The above findings are validated by Woldetsadik (2012) who indicates that exposing students to apprenticeship training fills the practical skill gaps of trainees in TVET programs by coordinating trainings with enterprises. All the participants (i.e. managers, senior lecturers and junior lecturers) concurred that the practical component of the NCV Curriculum required them to work with a whole range of industry players in order to meet learners' practical job skills. This approach is also consistent with the UNESCO definition of TVET Colleges which indicates that TVET colleges are institutions that orient students with the achievement of knowledge, skills and attitude for the world of work (UNESCO and ILO, 2002, as cited in Woldetsadik, 2012).

However, research also shows that implementation of work-based training interventions for TVET students is prone to a range of difficulties. According to Lumadi (2012), these include problems related to the length of the apprenticeship training, lack of systematic evaluation techniques (all apprentices indiscriminately score the same/high grades), budgetary problems, lack of coordination among stakeholders, failure to implement programs according to the guidelines, lack of structures to ensure uniform implementation in all enterprises, and lack of regular plans to ensure that apprenticeship is completed on time and failure to develop an apprenticeship training curriculum.

5.2.2.2 Responsibilities in teaching the NCV Curriculum at Level Two

The findings regarding the teaching of the NCV Curriculum seem to show that participants had different roles in teaching the NCV curriculum. They listed the following as some of the things they do:

Ensure that relevant textbooks are available (Participant B).

Encourage students to return textbook and LTSM (Participant C).

Managing discipline (Participant D).

Providing students with the materials that they need to be able to do their practical assignments e.g. safety equipment (Participant E).

Ensuring that resources are distributed to the identified computer labs (Participant F).

The key findings from these data are that lecturers understood their responsibilities to be teaching and leading the NCV Curriculum through collaboration and teamwork and assisting students to find the right companies for experiential learning i.e. internships and learnerships, which were clearly stated in their job descriptions (Table 5.1). Of particular significance was the realisation that effective teaching and learning would not take place without textbooks and appropriate learning support materials. Some lecturers assisted students with practicums, although this point was later disputed by some participants saying that practicums in their current form were not properly run due to lack of funding. Other lecturers ensured that students have access to information technology facilities to support their learning.

However, lecturers' efforts to teach the NCV Curriculum at Level Two were hampered by the failure of suppliers to deliver teaching and learning resources on time. To some extent, this finding conflicts with Weber's (1998) Instructional Leadership Model, which posits that teachers (i.e. lecturers) must be provided with the required materials and equipment. As indicated by Weber (1998), nothing decelerates an implementation more unquestionably than late-arriving of teaching resources, or prerequisite. Teachers must be dispensed an ideal opportunity to get ready, adapt to materials, get prepared, solve problems, and get and offer support to different teachers (Weber, 1998).

The above findings on weak procurement processes also contradicts the Department of Education's Policy on Learning and Teaching Support Materials (LTSM), which states that schools, including TVET Colleges, should ensure effective procurement, utilization and management of teaching and learning resources to ensure better results and outcomes. These include textbooks, library books, digital resources such as DVDs and CDs, computers, educational toys and games, globes, science kits, etc. (KwaZulu-Natal Department of Education: LTSM Retrieval Policy, 2013).

5.2.2.3 Opportunities and challenges in teaching the NCV Curriculum at Level Two

The purpose of this question was to discover whether there were any opportunities or challenges that impacted teaching and learning in the NCV Curriculum at Level Two, given the generally unsatisfactory performance of students at this level. This is what participants (i.e. managers, lecturers, HODS and senior and junior lecturers) had to say about these issues:

At the moment, we have more challenges because of the shortage of books and learning support materials (Participant C).

Some companies are willing to take our students for practicums (Participant D).

More and more lecturers are improving their qualifications (Participant E).

We go out with students to support social responsibility projects in places like Lamontville Township (Participant F).

If the department can solve student fees, it would be better (Participant G).

The first finding from these data sets is that there were opportunities (i.e. collaboration between the TVET College and industry players and NSFAS support to students) and constraints (i.e. limited supply of learning resources and lack of motivation to learn) in teaching the NCV Curriculum at Level Two. In particular, late delivery of textbooks and learning support materials seemed to hamper lecturers' efforts to improve teaching and results at the NCV level. The second finding in these data sets is that despite the challenges mentioned above, opportunities existed to improve teaching and learning of the NCV Curriculum at the lower level. These included contribution of students to the procurement of textbooks and learning support materials. For lecturers, this opportunity meant exposure to community development work, which strengthened their understanding of the educational needs of the communities that their institution was serving. For students, exposure to community work meant improved social skills as they were able to give back to their communities as part of their college's contribution to poverty eradication. For the (participating) TVET College, involvement in community

development meant improved integrity and acceptance by the community. Participant E said during the focus group session: *“As a result of our charity work, people here now see us as part of the community. This means that we are adding value to the community.”*

The above findings resonate with the literature, which emphasise that, as part of their social responsibility strategy, organisations, including TVET Colleges, should contribute to the development of local communities. The need for social responsibility projects is also stressed by Ismail (2009) who argues that organisations can contribute to community development through education, skills transfer and recruitment of local people. Ismail (2009) argues that supporting community development is part of the stakeholder approach which sees the organisation as a consistent web of different benefits where self-creation and public creation happen interdependently, and individuals behave unselfishly. In this way, the organisation (i.e. TVET College) are mutually interdependent in that the organisation provides services and support to the community while the community provides the skills that the organization needs to deliver those services. Organisations with a standing for social responsibility can take benefit of their position and reinforce their appeal as an attractive employer. Thus, by investing in community development projects, the participating TVET College in KZN is not only improving its credibility and legitimacy in the eyes of local communities but also creating opportunities for community empowerment, which is central to the alleviation of unemployment and poverty, particularly in previously disadvantaged communities.

5.2.2.4 Working conditions for junior lecturers and how these impact teaching of the NCV Curriculum at Level Two

Employees are considered as the most valuable resource and asset to an organization. Qualified and motivated employees create and deliver value out of other organizational resources. In this study, it was vital to understand the working conditions for lecturers as they impacted directly on teaching and learning of the NCV Curriculum, particularly at Level Two. Their responses were as follows:

Not bad, but more improvement in salaries is needed (Participant E).

It takes time for junior lecturers to adjust because teaching and learning resources are limited (Participant F).

Opportunities exist for people to improve their qualifications. It depends on the individual (Participant G).

It's a challenge for new lecturers because support is limited as most people (i.e. senior lecturers) are busy with teaching (Participant H).

The main finding from the data presented above is that lecturers had mixed feelings about working conditions in relation to the NCV Curriculum at Level Two. On the positive side, some lecturers acknowledged that rewards were not necessarily bad, although significant improvements were needed in the remuneration of lecturers at the NCV Level Two. In addition, the findings further indicate that there were prospects for lecturers to improve their knowledge and skills within the institution.

The above finding was corroborated by some senior lecturers during focus groups, who said that one of their responsibilities at NCV Level Two was to provide coaching and mentoring services to junior lecturers as part of their continued professional development within the TVET College. To some degree, these findings resonate with the literature. For instance, Mji and Makgato (2006) in Iwu, Gwija, Benedict and Tengeh (2013) found a relationship between legitimate training of educators and learner performance. A lecturer's poor accomplishment can subsequently consume his self-viability. Different variables have additionally been recognised in lecturers' inspiration contemplates. Maforah and Schulze (2009) in Iwu, Gwija, Benedict and Tengeh (2013) designate that personal relationships connected meaningfully with work fulfillment, while a main source of discontent for school teachers was the policies of the Department, (DBE).

5.2.2.5 What can be done to improve teaching and learning in the NCV Curriculum at Level Two

The findings from all the participants across the focus groups with lecturers and interviews with campus managers, yielded the following findings: it was generally agreed that the following improvements were needed to enhance teaching and learning at Level Two:

The Department of Higher Education needs to increase the budget allocation for books and support materials (Participant A).

Students must be told how to use the money from NSFAS (Participant B).

Students must be motivated to learn better (Participant C).

Address procurement of text books and support materials (Participant D).

We must start thinking about other languages because students have difficulty understanding English, especially those coming from disadvantaged backgrounds (Participant E).

The main finding from the data presented above is that lecturers had mixed feelings about working conditions in relation to the NCV Curriculum at Level Two. On the positive side, some lecturers acknowledged that rewards were not necessarily bad, although significant improvements were needed in the remuneration of lecturers at the NCV Level Two. In addition, the findings further indicate that there were opportunities for lecturers to improve their knowledge and skills within the institution.

5.2.2.6 Lecturers' role in ensuring effective teaching of the NCV Curriculum at NCV Level Two

During focus groups, senior lecturers were asked to explain their role in ensuring effective teaching of the NCV Curriculum at Level Two in terms of resource mobilisation, time management, self-motivation, communicating the NCV Curriculum to lecturers, managing the learning environment and lecturers performance, and helping lecturers to develop and grow in their jobs. Their responses on each one of these issues are given below:

5.2.2.7 Mobilising and allocating resources to improve teaching and learning at Level Two

This question was premised on the notion that effective and efficient allocation and utilisation of both material and human resources is central to achieving better results in the NCV Curriculum, particularly at Level Two, which was the main focus of the study. Participants had this to say about their resource mobilisation and allocation functions at NCV Level Two:

We advise students on their careers needs and choices so that they take the right courses at NCV Level 2 (Participant F).

We make copies for students because they do not have enough textbooks. These copies help them to do their assignments and to prepare for examinations (Participant G).

Some of our lecturers accompany students when they do practicum in companies – providing guidance and support (Participant H).

We encourage students to study in groups to accommodate those with learning difficulties (i.e. slow learners) (Participant I).

We involve students in discussions about textbooks and incorporate their inputs and suggestions into our procurement plans (Participant K).

A key finding from the aforementioned data set is that resource mobilisation was achieved in different ways, such as providing career information and advice to students, providing extra reading materials to students, supporting students with their experiential learning through site visits as part of the monitoring process. However, these results also reveal that some lecturers had negative experiences when it comes to resource allocation, especially in procurement and acquisition of prescribed teaching and learning resources. This finding contradicts Weber's theory of instructional leadership which persists that school leadership should mobilise and allocate sufficient resources to enable lecturers to do their jobs well.

5.2.2.8 Time management (i.e. using time effectively to achieve your performance goals)

Effective time management is key to both individual and organisational efficiency (Caunt, 2013). Based on this logic, participants from both management and lecturing staff were asked to indicate how they managed their time to ensure better performance and results at NCV Level 2. The following are some of the techniques that participants used to manage their time to ensure effective teaching in the NCV Curriculum at Level Two:

Planning ahead, keeps me focused (Participant H).

Sticking to the year planner (Participant H).

Linking plans to outcomes (Participant J).

Ensuring that assessment are done and submitted on time (Participant K).

I do not unnecessarily miss lessons (Participant L).

An important finding from these data is that most lecturers had positive experiences on time management in the NCV Curriculum at Level Two. For example most suggested that they stick to the year planner and lessons plans to ensure effective utilisation of their time at work. Others reported that they encouraged their teams to be punctual at work, while others encouraged their teams to adhere to the Year Planner. But this finding conflicts with the view expressed by some junior lecturers that there is not enough time to do other things i.e. self-development.

5.2.2.9 Self-motivation (i.e. how you keep yourself motivated at work)

Here, the aim was to find out if respondents were aware of the need and importance of self-motivation in their role as managers and lecturers. The respondents offered different methods which they used to achieve self-motivation in their lives.

These include the following:

Being positive, confident, focusing on a bigger picture, and treating your colleagues with respect and dignity (Participant F).

I read a lot when I have time and adhere to the subject guidelines and reflect on my work (Participant G).

*Regularly this helps me to discover my strengths and weaknesses (Participant H).
Availing myself to those who need help (Participant I).*

Forgive and move on, find solutions rather than gossiping when you have different views with colleagues, understanding different people with different personalities from different socio-economic backgrounds (Participant J).

When I am ready physically, mentally, I am always intrinsically motivated (Participant K).

One of the central findings from these data is that a wide variety of strategies were used by lecturers to motivate themselves in the NCV Curriculum, these ranged from positive thinking to mutual respect and self-directing study to being approachable and forgiveness. Others wanted to see a balance between physical and mental state so that they would be able to deliver the curriculum more effectively, while others relied on reflection to assess their progress in meeting the performance goals of the NCV Curriculum i.e. achieving high pass rate at Level Two.

5.2.2.10 Communicating curriculum needs to staff (i.e. junior lecturers) to ensure commitment and support

Under this theme, participants were required to report on their communication roles and responsibilities as leaders of the NCV Curriculum at Level 2. All the participants agreed that they communicated curriculum needs to their colleagues and staff through a range of methods/strategies, including:

Subject Committee meetings (Participant L).

Staff meetings and workshops (Participant M).

Consultation of staff and students, especially when planning industry assignments and community based projects (Participant N).

Regular meetings with your staff to discuss the curriculum – how it should be delivered, i.e. according to the Year Planner, getting to understand the problems

or issues that they (staff) might come across and the best way to resolve them
(Participant O).

Being available and easily approachable by your staff to discuss matters relating to the delivery of the curriculum (Participant P).

One of the critical findings from these data sets is that different strategies had been used to inform junior lecturers about performance requirements in the NCV Curriculum and that these involved both face-to-face interactions such as meetings, consultations and group discussions. These communications also covered planning of the Curriculum, which was achieved through the use of a Year Planner, which canvassed the views of all lecturers in the NCV Curriculum.

The above findings also resonate with the literature, which indicates that in education context, the need for good communication skills has become increasingly important since the tasks being performed have become more complex and more demanding (Steyn and Van Niekerk, 2012). The above findings confirm that there was regular communication between senior and junior lecturers on a range of issues, including curriculum planning sessions, scheduling of experiential learning and joint discussions around procurement of textbooks and learning support materials and implementation of social responsibility projects with students. These findings (on communication) are also in line with the principles of Weber's (1996) Theory, which places that leaders ought to advance a positive learning atmosphere by conveying instructional objectives, setting up exclusive standards for execution, establishing a systematic education environment with clear training desires, and endeavoring to extend educator obligation to the institution (Weber, 1996).

5.2.2.11 Managing the learning environment to ensure effective teaching of the NCV Curriculum at Level Two

According to Naidu *et al*, (2008), the primary reason for managing the learning environment is that students and educators bring with them both the encouragements and burdens of their in-and out-of-school daily lives. The role of an education leader in this regard is to create an environment which harnesses or emphasises the positive aspects and inhibits the hindrances. Equally, Donald, Lazarus and Lolwana (2010) emphasise the importance of developing inclusive learning environments that meet the learning needs of all students irrespective of their social background, race, colour, social class, gender, disability, etc. Both lecturers and managers confirmed that they had taken some steps to improve the learning environment to improve teaching of the NCV Curriculum at Level Two. These included providing assistance to students and ensuring safety and security at all times.

Each year we negotiate with different companies to secure experiential learning opportunities for our students (Participant K).

We try by all means to satisfy students' learning needs although we do not have enough resources. We encourage them to come forward with their problems, for example, those who come from disadvantaged backgrounds, we help them find bursaries (Participant L).

We liaise with companies to find out if practical learning is taking place. They help us to monitor the performance of students in practical assignments (Participant M).

Yes some lecturers are trying, but the situation needs to improve because you still have problems about absenteeism and poor attendance of the theoretical component of the course. Students do not like attending classes (Participant N).

One of the key findings from these data is that lecturers used different strategies to create a conducive learning environment for the NCV Curriculum at Level Two, including involvement of industry partners in the teaching and learning processes,

encouraging students to discuss their learning problems with their lecturers and helping students to identify financial assistance opportunities.

The above findings are consistent with the literature, which shows that the learning environment includes the physical space, the tools and materials used throughout the training/learning session, and also includes the emotional space created by people in the room. The trainer, facilitator or teacher creates an environment where everyone is heard, gets to learn their way, shares what they have learned and is able to speak freely (Bird & Cassell, 2013). If the learning environment is restrictive or dull, or the trainer/facilitator/teacher does not help generate the right positive attitude to the event, the learning becomes arduous despite how well it is designed or presented. If the environment is inviting and energetic, it makes the learning experience much more pleasant, and learning and change are more likely to happen. Therefore, the finding that managers and lecturers did attend to the learning environment is consistent with the point raised by Clarke (2007) that good teaching and learning is not just about the curriculum or academic matters. It is about stimulating young minds to think and it is about reflecting on learning.

Adversely, the above findings also show that lecturers' efforts to create a conducive learning environment were also hampered by sustained incidents of absenteeism and lack of motivation among students. To some extent, this shows that not all students found the learning environment conducive to learning, as evidenced by "*those who took the bursary funds and disappeared from school*" (Participant E). As emphasised elsewhere in this Chapter, poor learner attendance in class-room based training highlighted shortcomings in learner management systems and processes in the NCV Curriculum at Level Two.

5.2.2.12 Managing lecturers' performance to ensure effective teaching, accountability and better results at NCV Level Two

Senior lecturers were also asked as to how they managed the performance of lecturers to enhance teaching and outcomes at NCV Level Two. The underlying assumption was that effective performance management was key to improving service delivery and staff morale through regular feedback, appropriate corrective measures (e.g. retraining and redeployment) and fair rewards. Their responses were as follows:

Analysis of results after each assessment (Participant A).

Internal and external moderators evaluate lecturers work (Participant B).

Feedback meetings (Participant C).

End of year results are a means of managing staff performance as it clearly indicates the pass rate of the current which can be compared to the previous year.

If the pass rate is low, then intervention measures are used to assist the lecturer or to find out the reasons for the poor performance (Participant F).

Absenteeism is not properly managed in some classes. This contributes to the poor student performance at NCV Level 2 (Participant H).

As lecturers we need to lead by example. You cannot expect students to be punctual if you cannot do the same thing (Participant I).

In some cases, there is no follow up on students' performance (Participant J).

At the beginning of the year we have a planning meeting with all lecturers

Every lecturer regardless of position is expected to meet certain performance standards and that includes getting good results in your subject (Participant K).

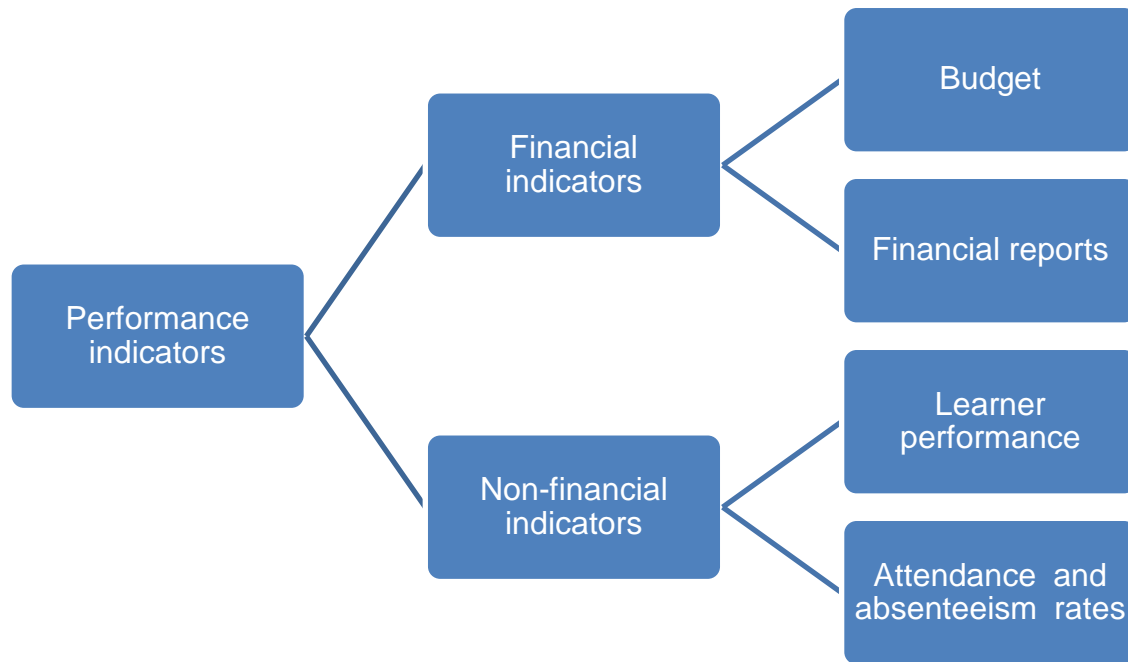
If a lecturer is not doing well in his/her subject, his immediate supervisor or manager will sit down with them to find out why they are not meeting their targets. From this meeting the parties exchange information about the lecturer's problems and the supervisor recommends appropriate training e.g. coaching or formal course (Participant M).

The budget and financial reports for that particular year will indicate to us if the funds really made a difference to the performance of lecturers and students in the NCV Curriculum" (Participant N).

One of the key findings from these data is that different techniques and tools were being used to manage the performance of lecturers in the NCV Curriculum at Level Two, such as analysis of results, moderation of assessments, year planners, which indicated the targets expected in each subject, thus helping junior lecturers to adjust their teaching activities and strategies accordingly. A related finding is that managing the performance of lecturers also involved using budgets and reports indicating exactly how funds were used to meet performance objectives in subject or stream.

The above findings suggest a balance between performance needs and the development needs of employees. These results are consistent with Weber's (1987) theory (Chapter Three) that the most imperative task of principals' instructional authority is teacher supervision and assessment. Instructional leadership means nothing unless managers are ready to observe and assist teachers, suggest to counsel in issues related to teaching and learning, and make developmental assessments that support and identify areas to develop. Across focus groups and interviews, participants confirmed that lecturers had been encouraged to discuss their performance needs with their managers. With regard to standards, pass rates were seen as the major yard stick against which the performance of lecturers could be measured. Based on these inputs, the general indicators used to monitor and evaluate the performance of lecturers in the NCV Curriculum can be visualized as follows:

Figure 5.1: General performance indicators used



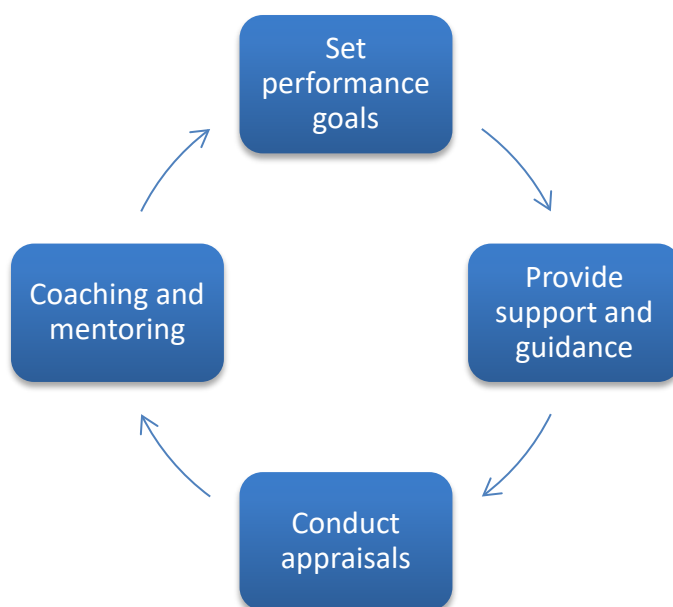
Source: Ngubane (2016), based on researcher's study findings

These findings (Figure 5.1) also confirm the point raised by Christie (2010) that performance management involves the setting of "guidelines" for principals and teachers, as a component of a more extensive drive for responsibility and performance. These models, gives a classified portrayal of work, and additionally expected qualities and conduct, and criteria for accomplishment.

Armstrong (2006) states that performance management should meet these guidelines: Line managers and employees must be educated and/or trained on how the organisation's performance management system works, Line managers should cascade performance management information and supporting documents e.g. policy manuals and guidelines to all staff members, Performance management should be aligned with the organisation's training and development and reward policies and strategies and career management processes to ensure congruence, Management should guard against abuse of performance appraisals by spelling out a fair and transparent criteria for conducting performance appraisals in the organization and Managers should provide constructive feedback to employees, highlighting their strengths and weaknesses and the necessary corrective measures.

Based on the inputs and comments of managers, senior lecturers and junior lecturers, managing staff performance in NCV Level 2 Curriculum and the insights from the literature cited above, the performance management process in the participating TVET College can be illustrated as follows:

Figure 5.2 Performance management process



Source: Adapted from Armstrong, (2010)

Figure 5.3 suggests that the performance of lecturers is managed through a series of interrelated steps which entails: setting and agreeing performance goals with junior lecturers, providing support and guidance to lecturers i.e. teaching resources and advice on how to set and conduct assessments, conducting appraisals, and lastly, coaching and mentoring, which was used to address the identified performance gaps for each junior lecturer. The finding that the performance of lecturers was being managed at NCV level Two is consistent with the literature, which indicates that “educator appraisal is of great importance as its main objective individual educator’s performance and ultimately learner’s performance” (Wanzare, 2002 as cited in Steyn and Van Niekerk (2012). Good performance appraisal should assist in developing the individual staff member to improve his or her performance in future.

According to Naidu, Joubert, Mestry, Mosoge, and Ngcobo (2008), relationships in a school (i.e. TVET College) can be described as unique interpersonal relationships between individuals as a result of working together and sharing the same goals. Naidu *et al*, (2008) further identify the characteristics of effective relationships that enhances services delivery in the teaching and learning environment and these are, among others: openness and transparency i.e. being open with each other, sharing – disclosing even the most intimate details, sharing interests, caring attitude i.e. looking after each other, trust – parties can depend on one another and feel safe from betrayal, and empathy – parties intuitively feel the emotions of the other.

5.2.2.13 Providing opportunities for junior lecturers to learn and improve their qualifications and careers: Continued professional development of lecturers

Development means getting better at something (Coetzee, 2013). It is the way toward developing employees and setting them up or preparing them for various, better or greater things (Rees & French, 2010). During interviews and focus groups, junior and senior lecturers confirmed that continued professional development opportunities had been provided to lecturers. The following comments illustrate this point:

During their orientation, junior lecturers are advised on how they can improve their careers while under the employ of the TVET College (Participant F).

We also give them information on companies that are our partners so that they can have time to improve their practical skills in the subjects that they teach (Participant G).

We also encourage senior lecturers to coach and mentor junior lecturers under their supervision (Participant H).

We try to support them, but time is not on our side. All of us are busy (Participant I).

We also work with students to do community projects (Participant J).

The main findings from the above data is that, firstly, efforts have been made to extend continued professional development opportunities to all lecturers in the NCV Curriculum at Level Two, secondly, that lecturers had been linked with the TVET College's industry partners to help them improve their job skills and expertise and, thirdly, that lecturers and students were encouraged to work in social responsibility projects as part of the TVET College's contribution to community development locally.

Overall, these results vindicate the literature. For example, Lee (2005) in Steyn and Van Niekerk (2012) points out that effective professional development should offer a fitting level of challenge and support, demonstrating new and better approaches to educate and learn, build internal capacity, utilise a team approach, give time to reflection and assess the adequacy and effect of its activities. Thus, the finding that some lecturers were not taking full responsibility for their learning conflicts with the value proposition advanced by the literature that the school leadership needs to assist in identifying, nurturing and modelling of worthwhile values that will promote the philosophy of teaching and learning in the school or TVET college (Steyn and Van Niekerk, 2012).

5.3 **Challenges impeding teaching and learning at NCV Level 2**

During interviews and focus groups, participants (i.e. managers and lecturers) were asked to identify the challenges that impeded teaching and learning in the NCV Level 2 Curriculum, and the strategies that they used to deal with these challenges to improve results. Based on their comments and inputs, the challenges were as follows:

Materials to support lecturers and students are insufficient (Participant A).

There are delays in delivering the books and this affects our students (Participant B).

The work load is not balanced (Participant C).

We have a lot to do. There is no time to check whether our students are doing well in their subjects because of the workload (Participant K).

The allocation of subjects is not done according to lecturer's qualifications and experience (Participant L).

Based on the comments above, the main findings of the study here is that the challenges that impeded teaching of the NCV Curriculum at Level Two concerned teaching and learning resources, learner management issues, demanding work schedules, deployment of lecturers. These are discussed below.

5.3.1 Teaching and learning resources

Nearly all the respondents (i.e. managers and lecturers) agreed that they experienced problems when it comes to supply of textbooks and learning support materials at NCV Level 2. The following comments highlight their experiences in this regard:

Most of the textbooks are outdated. Many suppliers do not deliver what we have ordered. And sometimes you find that the textbooks are delivered very late when we are preparing for examinations and there is no time to do revisions with students (Participant K).

Due to lack of textbooks some lecturers are forced to make photocopies for students to help students do assignments and prepare for examinations. Lack of books is one of the major challenges we face at the moment (Participant L).

The overall impression from these findings is that, firstly, there seems to be problems in the supply chain, as evidenced by the concern that books supplied are sometimes not enough to cover the needs of students at the NCV level 2. These findings conflict with evidence from document reviews which showed that one of the goals of the Department of Education is to improve admission to education and skills development by ensuring that teaching and learning resources are delivered to TVET Colleges on time to enable effective teaching and learning.

The lack of teaching and learning resources conflicts with the literature, which reveals that students' learning experience, particularly in the TVET environment, depends heavily on the effective supervision of resources for learning. Effective teaching and learning require effective prioritization of needs and resources to ensure that all aspects of the curriculum are sufficiently covered in terms of human, financial, material and

physical resources. A school with insufficient resources – such as overcrowded classrooms, poor teaching and library resources – and incompetently qualified teachers, will struggle to support his/her students to achieve (Naidu *et al.*, (2008).

5.3.2 Student management issues

Evidence from participants (i.e. managers and lecturers) indicate that some of the challenges that undermined teaching processes at NCV Level 2 were linked to learners. The following comments from participants A, B and C vindicates this point:

Many students prefer to do practical which is 60% of the course and avoid the theory component which is 40% of the course. Attendance tends to be high for practical's and low for theory (Participant A).

There is no policy to control absenteeism – once they get the NSFAS money from the Department of Education, some students either bunk classes or register with other TVET Colleges without telling us (Participant B).

There is a tendency by some students to think that once you are done with contact sessions, then you bunk classes because you are now doing practical's in companies. They miss out revision sessions claiming that they are busy with practical projects. We need to curb this (Participant M).

The above data suggest shortcomings in learner management policy in the NCV Curriculum at Level Two. These included lack of directives and guidelines on how best to deal with absenteeism, experiential learning and funding of students through NSFAS. This finding contradicts Instructional leadership theory, which posits that leading also means ensuring that teachers i.e. lecturers understand the policies of the college and use them to inform teaching and learning decisions and actions on a daily basis.

Furthermore, the preceding findings (i.e. lack of learner motivation as evidenced by absenteeism and poor attendance) contradict the principle of reinforcement advanced by the Behaviouralist Approach (discussed in Chapter Three – Theoretical Framework). According to this approach, effective learning hinges on the ability of the facilitator or

teacher to instantly reward positive behaviours so that it is sustained over time to help the students achieve their learning goals. For example, giving instant praise to a student for doing well in a particular learning activity or assessment can reinforce learning.

5.3.3 Demanding work schedules

During focus groups, it was indicated that sometimes lecturers are not able to see all their students at NCV Level 2 due to tight work schedules and because many students spend 60% of their time doing the practical component of the course. The following are some of the voices from the participants:

There is not enough time allocation for learners, so they battle to understand them, for example, Practical's and Life Orientation. More time should be allocated for these subjects to improve learning and results at the end of the year (Participant C).

Few qualified lecturers and the number of subjects keep increasing (Participant K).

Lecturers have to meet instructional demands and administrative work (Participant N).

They do many things at the same time and this puts pressure on them (Participant M).

From the data above, it is clear that lecturers face time pressures that include balancing teaching and administrative duties to achieve better results. However, this was difficult for less experienced lecturers as they were still trying to adjust to the NCV Curriculum. These findings also indicate lecturers did not have enough time to provide individual attention to students to help them learn better. This finding is not consistent with the literature, which indicates that students require individual attention so that they can identify and overcome their learning difficulties.

5.3.4 Deployment of lecturers

Some participants reported that, in some cases, lecturers were required to teach subjects which were not their area of specialisation. Although this helps to mitigate the shortage of manpower in some departments, however, it affects the lecturers' morale and confidence. The following are views from some of the participants during the focus group interviews:

Doing what you are not sure of makes you feel uncomfortable, especially if you are junior lecturer trying to learn and adapt to your work environment (Participant C).

Sometimes you have to use your own mind (i.e. improvise) to succeed (Participant D).

Some lecturers have to teach subjects for which they are not qualified (Participant L).

What is evident from the findings in the foregoing is that human resources (i.e. lecturers) had not been properly deployed for the NCV Curriculum. Due to shortage of staff, junior lecturers found themselves teaching subjects that they were not qualified to teach. This not only compromised the quality of teaching and learning but also the outcomes. These findings on the improper deployment of teaching staff are consistent with the conclusions of a study steered by Papier (2008) in the Western Cape which found that lecturers faced challenges in delivering the NCV curriculum due to lack of support and classroom management guidelines.

5.3.5 Lack of financial resources

Managers and lecturers concurred that lack of funds for students hampered teaching and learning at NCV Level 2. This was attributed to the lack of clear criteria for allocating funds from the National Skills Fund bursary. One of the participants from management described the problem as follows:

The Department of Education gives the money directly to students and the TVET College has no control over the allocation of funds. The department decides who should get the funds and we only help students to complete the application forms for NSFAS. Lack of clear criteria for allocating the funds has led to yearly strikes by students (Participant B).

Some students do not come to school because they do not get the NSFAS money. They do not have money for food and transport (Participant K).

One of the crucial findings from these data sets was that lecturers in the NCV Curriculum were not directly responsible for allocating financial resources to students, instead, this function was performed by the DoE in conjunction with participating college and students. The second finding, which is somewhat disturbing, is that there seems to be no specific and/or fair criteria for allocating the funds to students, which often results in discontent and disruptions by disgruntled students. This impacts negatively on teaching and learning in the NCV Curriculum at Level Two. Another important finding from these data is that some students are unable to attend classes due to lack of payments from the NSFAS, which adversely affected their performance in the NCV programme at Level Two. This findings corroborates the evidence from the focus groups with junior lecturers where it was indicated that shortage of funds is one of the major barriers to learning for many students in the NCV Curriculum at Level Two.

The finding that teaching of the NCV Curriculum was affected by lack of financial resources for students is corroborated by the literature. For example, a study by Mokone found that one of the serious challenges facing lecturers in TVET Colleges is funding to support teaching and learning processes. Kay & Rogers (2012) emphasise that for employees to be capable to do their jobs well, they should be provided with all the requisite resources. Therefore, managers and senior lecturers have a responsibility to ensure that junior lecturers have access to the critical resources needed to drive implementation of the NCV Curriculum at Level Two.

5.3.6 Language barriers

Some respondents indicated that teaching and learning in the NCV Level 2 Curriculum was also affected by language barriers. Many students battled to understand English. According to one of the lecturers who took part in the focus groups:

English as the main medium of instruction is difficult for many students to understand/comprehend, especially at TVET Level 2 (Participant A).

Many students from previously disadvantaged schools battle with English, which ultimately affect their performance in examinations (Participant E).

Some are very weak, they cannot even read and make sense out of the NCV textbooks and learning materials (Participant J).

The main finding from these data sets is that second language students encounter difficulties in English as a medium of instruction. Language barriers made it difficult for these students to meet performance requirements in the NCV Curriculum. In part, this explains why results were not satisfactory in the NCV Curriculum at Level Two. This finding conflicts with the Department of Education's policy on inclusive education (White Paper 6 of 2001), which states, among other things, that learning barriers should be addressed in order to enable disadvantaged students to access learning and development opportunities.

5.3.7 Resistance to change

Evidence from interviews and focus groups with participants (i. managers and lecturers) suggested that some lecturers were not ready for change. The following comments illustrate this point:

Some lecturers are scared to teach at the senior level. They prefer to remain in NCV Level Two, this impacts negatively on their learning and development. You find that one lecturer spends his or her entire career e.g. 5-15 years teaching at the lower level because he/she is scared of the challenge (Participant A).

Some of our lecturers, especially those with limited work experience, do not take the initiative to learn from senior lecturers, even they get the opportunity to do so (Participant B).

Senior lecturers do provide coaching and mentoring to junior lecturers. But some of them do not see this as a way to improve their skills and qualifications (Participant C).

We are focusing on the bigger picture i.e. achieving excellence and high quality education – the essence of our Vision as a TVET College (Participant B).

We focus on professionalism. We work as a team (Participant C).

A key finding from these results is that due to lack of initiative and/or self-motivation, some lecturers were somewhat reluctant to improve their qualifications and career prospective by taking more demanding lecturing roles at the senior level of the NCV Curriculum. Consequently, they were unable to reap the benefits of career development within the TVET College.

This finding on the reluctance of some lecturers to adapt to change confirms the point raised by Coetzee (2013) that attitudes and beliefs influence employee behaviour and can either support or restrain the development of new employees. Attitudes, Coetzee further observes, are general positions of approval or disapproval that we all have towards specific situations, ideas, events or people. Employee attitudes should be considered in training interventions because they influence motivation (Coetzee, 2013). However, despite the challenges mentioned above (e.g. lecturers not taking responsibility for their learning and lack of support from some senior lecturers), the data from interviews and focus groups also showed that other participants were confident and optimistic about success in teaching the NCV Curriculum at Level Two, as illustrated by the views of participant B and C that “we are focusing on the bigger picture” and that “we emphasise professionalism”.

5.4 **Strategies used by managers and lecturers to mitigate the challenges affecting teaching of the NCV Curriculum at level two**

Based on the inputs, comments and insights from the interviews and focus groups, it appears that a wide range of strategies were being used by lecturers to mitigate the challenges mentioned above. These comprise but are not restricted to the following:

5.4.1 **Participative/consultative leadership**

In earlier parts of this discussion, it was revealed that the majority of participants preferred democratic management, which supports the involvement and participation of staff and students in decision making processes. Some of the participants highlighted that:

Everybody must attend planning sessions (Participant B).

Management always say that we should strive to make a difference to our lives and those of our students (Participant C).

We work as team every day because the NCV is new to all of us (Participant J).

An important finding from these comments is that consultative leadership was practiced at all levels of the NCV Curriculum. All lecturers were supposed to participate and contribute to planning and delivery of the curriculum. This shows that leadership was shared between managers and lecturers, which is in line with Weber's (1997) view that instructional leadership incorporates rather than excludes the views of teachers in the execution of curriculum activities within the school environment. In particular, Weber's instructional leadership advocates devolution and sharing of decision making power and responsibilities to the school management team and teachers – hence the need for shared leadership. The literature (Zepeda 2013) emphasises that effective leadership within the school hinges on proper consultation and involvement of all staff members in decision making processes.

5.4.2 Resource sharing sessions

During focus groups with junior and senior lecturers, it was indicated that shortage of textbooks and learning support materials necessitated sharing of resources between lecturers and students. Some respondents summed up the matter as follows:

From time to time, we consult with colleagues in every department to find out if they can assist with teaching materials. It (i.e. sharing) keeps us going (Participant C).

We have explained to our students that at the moment they will share books until we get the suppliers to do things right (Participant G).

The first finding derived from these data is that as part of teamwork, lecturers were encouraged to meet and share knowledge with their colleagues from other faculties within the TVET College. This not only improved synergies between departments but also facilitated learning and sharing of information and teaching resources between senior and junior lecturers. This practice was confirmed by campus managers during interviews, who indicated that (i) *“it is the policy of the TVET to encourage collaboration among lecturers (Participant M)* and (ii) *lecturers cannot achieve their performance goals if they do not learn from each other (Participant N)*. The second finding from was that teamwork was also underpinned by a strong emphasis on consultation among lecturers to ensure consensus in decision-making and teaching strategies.

The above findings on the use of team work and consultation to improve teaching and learning in the NCV Curriculum at Level Two dovetails with evidence from the literature. For example, Donaldson and Sanderson (1996) in Steyn and Van Niekerk (2012) explain that there are direct benefits for both students and educators (i.e. lecturers) in working together in teams and that teamwork is essential to building and professional culture in schools, of which TVET colleges are part.

5.4.3 Partnership with industries

During interviews and focus groups, managers and senior lecturers spoke passionately about helping junior lecturers and students to find relevant industries for further learning and practical assignments. According to the participants:

Every year, we talk to different firms for collaboration in learnerships (Participant J).

Lecturers are exposed to industry practice, which benefits our students (Participant K).

It is a rewarding experience for both students and lecturers because they gain practical experience (Participant L).

These industry partnerships were also used to enable lecturers to improve their own learning and development. According to one head of department, lecturers are required to attend industry-based training and orientation to improve their knowledge and skills. This respondent added that attending such training was one of the core requirements for all subjects.

5.4.4 On-the-job training and professional development for lecturers

Some of the respondents from management indicated that as part of their strategy to motivate staff, they provided support training to their teams. This included coaching and mentoring to help them adjust and perform better in their jobs. Their experiences on this issue can be summed up as follows:

During induction they educate us about many pedagogical and occupational issues such as how to study part-time and handle experiential projects for learners (Participant B).

It depends on the individual, there is a chance to improve yourself (Participant E).

Yes, they support us. We discuss career issues with HODs (Participant, F).

You have the opportunity to observe in companies as well (Participant G).

The key finding emanating from the preceding data sets is that lecturers had access to job-related training in the NCV Curriculum, although the scope and intensity of such interventions was perceived differently by the lecturers. For example, while some lecturers were generally satisfied with learning and development opportunities provided in the NCV Curriculum at Level Two, others felt strongly that these initiatives were not underpinned by strong management support. There was a feeling that lecturers were treated differently, with some enjoying more access to development opportunities than others.

These findings dovetail with the literature (Zepeda, 2013, Steyn & Van Niekerk, 2012) which emphasises that training and development opportunities should be granted to all teachers/lecturers in the school/college. According to Amos, Ristow, Ristow and Pearse (2008) training is an attempt to alter or amend the understanding, abilities and behaviour of employees in such a way that organisational objectives are achieved. And, education is a process that gives learning, aptitudes, moral values and comprehension required in the ordinary course of life – focused on developing people for the future (Amos, Ristow, Ristow, and Pearse (2008). Lecturers also received support in professional development. Development refers to long-term organisation-focused process that creates learning opportunities, thus making learning conceivable within an organisation – includes training and education processes and focuses on learning to develop the individual and his or her organisation (Amos, Ristow, Ristow, and Pearse 2008:324). This finding is corroborated by the literature (Coetzee, 2013 and Kay & Hinds, 2012) which maintains that people today need practical and targeted help in their personal and career development. Because people vary so much in their capacity to cope with change, it is important that whatever help they need is tailor-made to meet their specific needs (Kay & Rogers, 2012). This practice is consistent with the theory of instructional leadership, which proposes that as part of capacity building within the school, teachers should be given sufficient training in the curriculum and administrative guidelines and practices so that they are able to perform their jobs well.

5.4.5 Book Reviews

In an effort to mitigate the problem of outdated teaching and learning resources, managers and lecturers held joint book review meetings. Participants described their experiences in this regard as follows:

Before we buy new books, we hold a big meeting with management, lecturers and students to discuss what we have and what we need for each subject (Participant F).

We check book stocks every year to ensure we have the right books (Participant G).

The book review is part of our quality assurance policy (Participant K).

Students' inputs are very helpful during the book review (Participant M).

The main finding from these data sets is that book reviews are done in collaboration with students in order to determine resource needs to ensure that relevant and sufficient qualities of books and learning support materials are procured each year. The involvement and participation of students in book review processes is in line with Department of Education's OBE strategy of putting students at the centre of the teaching and learning process. It shows that lecturers are committed to developing students' thinking/planning skills, which are critical in the workplace.

The preceding finding on learner participation in decision making (i.e. identification of textbooks and learning support materials) as well as contribution to social responsibility initiatives (i.e. community projects) is consistent with the principle of choice and control advocated by the Humanist Approach (discussed in Chapter Three – Theoretical Framework). Students are urged to settle on decisions that range from everyday exercises to occasionally setting future life objectives. Humanistic educators trust it is vital for students to be propelled and occupied with the resources they are using, what's more, this happens when the theme is something the students need and needs to know. This approach was evidently praised during the focus groups, with many participating

lecturers claiming that students were actively involved in the determination of learning resources.

PART THREE: Experiences of lecturers in teaching the NCV Curriculum at Level Two

5.5.1 Meaning of leadership as perceived by participants

Participants were required to explain the meaning of leadership in delivering the NCV Curriculum at Level Two. Following is a summary of their comments and inputs on this issue.

Imparting knowledge to students in a way that they can understand and apply that knowledge effectively (Participant A).

Guiding and directing those with whom you work in your department in a positive manner, and setting good moral standards and being a suitable role model. A person that leads, a person who is followed by others, a person who is exemplary to others – a role model (Participant B).

Being able to relate to staff and students amicably, Being approachable, Listening and helping people to solve their problems (Participant, C).

Leading by example – arriving and starting your work on time (Participant D).

As a leader, you set an example to your fellow colleagues by doing your work to the best of your ability, acknowledging staff when they are doing a good job, organising workshops/training so as to empower them in their specific fields and meeting occasionally to share information, discuss problems and find mutual solution (Participant E).

The key findings from the preceding data can be summed up as follows: Firstly, lecturers interpreted that their leadership in the NCV Curriculum is different. For example, while some saw leadership as a means to influence and impart knowledge to students, others saw it as a strategy for providing guidance and support to their teams so that they can perform better in their jobs i.e. delivering the NCV Curriculum in accordance with the mission and vision of the TVET College. Secondly, other lecturers felt strongly that as

leaders in their respective subjects in NCV Level Two, they were supposed to be role models to their peers and teams. This understanding was seen as key to improving performance at this level. Deducing from these findings, it can be argued that participants had different but complementary interpretations of the term leadership as it applied to their own lives in leading the NCV Curriculum at Level 2. The most common interpretation was that as leaders of the curriculum, lecturers were supposed to set an example for their colleagues and students by meeting performance standards. The second interpretation as a leaders of the curriculum, lecturers should provide direction and share information with their teams.

The above findings are consistent with the literature in Chapter Two, which indicates that shared leadership plays a key role in ensuring that the curriculum is delivered effectively and efficiently. Perhaps the most innovative and pertinent interpretation was that lecturers should recognise and reward good performance from their teams, a clear indication that some lecturers understood the role of leadership in enhancing and maintaining high staff morale to ensure better performance and results.

The above finding on the need to support junior lecturers in teaching the NCV Curriculum dovetails with the literature. For example, Bartol and Martin (1994) maintain that one of the key strategic roles of managers is to ensure that good performance is timely identified and rewarded to energise and keep employees focused on achieving the strategic goals of the organisation. This requires clear communication of organizational goals to all employees and providing them with the necessary resources e.g. budget, tools and equipment so that they can be able to achieve their performance goals.

5.6 Leadership roles and responsibilities in facilitating teaching of the NCV Curriculum at Level Two

5.6.1 Goal setting

Participants were asked to report whether they involved their colleagues or teams in the goal setting process as part of their leadership roles and responsibilities in the NCV Curriculum at Level 2. Their responses were as follows:

I motivate lecturers and students to see the end result of hard work (Participant D).

Encourage staff to come up with solutions to improve teaching and learning (Participant E).

Ask people to discuss problems in their subjects (Participant F).

Aligning myself with the vision and mission of the TVET College (Participant G).

Set goals that are SMART e.g. specific, measurable, attainable, realistic and time-based. This motivates me to do well in my job (Participant L).

An important finding from these comments is that participants did encourage their teams to participate and contribute to goal setting in their subjects or units. For example, while some encouraged their teams to come up with solutions, others emphasised the need for aligning goals with the Vision and Mission of their TVET College. Interestingly, some participants realised the importance of using the SMART principle when setting goals, which practically means that goals must be specific, measurable, achievable, realistic and time-bound. These findings resonate with Weber's (1997) theory in Chapter Two which demonstrated that characterising school objectives is a procedure of adjusting clear student standards with community and internal school needs.

The above findings on the role of leadership in inspiring and guiding others towards the achievement of organisational goals are consistent with the literature. For example, Armstrong (2010) argues that one of the key role of leaders and managers in organisations is to ensure that individual behaviour's and performance are aligned with the mission and vision of the organisation through such measures as induction, training

and retraining, career counselling, performance-based incentives and forming cross-functional teams to facilitate sharing of information and expertise.

5.6.2 Staff motivation and retention strategies

This question required participants to indicate if they motivated their colleagues or teams to improve delivery of the curriculum and results in their TVET College. Their responses were as follows:

Effective communication through regular briefings and subject committee meetings (Participant F).

Group discussions to promote joint problem-solving (Participant G).

Listening to and responding to people's needs and concerns (Participant H).

Encourage junior staff to learn and improve their qualifications (Participant I).

Encouraging staff to maintain professionalism and ethical standards (Participant J).

Encourage equal participation in planning of subjects and other curriculum issues (Participant K).

Giving credit those who hand in their files (POAs and POEs) on time and those who attend meetings and those who conduct themselves professionally and reward the marking team with treat or gift (Participant L).

Motivate people to voice out their personal problems/concerns (Participant M).

One of the key findings from the above data is that regular communication played a key role in creating common understanding among lecturers, uniting them and channeling their efforts towards achieving the goals of the NCV Curriculum at Level Two. A related finding from these data sets is that some lecturers were motivated to do their work because they were being mentored and guided by their seniors on how to do their job. On the whole, these findings resonate with the literature (Zepeda, 2008, Steyn & Van Niekerk, 2012), which emphasises that it is important for principals to continuously motivate their teams. Specifically, principals need to create conducive/favourable conditions in the workplace that enhance the ability of other individuals to motivate

themselves. To achieve this, principals need to realise that individual motivation is driven by such crucial elements as individual goals, needs and desires. The literature emphasise that staff motivation is a continuous process. Furthermore, Maslow's Hierarchy of Needs Theory can also be used to improve understanding of the strategies used by managers and senior lecturers to motivate their teams in order to enhance teaching and learning processes and results at Level 2. The following diagram illustrates the hierarchy of needs which impact staff motivation in organisations, including TVET colleges:

5.6.3 Guidance and support

As part of their leadership and management responsibilities, participants were asked if they had given any peer support and guidance to their colleagues and/or teams. This question was based on the assumption that leadership support and guidance is key to motivating and inspiring subordinates to perform well in their jobs (Weber, 1987 and Bartol and Martin, 1994). These were their responses:

Providing learning materials (Participant A).

Encouraging junior lecturers in their new jobs (Participant F).

Reminding colleagues to be professional in their jobs (Participant G).

Discouraging late coming by staff members (Participant H).

Advising and motivating junior lecturers to learn and improve their qualifications (Participant I).

Explaining subject requirements to lecturers who encounter problems in their courses (Participant J).

Give moral support to lecturers who have difficulty completing their work (Participant K).

Guide lecturers on how to prepare their lesson plans (Participant L).

A key finding from these results is that senior lecturers, HODs and Campus managers supported lecturers in various ways, such as providing moral and material support, encouraging lecturers to discuss their performance issues. The second finding is that senior management's views were somewhat contrary to the opinions expressed by junior

lecturers on this very same issue. For example, Participant B felt strongly that management support was inadequate, especially in induction of new and junior lecturers. Similarly, Participant D indicated that junior lecturers were sometimes given more work than their senior colleagues, which demotivated them.

The finding on demotivation of junior lecturers is corroborated by the literature, which shows that both stress and burnout in a workplace have negative impacts on all parties concerned, namely, the individual, the organisation and the clients or students (Childs & Stoeber, 2012). According to Moore (2002), the major factors contributing to teacher stress include lack of support, workload, problems in the classroom, organizational constraints and interpersonal conflict.

5.6.4 Building and maintaining good working relationships

Here, participants (i.e. managers, HODs and senior lecturers) were required to explain how they promote healthy and productive working relations with their colleagues to ensure better results and client satisfaction. Here are their responses:

We plan together in one central office at Kwa-Makhutha – where we develop the year planner with lecturers from all our campuses (Participant F).

Partner with other lecturers to facilitate workshops (Participant G).

Work with lecturers and students to support social responsibility projects (Participant H).

Offer financial support to needy students (Participant I).

Providing constructive feedback (Participant J).

Involving both lecturers and students in charity projects (Participant K).

An important finding from these data sets is that managers and lecturers used different ways to promote and maintain good working relationships in the TVET College. These relationships were not only confined to managers and lecturers but also included students, relevant industries and local communities through social responsibility/charity programmes. This means that the relationship building initiatives sought to improve both

internal and external relations for effective teaching. These data sets also reveal that participants used various strategies to try and build productive working relationships at work, such as regular feedback meetings, sharing project responsibilities and joint planning sessions. This finding is consistent with Weber's Instructional leadership theory which encourages leadership to maintain good relations with their teams through effective communication (Mcgrath & Bates, 2013). According to Barker (2013), communication is the process of creating shared meaning. Communication involves sending and receiving information, ideas and images. These resonate with the literature (e.g. David 1991, Portin, Knapp, Alejano, & Marzolf, 2006, and Slater 1994), which shows that many schools have actualised shared administration models, including school management teams to improve performance and outcomes.

5.6.5 Mobilising and allocating resources to improve teaching and learning in NCV Curriculum at Level Two

This question was primarily aimed at campus managers and senior lecturers in management positions to determine whether they supported curriculum delivery at NCV Level 2 through the provision of adequate resources. Their answers were as follows:

Preparing the budget (Participant F).

Arranging practical assignments with relevant industries for students e.g. workshops, Scam rooms, industry visits, career exhibitions, part-time jobs, holiday or one day placement (Participant G).

Placing students with industry partners (Participant H).

Buying textbooks and learning support materials (Participant I).

Protracted delays in procurement of textbooks – this is attributed to slow delivery by suppliers – students even write examinations relying on photocopies – because ordered textbooks have not been delivered (Participant J).

Students sharing textbooks – sometimes photocopies (Participant K).

From these results, it is evident that senior lecturers and managers did mobilise resources to improve teaching of the NCV Curriculum at Level Two, although these efforts were hampered by late delivery of textbooks. In particular, the inclusion of career exhibitions, scam rooms and industry visits indicate that resource mobilisation was also used to support the practical component of the NCV Curriculum.

5.6.6 Managing the learning environment to ensure success

Participants were also asked to explain how they managed the learning environment to ensure success, particularly at NCV Level 2, which was the main focus of the interviews/focus groups. A wide range of examples were given to prove that managers and lecturers did pay attention to the learning environment. These include the following:

Deliver my lessons and ensure students are following (Participant A).

Create a positive learning environment through discipline, lively communication, consistency, constructive feedback and appropriate praise (Participant B).

Effective discipline management (Participant C).

Keeping classrooms clean and tidy at all times (Participant D).

Creating a conducive atmosphere by providing resources to students (Participant E).

Security personnel must search both students and employees for either drugs or weapons at the college and also that they do not steal resources from the college (Participant N).

From these comments, it can be seen that lecturers employed various techniques to create a conducive environment that supports effective teaching and learning in the NCV Curriculum at Level Two. These included lesson planning, managing student discipline and encouraging open communication that encouraged lecturers and students to discuss learning needs and objectives.

Overall, these findings resonate with the literature, which emphasise that teachers should use different strategies to keep learners focused and energized to learn better. This entails discussing learning activities with students, providing time for individual attention and guidance, discussing classroom rules with students, and encouraging students to talk about their learning difficulties and providing the necessary remedial action timeously (Korpershoek, 2014).

5.6.7 **Providing opportunities for to people learn, grow and improve their qualifications**

Basically, this question sought to determine if there were opportunities for continued professional development (CPD) of lecturers in the TVET College. Participants reported the following:

Coaching and mentoring of junior lecturers by senior lecturers (Participant F).

Subject specific workshops are organised for lecturers in-house (Participant G).

Lecturers are sent to relevant industries to learn and gain more knowledge and experience on the subjects that they teach in the TVET College (Participant H).

There are courses offered to help improve lecturers' qualifications (Participant I).

Some people fear change and because of this they cannot learn and grow in their jobs (Participant J).

One of the key findings from these results is that efforts have been made to provide opportunities for learning and development to lecturers in the NCV Curriculum at Level Two, although some junior lecturers lacked motivation to improve their qualifications and skills. These include a wide range of interventions, such as on-the-job training in the form of coaching and mentorship, regular workshops to help staff members improve their teaching skills, industry-based training which afforded lecturers the opportunity to gain exposure to practical occupationally-directed learning to improve their qualifications and vocational skills. For example, Guskey (2000) persists that professional development is an intentional process, ongoing process and systematic process.

5.6.8 Preferred leadership style in teaching the NCV Curriculum at level two

As team leaders in their respective fields, managers and lecturers were invited to describe their preferred leaderships in facilitating teaching of the NCV Curriculum at Level Two. Here is what they said about this issue:

I believe that people have a right to state their opinions and views with no fear. I also accept criticism as it allows me to do introspection and find ways to improve my own performance (Participant G).

I believe that lecturers need privacy and freedom to do their work well (Participant H).

Equal participation (Participant I).

I encourage equal participation (Participant K).

Democratic, allowing students and lecturers to express their opinion (Participant L).

It is important to get results at the end of the day (Participant M).

Balance individual freedom and choice with results (Participant N).

The main finding from these data sets is that the majority of participants embraced democratic management as a way of facilitating effective teaching and learning in the NCV Curriculum at Level Two. Similarly, one of the fundamental tenets of Weber's (1997) theory is that leaders should consult with their subordinates to elicit and use their inputs to improve delivery of the curriculum. These results confirm that junior lecturers are consulted in the NCV Curriculum.

5.6.9 Delivery of the NCV level 2 curriculum

Participants (i.e. Managers, senior lecturers and junior lecturers) were required to explain their contribution to teaching of the NCV Curriculum at Level Two. Their answers to the questions were as follows:

We make sure that those struggling with English get some help (Participant B, Manager).

Students have access to simulation rooms, which helps to improve their understanding and mastery of science subjects (Participant C, Senior lecturer).

I tell student about developments and opportunities that relate to their careers, especially information from the Department of Education, e.g. bursaries and scholarships (Participant E Junior lecturer).

We work with industries (Participant F, Senior Lecturer).

Some students are struggling to get protective clothing because their parents cannot afford to buy such equipment (Participant M, Junior Lecturer).

As a starting point, it would be helpful to interpret these data sets in light of Bernstein's (1987) Code Theory. Curriculum can be viewed as a method for accomplishing particular educational goals and objectives. The ideas of arrangement and confining, which are at the heart of Bernstein's hypothesis can help one to comprehend the assessment and curriculum of any instructive organisation. Some participants reported that they used subject committee meetings to discuss curriculum needs, including assessments and the choice of textbooks and learning support materials. Thus Bernstein's theory brings into analysis the routes in which the teacher impacts on student learning through the control every educator has over what is and is not transmitted through teaching methods, appraisal and educational curriculum (Bernstein, 1987).

Bernstein's theory can also explain the power and influence that external agencies for example, government and industry have on the curriculum. For example, some participants reported that the TVET College had formed strategic partnerships with relevant industries to facilitate experiential learning for trainees. In addition, it was also reported that only the Department of Education has the mandate to allocate funding to needy TVET College students through the National Skills Fund. It was further reported that one of key responsibilities of the TVET College is to ensure that it produces the type of skills needed by the different industries that the college serves. The alignment between

the findings and Bernstein's Code theory and Weber's Instructional Leadership Theory is illustrated in table 5.2 below.

Table 5.2 Examples of alignment between the results and the theoretical framework

Theory/Model	How it aligns with the findings of the study
Bernstein's Code theory	<ul style="list-style-type: none"> • Lecturers and industry representatives decide on the type of practical assignments that students should do to succeed in their studies. • Industry has influence over students' choice of career paths and the subjects that they need to do to access those career opportunities. • Some lecturers confirmed that their lesson plans were based on the outcomes based model prescribed by the Department of Higher Education, which affected the choice of content and delivery methods.
Weber's Instructional Leadership Theory	<ul style="list-style-type: none"> • Lecturers work with staff to set performance goals. • Senior lecturers provided support and on-the job training to junior lecturers to help them learn and grow in their jobs. • Some lecturers said they consulted regularly with their teams to ensure that everyone understood the demands of the new curriculum. • Supervision of staff was also confirmed by some lecturers, saying that this was part of performance management and that monitoring was done to ensure lecturers meet the required performance standards. • Shared leadership were also confirmed by the respondents, such as the joint planning sessions held annually to prepare the Year Planner.

5.7 CHAPTER SUMMARY

Chapter Five has addressed three critical questions in relation to this study. The first question related to the understandings of lecturers in teaching the NCV Curriculum. In this respect, the overall impression from the data was that lecturers understood their roles to include curriculum planning activities, lecturing, routine classroom management and scheduling of experiential learning activities for students. The second question related to the experiences and practices of lecturers teaching and leading the curriculum in the NCV Curriculum at Level Two. On the whole, the results seem to suggest that while it was possible for lecturers to use teamwork to teach the NCV Curriculum, however, challenges

remained in this area. Examples include shortage of suitably qualified staff, late delivery of textbooks and poor attendance by students. The underlying causes of these problems are as follows: Firstly, some junior lecturers were teaching subjects that they were not suitably qualified to teach, which compromised the quality of the knowledge that students received in NCV Level Two at the lower Level. This finding contradicts the lecturers, which shows that effective teaching provides students with an opportunity to integrate theory with classroom practice and to equip them with the required skills (Subedi, 2009). According to Papier (2008), many lecturers entered the TVET Sector without adequate qualifications and experience. The finding (on lack of motivation and poor attendance) also suggest that attendance rules were not effectively enforced by Junior Lecturers in the NCV Curriculum at Level Two. This finding runs contrary to the literature, which emphasises that Effective teaching and learning cannot take place in poorly managed classrooms (Jones & Jones, 2012; Marzano and & Pickering, 2003 , as cited in Korpershoek, 2014). Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. This principle was not adequately implemented by junior lecturers in teaching the NCV Curriculum at Level Two.

The final question addressed by the study related to the strategies employed by lecturers to deal with the challenges that impacted teaching and learning in the NCV Curriculum at Level Two. These included teamwork; on-the-job training; resource sharing and joint decision-making in the NCV Curriculum at Level Two. The proceeding chapter makes conclusions and recommendations of the study based on the findings.

CHAPTER SIX

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter presented a discussion of findings from the generated data on the understandings, practices and experiences of lecturers in teaching the NCV Level Two curriculum in a TVET College in KwaZulu-Natal. Building on the findings of the previous chapter, this chapter presents and discusses the study summary, conclusions, recommendations and implications of the research.

6.2 Study Summary

The focus of this study was to explore the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal. The study is organised into six chapters as follows:

Chapter One provides an introduction to the study, the background, problem statement, purpose and rationale to the study, the aims and objectives of the study, the research questions and the significance of the study. The clarification of the key concepts, research design and methodology, demarcation and the limitations were also presented.

Chapter Two focuses on the literature review on exploring the understandings, experiences and practices of lecturers in leading and teaching the NCV curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal.

Chapter Three outlines the two theoretical frameworks that underpin the study which are Behaviourist Approach and Humanist Approach. The behaviourist approach highlights the specific elements that need to be considered when designing or facilitating learning activities. These include reinforcement of learning to shape behaviour, for example, giving instant praise to a learner for doing well in a particular learning activity or assessment can reinforce learning.

Chapter Four discusses the research design and methodology of the study. Briefly the study population, sampling procedures, data generation methods and data analysis are elaborated on. The chapter also discusses the issues of trustworthiness, triangulation and ethical considerations to the study.

Chapter Five presents the data generated through semi-structured interviews, focus group interviews and documents reviewed. The in-depth interviews with open-ended questions, the literature reviewed and the adopted theoretical frameworks are utilised to analyse the data.

Chapter Six is the final chapter and it presents a summary of the whole study, draws conclusions based on the research findings and makes recommendations and discusses implications for further research.

6.3 **CONCLUSIONS**

Conclusions serve to give a final comment or judgment about a particular study (Cohen, Manion & Morrison, (2011). As its key aim, the study sought to explore the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal.

The conclusions are derived from the findings and will be presented according to the research questions that guided the study.

6.3.1 **Lecturers' conceptualisation of teaching and leading the NCV Curriculum**

The findings from the lecturers regarding their conceptualisation of teaching the NCV Level Two Curriculum were as follows. Firstly, it was generally accepted that teaching NCV at Level Two meant prioritizing the interests of students by giving them the necessary knowledge, skills, support and guidance that they need to succeed. Secondly, it was felt that in order for lecturers to be competent and productive in teaching the NCV Curriculum at Level Two, they should embrace learning and development as part of their careers. Practically, this meant using available opportunities to develop oneself and to keep abreast of new developments and trends in NCV practice, particularly at the lower

level. Thirdly, teaching the NCV curriculum also meant that lecturers had to reflect on their performance on a regular basis in order to identify their strengths and weakness in relation to their jobs and take appropriate steps to improve their performance and professional development.

6.3.2 Teaching and learning resources

The first problem relates to *procurement, management and retrieval* of teaching and learning resources, as evidenced by the comments that “some of our textbooks are outdated”, “suppliers do not bring textbooks on time” and that in some subjects “students use photocopies to prepare for examinations” due to protracted delays in delivery of textbooks by suppliers.

6.3.3 Student management issues

The second problem is the lack of an effective *student management policy*, as evidenced by chronic absenteeism in the theoretical component of the NCV Level 2 Curriculum which also highlights lack of a standardised approach to student discipline management. Therefore, the lack of an effective learner management policy not only undermines teaching and learning processes but also suggests shortcomings in administration systems and processes.

6.3.4 Demand work schedule

The third problem is that the *curriculum is excessively wide* and diffuse, *and examination prerequisites* being excessively ambiguous, making it difficult and impossible to recognise what was required of their students. The lecturers felt that the educational modules required a more grounded substance construct and more subject specialism with respect to their part. During focus groups, it was indicated that sometimes lecturers are not able to see all their students at NCV Level 2 due to tight work schedules and because many students spend 60% of their time doing the practical component of the course.

6.3.5 Deployment of lecturers

Deducing from the preceding discussion, it appears that there are issues that impact delivery of the NCV Level 2 Curriculum in the chosen TVET College: The first is the *misalignment between skills and jobs*. During the interviews, some lecturers commented that some of their colleagues were teaching subjects that they were not trained to teach, suggesting that they have been deployed in areas that are not consistent with their qualifications. Clearly, this conflicts with the TVET College's Vision of providing high quality education.

6.3.6 Lack of financial resources

The fifth issue concerns *student financial support services*. There were concerns that the criteria used to allocate and manage funds from the National Skills Fund is inadequate and not properly implemented as the Department of Education deals directly with students when allocating the funds, with little input from the TVET College. This led to yearly strikes by students, which impacted negatively on teaching and learning process within the college.

6.3.5 Resistance to change

The sixth issue concerns *lecturer's resistance to change* from old curricula, Report 191 to the new curricula, NCV as they view the new curricula as more academically challenging than the previous curricula, resulting in the need for more training in teaching and classroom management. In addition the new curricula tested the limits of their subject matter knowledge,

6.4 RECOMMENDATIONS

The following recommendations, which if taken into considerations might bring positive changes in the TVET Sector.

6.4.1 Recommendation One

Improve procurement systems and processes to prevent delays in delivery of teaching and learning resources.

This can be achieved by (i) training managers, lecturers and suppliers on basic procurement concepts and principles, and by (ii) effectively managing the performance of suppliers through service level agreements and regular performance reviews. Useful materials that can be used in procurement training include but are not limited to the following:

- *Department of Education: Teaching and Learning Support Materials (LTSM) Policy, which is readily available on line,*
- *Public Finance Management Act and,*
- *National Treasury Regulations and Guidelines on Procurement.*

6.4.2 Recommendation Two

Capacitate TVET College managers and lecturers on how to develop and implement student management policy.

There is a need for the Department of Education to educate and train TVET Colleges on the development and implementation of administrative policies to improve student management. This can be done as part of the Department of Education's capacity building programme for historically disadvantaged TVET Colleges.

6.4.3 Recommendation Three

Lecturers to partner with industries in order to empower themselves with skills needed in the simulation rooms.

Lecturers need to partner with industries in order to benefit in terms of skills development and career advancement. The research by McBride, Papier and Needham (2009), shows that hands-on exposure for students over a variety of approaches, such as workshops,

simulation and job appointments, should be sought out by the lecturers. The syllabus need to be revisited in order to decrease the number of assessments that need to be done in class and increase the hours spent in the workshops.

6.4.4 Recommendation Four

Align staff recruitment and selection strategy with the Mission and Vision of the TVET College to ensure proper deployment of lecturers.

Recruitment and selection efforts should be aimed at supporting the Vision and Mission of the TVET College. Practically, this means deploying lecturers in appropriate positions or subjects and providing the necessary induction and training to help them adjust to their jobs. Lecturers with low skills levels should be assisted to improve their skills through coaching and mentoring, which was confirmed by senior lecturers during the interview.

6.4.5 Recommendation Five

Improve administration of the state funding mechanisms such as National Student Financial Scheme.

Concerns were raised about the exclusion of managers and lecturers in the allocation of financial resources to students, which often led to frequent strikes. This challenge can be mitigated by (i) involving managers and lecturers in the administration of the fund and by (ii) devising suitable and fair criteria for allocating the funds to students. Because they interact directly with students on a daily basis, lecturers will be in a good position to communicate the agreed criteria to all students to reduce confusion and uncertainty regarding the allocation of NSFAS monies, and to advise students on how to use the funds to support their education.

6.4.6 **Recommendation Six**

Improve academic development for managers and lecturers in the TVET Colleges.

There is a need for Department of Higher Education to help the lecturers in interpreting the curriculum documents especially for NCV Level Two. Academic improvement ought to be implemented keeping in mind the end goal to cause TVET College lecturers to manage quality performance in their classroom management and encourage them to pursue after long lasting learning which is key to their advancement. Clearly, it is impossible for academic development supervisors/managers in the TVET Colleges to develop a strategic plan without complete comprehension of its temperament and variables identified with progression (Mokone, 2011).

6.5 **IMPLICATIONS FOR FURTHER STUDIES**

As indicated throughout this report, the study only focused on the understandings, experiences and practices of lecturers in teaching the NCV Level 2 Curriculum in one TVET College in KwaZulu-Natal. The findings could not be generalised across the other campuses as the research was based on a single case study of a TVET campus. Thus a larger research utilizing more quantitative methodology might be required to look at how lecturers in higher levels of the NCV and in other campuses deal with curriculum issues.

6.6 **CHAPTER SUMMARY**

This chapter has presented the summary, conclusions and recommendations derived from the study. These recommendations may assist the lecturers, the TVET Colleges and the Department of Higher Education in improving teaching in the NCV Level Two curriculum.

REFERENCES

- Adams, J., Mabunda, P., & McGrath, S. (2006). Governing Transformation: The Role of college council in further education and training college reform in South Africa. *Journal of Education: Planning and Administration*. 10 (1), 77-95.
- Abbott, S. (2014). *Hidden curriculum: The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>.
- Akoojee, S. & McGrath, S. (2008). The marketing of public TVET Colleges, *Journal of Education*. 45(1), 21-32.
- Allais, S. M. (2007). Education service delivery: The disastrous case of outcomes-based Qualifications' framework. *Progress in Development Studies* Cape Town.
- Armstrong, M. (2013). *How to manage people*. London: Kogan Page.
- Babbie, E. (2014). *The Basics of Social Research*. Wadsworth: Cengage learning.
- Barker, A. (2013). *Improve Your Communication Skills*. London: Kogan Page.
- Bartol, D. & Martin, B. (1994). *Management*. Boston: IRWIN.
- Beck-Reinhardt, C. (2010). *NQF Research Conference NQF Research Conference "Communication, coordination, Communication, coordination, collaboration for quality in education, collaboration for quality in education, training, development and work training, development and work" Teacher/Lecturer Development Teacher/Lecturer Development*. Pretoria: Department of Education.
- Berg, B.L. (2006). *Qualitative Research Methods*. Boston: Pearson Education Inc.
- Bernstein, B. (1971). On the Classification and Framing of Educational Knowledge. In M. Young (Ed.), *Knowledge and Control* (pp. 47-69). London: Collier-Macmillan.
- Bernstein, B. (1975). *Towards a Theory of Educational Transmissions*. London: Routledge & Keagan Paul.
- Bernstein, B. (1990). *The Structuring of Pedagogic Discourse*. London: Routledge & Keegan Paul.
- Bernstein, B. (2000). *Pedagogy, Symbolic Control and Identity*. England: Rowman & Littlefield Publishers, Inc.

- Bertram, C. (2012). Bernstein's theory of the pedagogic device as a frame to study history curriculum reform in South Africa. School of Education University of KwaZulu-Natal: *Yesterday and Today*. Vanderbijlpark.
- Bill & Melinda Gates Foundation (2014). *Teachers Know Best Teachers' Views on Professional Development. Teacher survey*. Boston: Consulting Group.
- Bird, T. and Cassell, J. (2013). *Business Training*. Harlow: FT Publishing – Pearson.
- Blasé, J. & Blasé J. (1999). Principals' Instructional Leadership and Teacher Development: Teachers' Perspectives. *Educational Administration Quarterly*. 35(3), 349-378.
- Boeije, H. (2010). *Analysis in Qualitative Research*. Sage Publications: London.
- Brewer, E.W., Campbell, A.C., & Petty, G.C. (2000). *Foundations of Workforce Education*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Bridger, G. (2008). *The sage encyclopedia of Qualitative Research Methods*. London Sage Publisher.
- Buchanan, D.A. & Huczynski, A. (1997). *Organizational Behaviour: An Introductory Tex*. New York: Prentice Hall.
- Childs, J.H. and Stoeber, J. (2012). Do you want to be perfect? Two longitudinal studies on socially prescribed perfectionism, stress and burn out in the workplace. *International Journal of Work, Health and Organisations*, 26.
- Christie, P. (2001). Improving school quality in South Africa: a study of schools that have succeeded against the odds. *Journal of Education* 26: 40–65.
- Christie, P. (2010). *Landscapes of Leadership in South African Schools: Mapping the Changes. Educational Management Administration & Leadership*. London: Sage Publications.
- Christie, P. (2013). *Landscapes of Leadership in South African Schools: Mapping the Changes. Educational Management Administration & Leadership*. 38(6), 694–711. London: Sage Publication.
- Clarke, A. (2007). *The Handbook of School Management*. Cape Town: Kate McCallum.
- Coetzee, M. (2013). *Practising Training and Development in South African Organisations*. Cape Town: Juta & Co.

- Cohen, S.G., & Bailey, D. E. (1999). What makes teams work: group effectiveness research from the shop floor to the executive suite. *Journal of Management*. 23(3), 239-90.
- Coert, L. (2014). *Using examination and assessment scores as an aspect of instructional leadership in the school, Education as Change*. London: Routledge.
- Cornelius-White, J. & Harbaugh, A. (2010). *Learner Centred Instruction*. Los Angeles: Sage Publishers.
- Corti, L., Day, A. & Gill Backhouse, G. (2000). *Confidentiality and Informed Consent: Issues for Consideration in the Preservation of and Provision of Access to Qualitative Data Archives*. Forum: Qualitative Social Research. Volume 1, No. 3, Art. 7. December 2000.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). California: Sage Publications.
- David, J. L. (1991). What it takes to restructure education. *Educational Leadership*, 48(8), 11–15.
- De Vos, A.S., Strydom, H., Fouche, C.C.B., & Delport, C.S.L. (2005). *Research at Grass Roots*. Hatfield: Van Schaik Publishers.
- Denzin, N.K., & Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. International Educational and Professional, Thousand Oaks: Sage Publications.
- Department of Education (2012: KwaZulu Natal Learning and Teaching Support Materials Retrieval Policy.
- Donald, D., Lazarus, S., & Lolwana, P. (2010). Educational Psychology in social context: Ecosystem applications in Southern Africa. Cape Town: ABC Press Department of Higher Education (2009). *National Policy Framework for Lecturer Qualifications and Development in FET Colleges in South Africa (2009)*. Pretoria: Department of Higher Education.
- Drysdale, L. & Gurr, D. (2011): *Theory and practice of successful school leadership in Australia*. School Leadership and Management: Formerly School Organisation: Melbourne Graduate School of Education.

- Eison, J. (2010). *Using Active Learning Instructional Strategies to Create Excitement and Enhance Learning*. University of South Florida,
- Fleisch, B. & Christie, P. (2004). Structural change, leadership and school effectiveness/improvement: perspectives from South Africa. *Discourse*. 25(1), 95–111.
- Froebel, P., and Marchington, M. (2005). Teamwork structures and worker perception: a cross national study in pharmaceuticals, *International Journal of Human Resource Management*. 16(2), 256-276.
- Gewer, A. (2010). *Improving quality and expanding the further education and training college system to meet the need for an inclusive growth path*. Halfway House: Development Bank of Southern Africa.
- Gronn P and Hamilton, A. (2004). *A bit more life in the leadership: Co-Principalship as distributed leadership practice*. *Leadership and Policy in Schools*. 3(1): 3–35.
- Guskey, T.R. (2000). *Evaluating Professional development*. Thousand Oaks, CA: Corwin Press.
- Grobler, B. & Conley, L. (2013). *The relationship between emotional competence and instructional leadership and their association with learner achievement*. *Education as Change*. 17(1), 201-223. University of Johannesburg.
- Harris, A. and Spillane, J. (2008). Distributed leadership through looking glass. . 22(1): 31–34.
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*. 46(2), 172–188.
- Harris, A. (2009). *Distributed School Leadership: Evidence, Issues and Future Directions*. Penrith, NSW: ACEL.
- Heikka, J., Waniganayake, M. and Hujala, E. (2012). Contextualizing Distributed Leadership Within Early Childhood Education: Current Understandings, Research Evidence and future Challenges. *Educational Management Administration & Leadership* 2013 41: 30.
- Harris, A. and Spillane, J. (2008). Distributed leadership through looking glass. *Management in Education* 22(1): 31–34.
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*. 46(2), 172–188.
- Harris, A. (2009). *Distributed School Leadership: Evidence, Issues and Future Directions*. Penrith, NSW: ACEL.

- Hattie, J.A.C. (2011). Visible learning for teachers: maximizing impact on learning. In Watson , A. and Wedekind, V. (2016). Pedagogy in a TVET College: being the visible difference – an analysis of a TVET lecturer at work. *South African Qualifications Authority BULLETIN*. 15(1), 46-62.
- Henning, M. (2007), *What the government can do to support their economies?* Library Research.
- Hoy, A. & Hoy, W. (2003). *Instructional leadership: A learning-Centered Guide*. Boston, MA: Allyn & Bacon.
- Iwu, C.G, Gwija, S.A., Benedict, H.O. and Tengeh, R.K. (2013). Teacher job satisfaction and learner performance in South Africa. *Journal of Economics and Behavioural Studies*. 12(5), 838-850.
- Ismail, M. (2009). The Role of Corporate Social Responsibility in community development: An international perspective. *The Journal of International Social Research Volume*. 2 (9): 1-208.
- Jacobsz, G.L. (2004). Guidelines to ensure market-driven Further Education and Training programme in the Free State. *M.A. in Higher Education*. University of Free State.
- Jennie Miles Weiner (2014). Disabling conditions: Investigating instructional leadership teams in action. *Education Change*. 15(1), 253–280 255
- Jones, A., Richard, B., Paul, D., Sloane K., and Peter, F. (2007). Effectiveness of teambuilding in organization. *Journal of Management*. 5(3), 35-37.
- Kay, D. & Hinds, R. (2012). *A practical Guide to Mentoring*. Oxford: How to Books.
- Korpershoek, H. (2014). *Effective classroom management strategies and classroom management programs for educational practice*. Amsterdam: Gion Publishing.
- Kotter, J. & Rathgeber, H. (2005). *Our Iceberg is Melting*. London: Macmillan.
- Kakwezi Business and Training Services. International, (KBTSI). (2014). *FET training*.
- Kazdin, A. E. (2003). *Research design in clinical psychology*. Boston: Allyn & Bacon.
- KBTS International (2014). *FET training strengthening Post School Institution Forum*.
- Kirk, J. & Miller, M.L. (1986). *Understanding reliability and validity in Qualitative Research*. University of Toronto. Canada.

- Krueger, R.A., & Casey, M.A. (2009). *Focus groups: A practical guide for applied research*. California: Sage Publications.
- Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*. London: Sage Publications.
- Leedy, P.D. (1997). *Practical Research: Planning and Design*. USA: Prentice Hall.
- Leithwood, K., Doris, J. & Alicia, F. (1993). *Secondary School Teachers' Commitment to Change: The Contributions of Transformational Leadership*, Annual meeting of the American Educational Research Association. Atlanta: Georgia.
- Lewin, K. (2005) *Research methods*. London: Sage Publications.
- Lincoln, Y.S & Guba, E.G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- Lunenburg, F.C. (2011). Theorizing about Curriculum: Conceptions and Definitions, *International Journal of Scholarly Academic Intellectual Diversity* Volume 13, Number 1, 2011.
- Maharaswa, M.M.A (2013). Rebranding the Further Education and Training (FET) sector through leadership and organisational development. *Vocational and Continuing Education and Training 24-25 October 2013*. Pretoria: Department of Higher Education.
- Makole, K. (2010). *The role of further education and training colleges in enhancing skills development to combat poverty*. Johannesburg: South African Democratic Teachers' Union.
- Makole, K. (2011). *The impact of academic development programmes on the performance of lecturers in the classroom at public further education and training colleges*.
- Manzoor, S.R., Ullah, H., Hussain, M. and Ahmad, M. (2011). Effect of Teamwork on Employee Performance. *International Journal of Learning & Development*. 1(1), 2164-4063.
<http://www.macrothink.org/journal/index.php/ijld/article/viewFile/11110/86>.
- Marsh, C. J. (ed.) (1997). *Perspectives: Key concepts for understanding curriculum* 1. London & Washington D.C: The Falmer Press.
- Mayer, M. (2011). *Towards a youth employment strategy for South Africa*. Midrand: Development Bank of Southern Africa.

- McBride, T., Papier, J. and Seamus Needham, S. (2009). *Further Education and Training College Lecturers in the Western Cape*. University of the Western Cape: Further Education and Training Institute.
- Mills, (2010). *The Book of Management*. London: Dorling Kindersley Limited.
- McGrath, J. & Bates, S. (2013). *The Little Book of Big Management Theories*. London: Pearson Education.
- McGrath, S. (2014). *Revising the 2001 revised recommendation concerning Technical and Vocational Education*. Germany: International centre for Technical and Vocational Education and training.
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Mertens, D.M. (2005). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. (2nd Ed.) Thousand Oaks: Sage Publications.
- Mgijima, N & Morobe, N. (2013). *ETDP seta public further education and training sector skills plan 2013/14 Update*. Bedford view: ETDP Seta.
- Miles, M.B. & Hubberman, A.M. (1994). *Qualitative Data Analysis*, Thousand Oaks: Sage Publications.
- Mohlokoane, M. J. S. (2004). *Towards a Leadership Model for the effective management of Further Education and Training Colleges in the Gauteng Province*. Pretoria University of South Africa.
- Moore, W. (2016). Teachers and Stress: Pressures of life at the chalkface. Available at: <http://www.channel4.com/health/microsites/0-9/4health/stress/sawteachers.html>.
- Moswel, B. (2010). *Instructional Supervision in Botswana Secondary Schools: An Investigation*. Educational Management Administration and Leadership, London: Sage Publication.
- Muijs, D. (2010). Leadership and organisational performance: from research to prescription? *International Journal of Educational Management*. 25(1), 45-60.
- Naidu, A., Joubert, R., Mestry, R. Mosoge, J. and Ngcobo, T. (2008). *Education management and leadership: A South African Perspective*. Cape Town: Oxford University Press Southern Africa.

- Needham, S. (2013). *Pathways Discussion Paper*: Cape Town: Human Resource Development Council of South Africa.
- Needham, S. & Nel, H. (2009). *Increasing educational opportunities for post NQF level 4 students in South Africa through the Further education and training college sector*. Cape Town: Human Resource Development Council of South Africa.
- Neuman, W.L. (2011). *Social Research methods: Qualitative and Quantitative Approaches* (6th ed.). Boston: Pearson Education.
- Newstrom, J.W., Davis, K. (1993). *Organizational Behavior: Human Behavior at Work*. New York: McGraw-Hill.
- O'Leary, Z. (2005). *Researching real-world problems: A Guide to methods of inquiry*. London: Sage Publications.
- Oxbridge Academy, 2014. *Why FET Colleges are changing their names to TVET Colleges*
- Papier J., Needham, S. & Nel, H. (2009). *Increasing educational opportunities for post NQF level 4 students in South Africa through the Further education and training college sector*. Cape Town: HRDC.
- Papier, J., Needham, S & McBride, T. (2012). *Contemporary Issues in Public FET Colleges Further Education and Training Institute*. Labour Market Intelligence Partnership. University of the Western Cape: Cape Town.
- Parkay, F.W. & Hass, G. (2000). *Curriculum Planning* (7th Ed.). Needham Heights. MA: Allyn & Bacon.
- Perold, Cloete & Papier (2014). *A statistical Overview of Further Education and Training Colleges*. Cape Town: DHET.
- Pfaff, E., and P. Huddleston. (2003). Does it matter if I hate teamwork? What impacts student attitudes toward teamwork. *Journal of Marketing Education*. 25(1), 37–45.
- Pillay, T. (2009). *Merging identities - a narrative inquiry into educators' experiences of the merging process of further education and training (FET) colleges in South Africa and the extent to which the merger has impacted on their identity development*. Durban: University of KwaZulu-Natal.
- Portin, B. S., Knapp, M. S., Alejano, C. R., Marzolf, E. (2006). *Roles, responsibilities, and authority of school leaders: Patterns in current research, theory, and practice*. Washington: University of Washington Center for Teaching and Policy and the Wallace Foundation.

- Pratt, D. (1994). *Curriculum planning: A handbook for professionals*. Fort Worth: Harcourt Brace College Publishers.
- Rasool, H. (2014). *Forging Partnerships between FET Colleges and Stakeholders – Implications For The Post-School Education And Training System*. Cape Town: Human Resource Development Council for South Africa (HRDCSA).
- .Rasool, H. and Mahembe, E. (2014). *FET colleges purpose in the developmental State: imperatives for South Africa: Study on programmes identified and prioritised by the FET Colleges technical task team and its work streams*. Human Resource Development Council of South Africa: South Africa.
- Resnik. (2011) *What is Ethics in Research and why is it important?* London: Kogan Page.
- Richard, D. Jones, R.D. (2010). *Instructional Leadership Quadrant D Leadership Practices*. New York: International Center for Leadership in Education.
- Roberts, J. & Roach, J. (2006). *Leadership Styles and Practices in Effective Schools*. Johannesburg: Matthew Goniwe School of Leadership and Management.
- Sarantakos, S. (2005). *Social Research*. Palgrave: Macmillan.
- Saunders, M.L. Lewis, P.P. & Thornhill, A. (2003). *Research Methods for Business Students*. Essex.
- Scotland, J. (2012). *Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms*. Canadian Center of Science and Education.
- Shaffer, D. (2006). *Social and Personality Development*. Belmont, CA: Wadsworth/Thompson Learning.
- Sharma, S. (2012). *Instructional Leadership Model through Asian Principals' Perspectives*. International Conference on Education and Management Innovation IPEDR. Singapore: IACSIT Press.
- Shenton, A.K (2003). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*. 2(1) 63–75.
- Shober, D. 2008). *Essential Business Communication: Communicating with a vision*. Hartfield: Van Schalk Publishers.
- Slater, R. (1994). *Making democracy work in our schools*. NASSP Bulletin. 8(2), 51–57.

- Somekh, B & Lewin, C (2005). *Research methods in social sciences*. London: Sage.
- Spillane, J.P., Halverson, R. and Diamond, J.B. (2004). *Towards theory of leadership practice: A distributed perspective*. *Journal of Curriculum Studies* 36(1), 3–34.
- Sparks, D. (1984). Staff Development and school improvement, Strengthening Post School Institution Forum. *Journal of Staff Development*. 5(2), 32-39.
- Taylor, N. (2007). *Equity, efficiency and the development of South African schools*. Florida Atlantic University.
- Teddlie, C. & Reynolds, D. (Eds) (2000). *The International Handbook of School Effectiveness Research*. London: Falmer Press.
- Tennant, M. (2006). *Psychology and Adult learning*. London & New York. Routledge.
- Townsend T (ed.) *International Handbook of School Effectiveness and Improvement*. Dordrecht: Springer, 523–540.
- United Nations Educational, Scientific and cultural organization (UNESCO). 2012. *Transforming Technical and Vocational Education and Training: Building skills for work and life, Main Working Document*. Third International Congress on Technical and Vocational Education and Training Shanghai: People's Republic of China, 13-16 May 2012.
- Vinthal, R. & Jansen, J. (2010). *Designing your first research proposal: A manual for researchers in education and the social sciences*. Cape Town: Juta & Co
- Watson, A. and Wedekind, V. (2016). Pedagogy in a TVET College: being the visible difference – an analysis of a TVET lecturer at work. *South African Qualifications Authority BULLETIN*.15(1).
- Wen Su, S (2012). The Various Concepts of Curriculum and the Factors Involved in Curricula-making. *Journal of Language Teaching and Research*. 3(1), 153-158.
- Weber, J. R. (1987). Instructional Leadership: A Composite working Model Synthesis of the literature. *ERIC Clearing House on Educational Management*: University of Oregon.
- Wedekind, V. & Watson, A. (2012). *Understanding complexity in the FET College system*. Durban: University of KwaZulu-Natal.
- Wedekind, V. (2008). *Supporting Accelerated and Shared Growth in South Africa: Report on the Research on Further Education and Training (FET) Colleges in South Africa*. Durban: University of KwaZulu-Natal.

Welman, J.C. & Kruger, S.J. 2001. *Research methodology: For the business and administrative sciences*. (2nd Ed.) Cape Town: Oxford University Press Southern Africa.

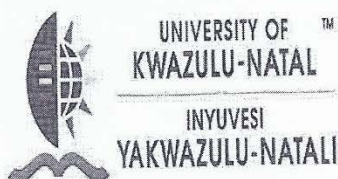
Young (Ed.), *Knowledge and Control* (pp. 47-69). London: Collier-Macmillan.

Zepeda, S. (2003). *The Principal as an Instructional Leader: a handbook of Supervision*. New York: Eye on Education.

APPENDICES

APPENDIX A

ETHICAL CLEARANCE FROM UNIVERSITY



26 November 2015

Mrs NB Ngubane 215080216
School of Education
Edgewood Campus

Dear Mrs Ngubane

Protocol reference number: HSS/1212/015M

Project Title: Exploring the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 Curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal

Full Approval – Expedited Application

In response to your application received on 20 August 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

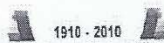
Yours faithfully







.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Supervisor: Dr Se Mthiyane
Academic Leader Research: Professor P Morojele
School Administrator: Ms T Khumalo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymam@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za


1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX B

PERMISSION LETTER TO THE RECTOR



MASTERS/PHD RESEARCH PROPOSAL AND ETHICAL CLEARANCE APPLICATION

(HUMAN AND SOCIAL SCIENCES)

TO: THE RECTOR OF COASTAL KZN TVET COLLEGE-

FROM: N.B. NGUBANE-HOD BUSINESS & GENERAL STUDIES- SWINTON CAMPUS

RE: CONSENT FOR CONDUCTING RESEARCH: IN THE BUSINESS & GENERAL
STUDIES DEPARTMENT

RESEARCH TOPIC: Exploring the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal.

Sir

I hereby apply for consent to do my research: Exploring the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal.

I am currently preparing for the dissertation in the **Magister Technologiae-Education Management** offered by University of KwaZulu Natal. My research supervisor is Dr Mthiyane in the Department of Human and Social Science.

Research will be conducted with the Management, Senior Lecturers and Lecturers of Swinton Campus. Results of the study can be used by campus management in addressing lecturers and students needs on the campus.

Kindly take note of the following:

1. All information received will serve no other purpose than purely for academic Research.
2. It is estimated, that it will take lecturer not more than 30 minutes to complete the questionnaire.
3. The questionnaire will be completed at the lecturers' free time and will not affect their class times.
4. All information is confidential and the participation by lecturers is on a voluntary basis.

I trust that this application will receive favorable feedback and would like to thank you for your support and assistance.

N.B. NGUBANE-HOD Business & General Studies- Swinton Campus

APPENDIX C

PERMISSION LETTER TO THE CAMPUS MANAGERS

9 Dryden Road

Cowies Hill

PINETOWN

3610

20 JULY 2015

Attention: The Campus Manager

Coastal KZN TVET College-Swinton Campus

20 Swinton Road

Mobeni

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Ntombikayise Beverly Ngubane, a M Ed student and lecturer at Coastal KZN TVET College- Swinton Campus. I am required to conduct research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the KwaZulu-Natal Department of Education and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your college. The title of my study is: **Exploring the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal.**

This study aims to explore the understandings, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training

College in KwaZulu-Natal. In part, the research is inspired by the need to understand why learner performance remains relatively low particularly at NCV level 2. As part of TVET College management, the researcher has been concerned about the persistent high failure rate among these students. The planned study will focus on campus management, the HODs and the lecturers.

Semi-structured interviews will be conducted with the participants. As the study is based on case study design, it will be vital to use in-depth interviews with open-ended questions with management and lecturers to enable deeper understanding of their experiences and practices in leading and teaching the NCV L2 curriculum at a TVET college in KwaZulu-Natal. The participants will be interviewed for approximately 30-45 minutes. The research could generate useful information that may help improve decision-making and service delivery at KZN TVET Colleges.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that participants may accrue as a result of their participation in this research project.
- Your identity will not be divulged under any circumstance/s, during and after the reporting process.
- All your responses will be treated with strict confidentiality.
- Fictitious names will be used to represent your names.
- Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interview.
- The participants will be contacted in time about the interviews.

For further information on this research project, please feel free to contact me using the following contact details: Ntombikayise Beverly Ngubane; Tel: 031 702 8199; Email: musabev@vodamail.co.za; Cell: 082 202 2853

OR

My supervisor, Dr S.E Mthiyane Cell: 073 377 4672. ; E-mail: Sipiwe.Mthiyane@wits.ac.za.

OR

The UKZN HSSREC Office (Mr P. Mohun); Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.



Thanking you in advance

Yours sincerely

Mrs N.B. Ngubane

APPENDIX D

PERMISSION LETTER THE FROM THE RECTOR

 <p>higher education & training Department: Higher Education and Training REPUBLIC OF SOUTH AFRICA</p>	<p>CENTRAL ADMINISTRATION OFFICE</p> <p>50051 Old Main Road, KwaMakutha • P O Box 1795, Amanzimtoti, 4126 Tel: (031) 905 7000/1 • Fax: (031) 905 1399 • Email: cao.ckzcao@feta.gov.za www.coastalkzn.co.za</p>	 <p>COASTAL KZN COLLEGE <small>Your Promising Centre of Excellence</small></p>
---	--	---

03 August 2015

Dear Mrs N.B. Ngubane

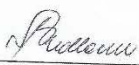
1. Your letter dated 20 July 2015 has reference.

2. In the above mentioned letter, you have requested permission to conduct research in the college of the topic: **"Explore the understanding, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at a TVET college in KwaZulu Natal."**

3. Permission is hereby granted to you to conduct the research, as requested.

4. On behalf of the management and council of Coastal KZN TVET College, I wish everything of the best with your studies.

Yours sincerely,



Mr S.B. Ndlovu
Principal, Coastal KZN TVET College

APPENDIX E
DECLARATION OF CONSENT LETTER
LETTER OF CONSENT

Dear Participant

I am currently studying towards a Master's Degree in Education at the University of KwaZulu Natal in Durban Edgewood Campus. As part of the requirements of this programme, I am planning to conduct research on the understanding, experiences and practices of lecturers in leading and teaching the NCV Level 2 curriculum at Coastal KZN TVET College- Swinton Campus.

The research could generate useful information that may help improve decision-making and service delivery at the TVET Colleges. You are kindly requested to participate in an interview session that will be held in _____ 2016 at this Campus.

Please note that your participation in this research is voluntary. Your right to privacy will be protected. The information you provide during the interview will be used for academic purposes only. Your personal information will not be published in the research report.

Your cooperation will be highly appreciated.

Yours faithfully

Mrs Ntombikayise Beverly Ngubane

APPENDIX F

PARTICIPANT'S LETTER

I.....(full name of participant) hereby confirm that i have been informed about the nature, purpose, and procedures for the study: *Exploring the understandings, experiences and practises of lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training College in KwaZulu-Natal.*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire without any negative consequences to me.

Finally, I consent/do not consent to this interview being voice recorded.

Signature of participant:.....

Date:.....

Signature of Witness/Research Assistant:.....

Thanking you in advance

Yours faithfully

Mrs N.B. Ngubane

APPENDIX G

DATA GENERATION TOOL

STUDENT NAME: NTOMBIKAYISE BEVERLY NGUBANE
STUDENT NO: 215080216

**EXPLORING THE UNDERSTANDINGS, EXPERIENCES AND PRACTICES OF
LECTURERS IN LEADING AND TEACHING THE NCV LEVEL 2 CURRICULUM AT A
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE IN
KWAZULU-NATAL**

DATA GENERATION TOOLS

APRIL 2016

ANNEXURE 1: INTERVIEW QUESTIONS (2 CAMPUS MANAGERS)
--

1. Biographical Data

Please provide the following information:

Position	
Age	
Gender	
Qualifications	
Work experience (e.g. 1-5 or 5-15 years)	

Interview questions:

1. What is your role in facilitating delivery of the curriculum particularly at Level Two? Give practical examples of the things that you do to achieve this.

2. How would you describe the performance of lecturers at Level Two? Are you satisfied with their level of performance and the results? Please elaborate.

3. As part of senior management of this campus, what support, if any, do you provide to junior lecturers so that they are able to do their work efficiently and effectively? Give examples of support, if any.

4. What challenges/obstacles, if any, do you as campus management experience as you support senior and junior lecturers and how do you overcome them? Give five examples.

5. What role, if any, does campus management play in improving working conditions for both senior and junior lecturers? Give five examples.

6. In conclusion, is there any other information relevant to this study, that I have not asked you, that you would like to share with me?

**ANNEXURE 2: INTERVIEW QUESTIONS
(2 HEADS OF DEPARTMENT)**

1. Biographical Data

Please provide the following information:

Position	
Rank (e.g. junior/senior lecturer)	
Age	
Gender	
Qualifications	
Work experience (e.g. 1-5 or 5-15 years)	

Interview questions:

1. What are your roles and responsibilities in relation to curriculum leadership and management at Level Two in the Campus?

2. How would you describe the level of cooperation between you and lecturers at Level Two? Please elaborate.

3. How often do you hold meetings with lecturers to listen to and resolve their problems? Please elaborate.

4. How would you describe the working relationship between yourself as an HoD and lecturers at Level Two?

5. In your view, what accounts for the kind of performance we observe at Level Two in the Campus?

6. What can be done to improve teaching and learning at Level Two? Please elaborate.

7. In conclusion, is there any other information relevant to this study, that I have not asked you, that you would like to share with me?

ANNEXURE 3: FOCUS GROUP
(5 SENIOR LECTURERS)

1. Biographical Data

Please provide the following information:

Position	
Rank (e.g. junior/senior lecturer)	
Age	
Gender	
Qualifications	
Work experience (e.g. 1-5 or 5-15 years)	

Questions

2.1 Leadership

2.1.1 What does leadership and management of the curriculum mean to you as a senior lecturer?

2.1.2 Describe your leadership and management roles in the curriculum in terms of the following activities. (Please elaborate for each of these activities):

(a) Goal setting (e.g. working with management to define the mission and vision of the college)

(b) Staff motivation (i.e. inspiring others to do well in their jobs)

(c) Giving guidance and support

(d) Building and maintaining good relationships with staff, students, parents, community, etc.

2.1.3 How would you describe your leadership style (e.g. autocratic, democratic, charismatic, transformational, transactional, etc.?) Motivate your statement.

2.1.4 What is your role in leading delivery of the curriculum at TVET Level 2? Please elaborate.

2.1.5 Do you use team work to improve teaching and learning? Please explain.

2.1.6 What strategies, if any do you use to supervise and motivate your team? Are you winning/losing? Please elaborate.

2.1.7 What leadership challenges, if any that you experience and affect teaching and learning at Level Two? Please give examples.

2.1.8 What steps/actions do you take to address the leadership challenges you mentioned above to improve teaching and learning at Level Two? Please elaborate.

2.2 Managing the Curriculum

2.2.1 Please explain your role in curriculum management in terms of the following:

(a) Mobilising and allocating resources to improve teaching and learning at Level Two

(b) Time management (i.e. using time effectively to achieve your performance goals)

(c) Self-motivation (i.e. how you keep yourself motivated at work)

(d) Communicating curriculum needs to staff (i.e. junior lecturers) to ensure commitment and support

(e) Managing the learning environment to ensure success

(f) Managing staff (i.e. junior lecturers) performance to ensure accountability and better results

(e) Providing opportunities for junior lecturers to learn and improve their qualifications and careers

2.2.2 From your experience, are there any problems that impede teaching and learning at TVET Level Two? If so, what are they and what can be done to resolve them?

(a) Problems/challenges affecting curriculum delivery

(b) How to overcome the challenges

2.3 In conclusion, is there any other information relevant to this study, that I have not asked you, that you would like to share with me?

[illegible]

Thank You

ANNEXURE 4: FOCUS GROUP QUESTIONS
(5 JUNIOR LECTURERS)

Biographical Data

Please provide the following information:

Position	
Rank (e.g. junior/senior lecturer)	
Age	
Gender	
Qualifications	
Work experience (e.g. 1-5 or 5-15 years)	

Questions:

1. What contribution, if any, do junior lecturers make to teaching and learning at Level Two?

2. How would you describe the effectiveness of the contribution you mentioned above? Please elaborate.

3. What are the management functions of junior lecturers in relation to the curriculum at Level Two?

4. What are the opportunities and challenges in delivering the curriculum at Level Two?

5. How would you describe working conditions for junior lecturers at Level Two? Motivate your answers.

6. What kind of support, if any, do you receive from HoDs and campus management? Please elaborate?

7. What are your views regarding the support you mentioned above? Would you say it is effective, sufficient and timely? Please elaborate.

8. Could you also please explain if there are any staff induction/staff development/staff coaching and mentoring in your campus? Please comment on their effectiveness and how these benefit you at Level Two.

9. What can be done to improve teaching and learning at Level Two?

2.4 Facilitation Method

1. Welcome participants
2. Explain purpose of the study
3. Inform participants of their rights
4. Ask if there are any concerns
5. Issue handouts/themes to participants
6. Explain the five questions (if necessary)
7. Allow the group to respond to the five questions
8. Listen and observe body language as participants discuss the questions
9. Ensure that all group members have the opportunity to contribute to the discussion
10. Where necessary, probe, follow-up and/or clarify issues

2.5 Data Capturing

1. Voice recorder
2. Note book
3. Lap top
4. External hard drive (USB)

APPENDIX H

LANGUAGE CLEARANCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
dr1govender@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

3 JANUARY 2017

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

EXPLORING THE UNDERSTANDINGS, EXPERIENCES AND PRACTICES OF
LECTURERS IN LEADING AND TEACHING THE NCV LEVEL 2 CURRICULUM AT
A TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE IN
KWAZULU-NATAL by N. B. Ngubane.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used is satisfactory.

Yours faithfully



DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.

APPENDIX I

INTENTION TO SUBMIT

COLLEGE OF HUMANITIES POSTGRADUATE AND RESEARCH OFFICE

(THIS FORM IS TO BE COMPLETED THREE MONTHS BEFORE SUBMISSION OF MASTERS
DISSERTATION, AND 6 MONTHS BEFORE SUBMISSION OF PHD THESIS, AND HANDED IN AT
COLLEGE POSTGRADUATE OFFICE)

CONFIRMATION OF INTENTION TO SUBMIT THESIS/DISSERTATION

NAME OF STUDENT: Ntombikayise Beverly Ngubane

STUDENT NUMBER: 215080216

DEGREE: Masters in Education (M ED)

SCHOOL: School of Education

NAME OF SUPERVISOR: Dr SE Mthiyane

NAME OF CO-SUPERVISOR: N/A

TITLE OF THESIS/DISSERTATION: Exploring the understandings, experiences and practices of
lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and
Training College in KwaZulu-Natal.

DATE OF INTENTION TO SUBMIT: 1 December 2016

POSTAL ADDRESS: 9 Dryden Road

Cowies Hill

PINETOWN, 3610

TELEPHONE NUMBER: 031 702 8199

CELLPHONE: 082 202 2853

E-MAIL ADDRESS: musabev@vodamail.co.za

CANDIDATE'S SIGNATURE:  DATE: 29/07/2016

SUPERVISOR'S SIGNATURE:.....

DATE:.....

CO-SUPERVISOR'S SIGNATURE:.....DATE:.....

APPENDIX J

TURNITIN CERTIFICATE

Turnitin Document Viewer - Google Chrome
https://turnitin.com/dv?s=3&u=1042004587&lang=en_us&o=756210557

Honours/M Ed | Dissertations/theses/Papers - DUE 31-... | Roadmap | Paper 13 of 23

Originality | GradeMark | PeerMark | Leading, managing and teaching in a TVET Sector | turnitin | 7% SIMILAR | -- OUT OF 0

Match Overview

Rank	Source	Similarity
1	Cause, Leanne. "Bern..." Publication	1%
2	www.dbsa.org Internet source	1%
3	www.unevoc.unesco.org Internet source	1%
4	www.sadtu.org.za Internet source	1%
5	etd.ohiolink.edu Internet source	1%
6	itstudio.coe.uga.edu Internet source	<1%
7	projects.coe.uga.edu Internet source	<1%
8	uir.unisa.ac.za Internet source	<1%

12 CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION
This chapter gives an overview of the entire research study on exploring the understandings, experiences and practices of lecturers in leading and managing teaching the National Curriculum Vocational (NCV) curriculum at a Technical and Vocational Education and Training College (TVETC) in KwaZulu-Natal. The background of the study is firstly presented followed by the problem statement, the purpose and rationale, the significance of the study, review of literature, theoretical framework, clarification of key concepts, aims objectives and the research questions underpinning the study are presented. In addition, the delimitation and limitation of the study are also presented and the chapter concludes with a summary of the chapter.

1.2 Background to the study
According to Meyer (2008), Technical and Vocational Education and Training Colleges (TVETC) have, throughout the years, rose as a key part of the planned abilities improvement system for South Africa. One of the center objectives of TVET Colleges has been and keeps on being, to expand the quantity of youngsters and grown-ups getting to instruction and preparing in a way that backings abilities improvement and in addition the objective of deep rooted learning and advancement for all (2011 National Skills Accord). The office of the President (RSA) and the DoHET view the TVETC sector as a place where the-out-of school youth could be absorbed (TVETC Summit, 2006). In addition, the TVET Colleges have a mandate to increase access to training opportunities and to produce the skills required to support economic growth and social development not only in KwaZulu-Natal, but in the country as a whole (Gomez, 2010). Based on

PAGE: 1 OF 121 | 07:20 AM 2016/12/29