IMPROVING THE MANAGEMENT OF THE PROFESSIONAL DEVELOPMENT OF
LECTURERS AT A SELECTED TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (TVET) COLLEGE

by

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DECLARATION

I declare that the research project entitled IMPROVING THE MANAGEMENT OF THE PROFESSIONAL DEVELOPMENT OF LECTURERS AT A SELECTED TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGE is my own work, and that all sources used or quoted have been indicated or acknowledged by means of complete references.

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SIGNATURE

MOTSELISI ROSE MOTAUNG

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my sister, Malereko Sebatana, who played a very important role in my education.   Besides God, who granted me with courage and wisdom, she had been a great support system. Words are not enough to express my gratitude.

ABSTRACT

The TVET colleges in South Africa contribute to the social and economic development of the country. It is for this reason that TVET colleges are expected to provide quality teaching and learning, but this core business of the colleges has been hampered by a lack of professional development or irrelevant professional development of lecturers. The study aims to investigate the relevance of professional development offered at a selected TVET college in the Free-State province and the improvement thereof. The study employed a qualitative research design involving 22 participants. The participants comprised of two executive managers, two campus managers, four heads of department, six senior lecturers and eight lecturers. The participants were purposively selected using purposive sampling. Face-to-face semi-structured interviews were conducted to collect data from managers and two focus group interviews were employed to collect data from lecturers. The findings of the study revealed that there is a need for relevant professional development of lecturers at the selected TVET college. The most important recommendation with the potential to change the situation at the studied college is that the planning, organising, leading and control of professional development need to be done more professionally. If managers utilise management functions (planning, organising, leading and control) properly to manage lecturer's professional development, lecturers will be in a better position to provide quality teaching. Other relevant recommendations are also provided.

KEY WORDS

Professional development of lecturers, lecturers' professional development needs, planning professional development, organising professional development, leading professional development, controlling professional development, professional development policies, professional development methods.

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ACRONYMS

CM	Campus Manager
DAS	Development Appraisal System
DHET	Department of Higher Education and Training
DPSA	Department of Public Service and Administration
ELRC	Education Labour Relations Council
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
HOD	Head of Department
ICT	Information and Communication Technology
INSET	In-service Training
IQMS	Integrated Quality Management Systems
LTSM	Learning and Teaching Support Material
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NDP	National Development Plan
NQF	National Qualifications Framework
PGP	Personal Growth Plan
PAM	Personnel Administration Measures
RSA	Republic of South Africa
SACE	South African Council of Educators
SADTU	South African Democratic Teachers Union
SSACI	Swiss-South African Cooperation Initiative
TVET	Technical Vocational Education and Training
UNNESCO	United Nations Educational, Scientific and Cultural Organisation
WIL	Work Integrated Learning
WSE	Whole School Evaluation

CHAPTER 1
ORIENTATION TO THE STUDY

1.1   INTRODUCTION

The Technical and Vocational Education and Training (TVET) sector formerly known as the Further Education and Training sector exists inter alia to provide skills and competencies to the historically disadvantaged individuals in the country.   The Department of Higher Education and Training the (DHET) (2007:8) highlights that the TVET colleges provide education on the widest geographical scale to a group of individuals that would otherwise not be reached.   The DHET (2007:8) further highlights the following skills and competencies that TVET colleges provide: Hospitality, Civil Engineering and Building Construction, Information Technology and Computer, Marketing Management, Office Administration, Finance, Economics and Accounting, Engineering and Related Design, Primary Agriculture and Tourism.   The TVET sector is defined as a post-school institution that offers education leading to vocational qualifications to its students (Ndlovu, 2018:16).

The move towards TVET is aligned with the objective of the skills development strategy, which is to advance the extension of a public TVET college system that is receptive to the TVET sectors, local, regional and national skills needs (NSDS111, 2011:15).

As early as 2014 Mgijima (2014:359) stated that promoting the professional development of lecturers in the Technical and Vocational Education sector is a master plan priority of the South African government. In support of this statement, Darling-Hammond, Hyler and Garderner (2017:1) indicate that the DHET should prioritise professional development of TVET college lecturers as it is a path to support increasing complex skills needed in the country. This is in line with the DHET stance (2013:3) that indicates that the TVET sector is expected to play a critical and essential role in developing knowledgeable citizens. The colleges contribute to the social and economic development of South Africans and should therefore enable lecturers to adequately contribute to the social and economic development of South Africa.

The DHET (2007:9) indicates that the TVET colleges in South Africa intend to bridge the gap between the outcomes of higher education and the expectations of the industry. As a result, lecturers must be professionally developed to achieve these outcomes.

The throughput and certification rates in the TVET colleges determine the success of colleges. Mgijima (2014:359) highlights bad throughput, high drop-out, low succession and bad completion rates among students of the National Certificate Vocational (NCV) programme. This is a sign of poor teaching and learning in TVET colleges. This core business of teaching and learning puts the lecturer at the centre of the pedagogical discourse of the college, as lecturers are entrusted with the success of these colleges. The lecturers are anticipated to master the functional knowledge and proficiencies that can be acquired by the professional development of lecturers in numerous ways. Professional development is expected to assist lecturers to enhance effectivity and efficiency to execute their responsibilities at the required standard. Waddington and Wood (2019:1040) summarise that professional development of TVET college lecturers is a necessity and should be done continuously.

Steyn (2002:250) defines professional development as "... an ongoing development programme that focuses on the wide range of knowledge, skills and attitudes required to educate learners more effectively". Steyn further adds that professional development is a formal and systematic programme designed to promote personal and professional growth. Darling-Hammond, Hyler and Garderner (2017:iv) add that professional development of lecturers also support increasing complex skills needed by students to learn in preparation for work.

This study shows that the professional development of TVET lecturers is a crucial ingredient of human resource development. Mokone (2011:1) remarks that life-long learning is a crucial element of the professional development of lecturers. Mokone further states that in order to assist college lecturers to bring about exceptional performance in their classrooms, the professional development of TVET college lecturers should be implemented. This view is supported by Makhato (2020:03) who

highlights that professional development of TVET college lecturers is a tool necessary to improve quality of teaching and learner performance.

According to Papier (2009), professional development has not substantially improved teaching and student achievement because it is believed to violate a number of key conditions of success. This has also been evident in the TVET colleges. Since the introduction of the National Certificate Vocational (NCV) programmes, lecturers have done various trainings and yet there is not much improvement in student performance in these programmes.   Therefore, this study looks into the issue whether the academic professional development of lecturers is indeed relevant to their needs. A framework for managing their professional development needs will also be put forward.

1.2   BACKGROUND TO THE STUDY

There are currently four TVET colleges in the Free-State and the study is conducted at one of these colleges.

According to the DHET (2007:4), the TVET colleges (formally known as the Further Education and Training (FET) Colleges) came into being after the rationalization and mergers of the 152 colleges in South Africa, creating fifty colleges in total.

The government announced the new National Certificate Vocational (NCV) curriculum in October 2006 and implemented it in January 2007. According to ETDP SETA (2011:3) the TVET college lecturers did not receive adequate professional development when the NCV programmes were initially introduced. This had an influence on both their knowledge of the curriculum's content and how they deliver lessons in the classroom. Motala and Pampallis (2020:7) highlight that due to lack of skills and knowledge, lecturers at TVET colleges are expected to undergo continuous professional development in their pedagogy and didactics. Motala and Pampallis (2020:4) add that lecturers are not ready to prepare the youth of SA for the 4th industrial revolution due to ineffective professional development.   This may account for the poor performance of students on NCV programmes as student

performance in NCV programmes continues to be poor. Poor class attendance, high drop out and low throughput rates all attest to this. According to the Education and Labour Relations Council (ELRC), fewer than 2500 out of 320 679 students who enrolled for NCV programmes completed the programme in 2009 due to a lack of quality teaching and learning (ELRC 2014). According to Mgijima (2014:359) this problem is signified by bad class attendance, a large number of students who had to quit the programme, and low throughput rates of NCV students. Meyer (2017:11) agrees that lack of professional development of lecturers leads to poor attendance and low throughput.

The researcher has observed a gap in the information above, namely the need to research a management framework for implementing relevant professional development for lecturers at TVET colleges.

1.3   RATIONALE OF THE STUDY

The professional development of TVET college lecturers contributes to the quality of education. When lecturers' professional skills are developed, this will bring about improvement in knowledge and delivery of content. The latter is a necessity for improving teaching and learning. The researcher has been in the TVET sector for over ten years and this experience has led to the realization of the shortcomings of professional development in this sector. Motala and Pampallis (2020:7) also revealed the shortcoming of professional development in the sector when indicating that lecturers at TVET colleges have poor teaching methods and are expected to undergo WIL in industries relevant to the vocational subjects they teach. Motala and Pampallis (2020:10) further indicate that management of professional development needs to be reviewed. The management of professional development needs of TVET college lecturers has not yet been investigated sufficiently, so the study will look into how this aspect can be managed.

Bijl and Oosthuizen (2019: 205) reveal that clear deficiencies were found with TVET college lecturers in relation to workplace learning and knowledge of content; yet there is little focus on professional development in these aspects. Levitt (2020:13) adds that Lecturers at TVET colleges are taken to trainings that are not relevant to

subjects they teach. Andreas and Beukes (2018:53) concurs with the latter that the current staff at TVET colleges are inadequately trained and are not specialising in disciplines they teach. The purpose of this study is therefore to investigate the reasons behind the insignificant/irrelevant professional development at TVET colleges and to design a management framework for the managing professional development needs at TVET college lecturers.

1.4 THE RESEARCH PROBLEM

Mgijima (2014: 365) mentions that lecturers reported that they were provided with in-service-training (INSET) courses notwithstanding the relevance to their needs. This points to a lack of effective management of professional development. Mgijima (2014: 359) further mentions that the key role players in the TVET college sector "… attribute poor performance to inadequate preparation of lecturers who lack the required knowledge and skills for effective curriculum delivery". The problem of ineffective management of professional development at TVET colleges was visible during the Corona Virus (COVID-19) pandemic lockdown, where lecturers had no direction on how to continue teaching because they do not possess technical and technological skills. This signifies that lecturers are not prepared to lead students into the 21st century because they are not developed properly to teach in this era (Mokgato, 2020:3). Motala and Pampallis (2020:23) concurs that management of professional development in the education sector is ineffective and needs urgent attention. Presently, lecturers are in some instances allocated subject areas to teach while they are not qualified to teach them. The researcher observed the same trends at the TVET College where she teaches and decided to research this problem. In light of the information presented thus far the research problem has been identified as relating to whether the training offered to TVET lecturers is relevant to the core business of TVET colleges and aid their professional development and whether the management of professional development at a particular college could be improved.

1.4.1 Research question and sub-questions

The following research question can be formulated for this study: How can the relevance and management of professional development at a particular TVET college be improved?

The following sub-questions are relevant:

- What is the meaning of the concept professional development at TVET colleges? (chapter 2)
- How relevant is the professional development at TVET colleges to the core business of colleges and lecturers? (chapter 2 and 4)
- What is the role of management in the professional development of TVET college lecturers? (chapter 2 and 4)
- What can a framework for managing professional development needs look like? (chapter 5)

1.4.2   Aims and objectives of the study

The purpose of the study is to investigate the relevance of lecturers' professional development that is currently offered at a TVET college with the aim of improving it.

The main objectives of the study are to:

1.   clarify the meaning of professional development in the TVET sector.
2.   identify the relevance of professional development at TVET colleges in line with the core business of colleges and lecturers.
3.   identify the role of management in the professional development of TVET college lecturers.
4.   design a framework for managing the professional development needs of TVET lecturers.

1.5   LIMITATIONS OF THE STUDY

The main limitation of the study is that the sample selected might not be a true reflection of the entire population. Another limitation might be that participants might

be reluctant to provide required information. The researcher is well aware of the above limitations and will apply herself to take steps to mitigate them as far as possible.

1.6   RESEARCH METHODOLOGY

The researcher aims to collect information through a literature study and empirical research to answer the research questions. A provisional outline of the research methodology is provided here and will be elaborated on in chapter 3.

1.6.1   Research approach

The research project adopts a qualitative research approach that is defined by Maree (2017:50) as an approach that tries to gather rich descriptive information in respect of a selected phenomenon. It is a research approach that seeks insight into the matter studied through verbal or written data gathered through the application of qualitative data gathering techniques such as those used in this study.

The objective of qualitative research is to obtain a comprehensive understanding of people's behaviour and reasons for such behaviour that is relevant for the understanding of the theme of the study (Maree, 2017:50).

The qualitative research design empowers people to share their views, listen to what is being said and minimize the strong relations that link the researcher and the participants; adding up to the fact that qualitative research can distinguish what is said by individuals in the circumstances in which they say it (Creswell, Hason & Morales 2007:40). The qualitative research approach used in this study will be discussed more comprehensively section 3.2.

1.6.2   Population and sampling

Population is a group of aspects (persons or objects) that possess the same characteristics defined by the sampling criterion instituted by the researcher

(https://www.umsl.edu/~lindquists/sample.htm).   The target population will be the lecturers and managers at a TVET college in the Free State province.

Sampling is defined as the procedure of selecting or choosing a group of people, events or other elements chosen from a larger number or a population of the study. (https://www.dictionery.cambridge.org).

In this study, purposive sampling is used. This is a method of sampling used in distinctive situations where the sampling is conducted with a particular purpose in mind (Maree, 2017:198).   Lecturers, senior lecturers, academic heads of departments, campus managers, the Assistant Director Human Resource and the Deputy Principal Corporate Affairs at a purposefully selected college were interviewed.   Sampling includes ten lecturers, six senior lecturers, four academic heads of departments, two campus managers, one Assistant Director Human Resource and the Deputy Principal Corporate Affairs who participated in the study. Sampling is discussed in detail in chapter 3 section 3.4.

1.6.3   Data collection and analysis

1.6.3.1   Data collection techniques

a.   Interviews

The reason for utilizing interviews is that it is a two-way communication in which the interviewer seeks information from participants by asking them questions to acquire their recent perceptions of activities, concerns and thoughts on the theme of the study (McMillan & Schumacher, 2010:355).

Interviews are conducted predominantly in qualitative research when the researcher probes for detailed answers from participants and records their responses. In most cases audiotapes are utilized with interviews to allow for more consistent transcription (Creswell et al, 2012:237). Qualitative interviews are seen as a way of understanding the world according to the views of the participants (Niewenhuis,

2012: 87). The researcher used focus-groups and semi-structured interviews in this study.

- **Semi-structured interviews**

One-on-one interviews were conducted with six senior lecturers, four heads of departments (two from each campus), two campus managers (one from each campus), the Assistant Director Human Resource and the Deputy Principal Corporate Affairs. Data was taped using a cell-phone voice recorder as participants answer interview questions. Semi-structured interviews will be discussed in greater detail in section 3.5.2.1

- **Focus group interviews**

Focus groups comprise between six and nine participants in number, who are gathered by a researcher to investigate viewpoints and perceptions, feelings and ideas about a topic (Denscombe, 2007:115). A group of five lecturers per focus group will be invited to discuss the relevance of professional development in two focus groups. During the discussions, the data will be collected using a cell phone voice recorder to record discussions as they take place. Focus group interviews are discussed in greater detail in section 3.5.2.2.

- **Document analysis**

Document analysis is utilized in qualitative research as a data source to give voice and meaning around a topic (Bowen, 2009:23). MacMillan and Schumacher, (2010: 361) mentions documents such as minutes of meetings, memos and working documents as useful in qualitative research. Documents such as policies will be used in this study to obtain data on the professional development that lecturers are exposed to.

1.6.3.2 Data analysis

Mouton (2006:108) describes data analysis as classifying data into manageable themes, patterns, trends and relationships. The collected data will be analysed by studying the written information (the transcribed responses of participants). Data

collected during interviews will be analysed in order to create a clear understanding of the information.

In line with the ideas of Mouton, (2006:108) the following steps will be taken during the data analysis: organising data, transcribing data into segments, coding of data, describing and categorisation of data and lastly, developing patterns. These steps are discussed in detail in chapter 3 (see section 3.7).

1.7   THEORETICAL FRAMEWORK

The theoretical framework chosen for this study is human capital theory. The human capital theory maintains that if monetary value is invested in training and the education of staff, the reward would be high productivity (Amadeo, 2019). This means that if TVET colleges can invest their resources in developing their lecturers, the lecturers will be more productive and will also be able to provide quality education.

The other aspect of human capital theory is that investing in the training of employees leads to efficiency, quality production, and better economic outputs (Almendarez, 2011). Fitzsimons (1999:4) further adds that human capital theory opens doors to economic performance. The TVET colleges in South Africa contribute to the social and economic development and this can be achieved by developing individuals who are directly involved in teaching and learning. According to the human capital theory, managers in TVET colleges are compelled to invest money in developing lecturers because they are the ones who are first in line to produce people who will be contributing to the economy.

1.8   DEFINITION OF CONCEPTS

- **Technical Vocational Education and Training (TVET)**

This concept refers to education or development done in schools or colleges that develop people for a particular trade. This kind of training or development is inclined to skills and expertise related to technology (Van Kansram, 2015: 1).

- **National Certificate Vocational (NCV)**

NCV refers to the certificate awarded as a final exit qualification to a candidate who has complied with the exit level outcomes stipulated in the National Vocational level 4, a qualification at Level 4 on the NQF (Umalusi, 2013:3)

- **In-service Training**

ISET is defined as courses and activities relevant to upskill or improve the knowledge of educators to keep abreast of changes in the sector. http://files.eric.ed.gov/fulltext/EJ1115837.pdf.

- **Professional Development**

Goh and Loh (2013: 203) define professional development as "... activities to enhance professional career growth. Such activities may include individual development, continuing education and in-service education as well as career writing, peer collaboration, study groups and peer coaching".

- **Management**

Management is the process that involves the coordination of people and tasks to achieve organisational objectives by focussing on planning, organising, leading and controlling of the organisation's resources (Plaatjies & Bruwer, 2014:56).

1.9 OUTLINE OF THE STUDY

Chapter 1: Introduction to the study.
In this chapter the reader is introduced to the study through an exposition to the research problem, research question and aim, the significance of the study, the methodology and key concepts.

Chapter 2: Literature review

In this chapter, the literature is explored on what writers wrote about professional development and its relevance to the needs of lecturers, as well as the management of professional development at TVET colleges.

Chapter 3: Research methodology and design

This chapter provides an outline of the research design, research approach, methods, instruments, sample and sampling procedures used in the research, the data analysis procedures and ethical considerations.

Chapter 4: Data presentation

This chapter four provides the findings obtained in this study. All qualitative findings are summarized and presented in a clear and comprehensive manner.

Chapter 5: Recommendations

This chapter provides a summary of the study, conclusions and recommendations.

1.10   CONCLUSION

This chapter provided an orientation to the study. The background, aims and objectives of the study and the methodology were the main issues discussed. The theoretical framework which provides a theoretical basis for the study was presented and key concepts featuring in the study were defined. The next chapter gives a review of the literature that will assist in building a foundation for the empirical research.

CHAPTER 2
CONCEPTUALISING PROFESSIONAL DEVELOPMENT AND ITS MANAGEMENT

2.1 INTRODUCTION

The lecturers at TVET colleges are faced with demands to deliver quality education that will enable students to acquire skills and knowledge so that they can be employable. The purpose of vocational education according to Bijl and Taylor (2018:126) is basically to prepare students for work. This applies pressure on the lecturers that offer vocational programmes to deliver quality education. There is a need for lecturers to be subject experts; thus, they must have current subject knowledge and applicable experience of their subjects that are relevant to the industries. They also require teaching expertise to enable them to deliver quality content.

Mgijima (2014:59) argues that the professional development of lecturers must be reconsidered. The lecturers ultimately need to bridge the gap between education and work in teaching their subjects. They need to have industry knowledge and expertise, which distinguishes them from teachers at basic schools. This influences the nature of professional development that TVET lecturers need, demanding from management to put in place proper strategies to develop lecturers (Bijl & Taylor, 2018:127).

It has been stated in chapter 1 (section 1.1.1:2) that the professional development of lecturers is a burning issue and that there is a need for professional development to be improved because what is currently done is not relevant to the objectives of all stakeholders in the TVET sector. Mgijima (2014:59) supports the above mentioned statement by indicating that professional development must be taken as a matter of urgency, since the lecturers who offer the NCV programmes that are aimed at reducing poverty by improving employability, require it. Mgijima, (2014:59) further adds that poor throughput rates, high drop-out and low progression among NCV students can be ascribed to the poor teaching and irrelevant professional

development of lecturers. In this chapter key issues pertaining to the professional development of TVET lecturers are discussed, with a special focus on the management of the professional development in the TVET sector.

This chapter reviews literature by different writers, both in South Africa and beyond our borders on the theme of the study and with a view to provide a conceptual framework relating to professional development and the main management concepts (such as planning, organising, leadership, control and others) functioning in the study. Macmillan and Schumacher (2010:74) remark that a powerful case for the significance of research can be established when studying what has already been researched. Maree (2017:28) concurs by stating that a literature review presents a summary of contemporary data, and sometimes not so contemporary, yet still reveal adequately relevant research appropriate to a research topic. Considering the above, the following themes will be unpacked in this chapter:

- The needs of TVET lecturers regarding professional development
- The meaning of professional development.
- The role of management in professional development.
- Legislation and policies that govern the management of professional development in TVET colleges

2.2   THE PROFESSIONAL DEVELOPMENT NEEDS OF TVET COLLEGE LECTURERS

2.2.1   General overview

It is vital that the concept *need* be explained to get a better understanding of the needs of lecturers. A need can be described as something that one requires, it is essential or very important, rather than desirable (Groenewald 2008:21).

Another description of a *need* is that it is a motivational force that compels action for its satisfaction (www.businessdictonary.com). To explain this concept further Maslow's hierarchy of needs model will be utilised. Maslow's hierarchy of needs is a

theory in psychology that was initiated by a humanist called Abraham Maslow in 1943 (Milheim, 2012: 160).

This theory is believed to be a theory of personality that has influenced several fields, including education. According to Milheim (2012:159) this theory elaborates on how motivation affects a certain experience. Milheim (2012:160) further adds that Maslow's theory indicates how certain motivational factors influence teaching and learning experiences from a psychological point of view. The most significant result of Maslow hierarchy of needs model is how individuals, in this study lecturers, can achieve self-actualisation. This theory is relevant in the TVET colleges as it is said to pave the way for lecturers to motivate their students to achieve educational objectives (learning) and assist students to be self-actualised individuals (http://www.southstern.edu). This implies that for lecturers to achieve education outcomes such as quality teaching and learning, motivation of students and proper administration, their professional development needs must be fully attended to.

Maslow (1943) proposed five different levels of needs that will provide a way to better elaborate on how to meet the professional development needs of lecturers. These levels are:

1.   **First level: Physiological needs**: These are biological needs. Among others they consist of the need for food, water, oxygen and normal body temperature. These are the needs that people cannot live without.

2.   **Second level: Safety needs**: After all physiological needs have been satisfied and are no longer controlling, the need for security emerges. These needs relate to inter alia protection from harm, and living in a comfortable and non-threatening environment.

3.   **Third level: Social needs**: Social needs relate to humans' need to belong and the need to form meaningful relationships with others.

4.   **Fourth level: Esteem needs**: These needs comprise of the desire for achievement, respect, recognition and prestige.

5.   **Fifth level: Self-actualisation needs**: This refers to the need for self-fulfilment, essentially doing what one is meant to do in life.

2.2.2 The application of Maslow's hierarchy of needs model to the professional development needs of TVET college lecturers.

2.2.2.1 First Level: Physiological needs

Lecturers at TVET colleges are human beings that require basic needs for survival in the education setting. According to Maslow (1943), basic needs are physiological needs that people cannot live without such as food, water rest, air and shelter. In TVET colleges, lecturers have basic needs that are essential for survival in their profession and to ensure that quality teaching and learning take place. These needs are among others textbooks, knowledge of teaching methodology and knowledge of content.

Power, Gater, Grant and Winters (2014:34) identify relevant curriculum material (Classroom audios, eBooks, research resources and radio programmes, workshops with required equipment) as basic needs relevant for teachers in India who teach technological subjects. The researcher is of the opinion that aids such as these are also relevant to TVET college lecturers to provide quality teaching in South African TVET colleges. The DHET (2017:22) summarises the above-mentioned needs as learning and teaching support materials (LTSM). These materials support and complement the lecturer's competence. The college therefore has to provide LTSM to lecturers. Maslow further indicates that if the basic needs of individuals are not met or satisfied, it is likely that individuals will be de-motivated, and they will not perform their tasks properly. In the education setting, this implies that the basic needs of lecturers must be satisfied to enable them to provide quality teaching and learning. Jia, Norton and Xiao (2014:46) also add knowledge pedagogy and psychology as basic requirements for a TVET lecturer.

The Government Gazette RSA (2013:3) states that TVET college lecturers are regarded as essential to the educational activity and they are required to be adequately qualified, competent and maintain expertise in both academic and work-related dimensions of the TVET sector. Lecturers therefore need extensive knowledge of content to enable effective teaching and learning to take place.

Among other basic needs lecturers have is the need to utilise an updated curriculum, which is of the utmost importance to lecturers in TVET colleges. Terblanche and Bitzer (2018:105) indicate that the TVET college curriculum is the focus point in vocational education and training systems and further attest that the curriculum needs to be changed as it no longer meets the requirements of the industry. The syllabuses that are used in NATED programmes are outdated as they were last updated in 1995. It is no use to develop a lecturer while what they teach in the classroom does not correlate with the needs of the industry (Milheim, 2012:108).

Milheim (2012:161) indicates that the ultimate goal of a lecturer is to meet the essential needs of the students, which are to get them to learn effectively. This can be achieved only if a lecturer's basic needs are satisfied. Milheim (2012: 161) further adds that one way the colleges can assist lecturers to ensure their education needs are met is through proper planning and consultation. Lecturers need to upgrade and maintain skills and competencies that will enable them to perform their task of teaching and learning properly.

All lecturers need the following basic skills according to Manyau (2015:23), citing Enache and Crisan (2014:523):

- Student evaluation competency. This refers to the ability to utilise modern strategies to evaluate group and individual performances and includes the ability of a lecturer to use different methods to assess learners.
- Methodological competency. This refers to utilising and applying concepts and theories.
- Psycho-social competency. This includes the ability of lecturers to use contemporary theories to advance knowledge and expertise to help students to adjust to social changes.
- Technical and technological competencies. These entail the utilisation of learning aids, assisting students to master practical concepts, using of computers and applying education strategies properly.

2.2.2.2   Second Level: Safety needs

According to Maslow (1943:30) safety needs refer to shelter, security of employment, protection from harm and all forms of security. Maslow indicates that without a sense of security individuals are anxious and uncertain. In the context of TVET colleges, the need for shelter (a classroom where teaching and learning can take place comfortably, a classroom with writing boards, chairs and desks for students to do their work) is essential.

Lecturers in TVET colleges have a need for secure employment. According to recent reports by Ground News TVET colleges went on a total shut-down where no teaching and learning took place for over a period of two weeks. This was due to labour issues where lecturers were fighting for secure employment. Reports state that some lecturers have been employed on a contract basis for decades (Mbovane 2019). Buthelezi (2016:61) attests to this by indicating that due to different challenges facing TVET college managers, such as inadequate capacity to manage funds, the majority of new lecturers have been appointed on short-term contracts and their remuneration is not market related. This caused uncertainty and a sense of insecurity for lecturers, which in turn lead to non-performance. Milheim (2012:162) insinuates that one of the worst fears of human beings is "losing their job" and to live without a source of income. Individuals feel secure when they are certain about where their next pay cheque will come from. This implies that these lecturers who are employed on a short-term contract basis are anxious because their safety needs are not met, and they are unable to perform their duties satisfactorily. One wonders whether the poor professional development taking place at TVET colleges relates somehow to the fact that so many lecturers are appointed on contract without any job security.

2.2.2.3   Third level: Social needs

The third level of Maslow's hierarchy of needs refers to relationships with others, the need to be loved and the need to belong as indicated already. In TVET colleges, lecturers have a need to build meaningful relationships with their peers, senior

lecturers (supervisor), heads of departments, campus manager and executive management.

Lecturers have a social need for communication and relational competences, which includes the need to belong to a trade union. A trade union is described by Asafe, Bolaji and Amos (2018:3693) as an organisation of workers who come together to achieve a common goal, protect the integrity of its members and improve their welfare through communication with one another and management.

The business dictionary (http://www.businessdictionery.com) describes a trade union as "... an organisation whose membership consists of workers and union leaders, united to protect and promote their common interests". The principal purpose of a trade union as outlined by the business dictionary is as follows:

1.   Negotiate wages and working terms and conditions
2.   Regulate relations between workers and employers
3.   Take collective action to enforce the terms of bargaining
4.   Assist to settle their grievances.

Lecturers in TVET colleges just like other professionals also have a need to belong to a professional body. A professional body is described as a" … trade association of an organised profession (accounting, law, medicine, education, etc) that certifies successful completion of its requirements and thereupon awards a license and bestows a recognised appellation" (http://www.businessdictionery.com).

Currently lecturers at TVET colleges must register with the South African Council of Educators (SACE). SACE, (SACE 2018) defines itself as the professional council of educators (lecturers) that aims to increase the position of the teaching profession through proper management of professional development and instillation of a code of ethics for all lecturers (http://www.sace.za). SACE is directed by the South African Council of Educators Act of 2000, commonly called the SACE Act, 2000. This act outlines the three main functions of SACE, which are to:

•   provide registration of educators and lecturers

- set, maintain and protect professional standards of lecturers by means of the functioning of the council
- promote the professional development of lecturers

According to the ELRC (2013:12), the policy on the recruitment and selection of lecturing staff in the TVET colleges clearly demands that for lecturers to practise teaching at TVET colleges, they must register with SACE. The need for TVET lecturers to belong to a professional body had been violated in the period 2009 to 2017 when the Department of Education was divided in two in 2009 and lecturers at TVET colleges had no professional body to look after their interests. SACE (2019) noted with great concern the violence against teachers in schools, indicating that all educators were not safe in their respective working fields; hence the need for them to register with a professional body (http://www.sace.za). Lecturers require to be professionally looked after.

2.2.2.4 Fourth level: Self-esteem needs

According to Maslow (1943), the fourth level relates to self-esteem needs. Self-esteem in education is related to the emotional connection to learning. According to Wydeman, Coetzee and Van Niekerk (2015:104) self-esteem develops the skill needed by the educator to create a conducive learning environment that supports teaching and learning activities. Milheim (2012:159) is in agreement with this, stating that the self-esteem need is the need for humans to be respected and be valued by others through developing a skill to perform as expected by others. In TVET colleges, lecturers require mutual respect from their peers. This is evident as Wydeman et al (2015:106) indicates that creating positive relations with peers in education plays an important role in determining the quality of education and building the self-esteem of the educator (lecturer) as well.

Lecturers also have a need to build good relations with management and students to maintain self-esteem. When lecturers feel that their need to be respected is violated, they become de-motivated to deliver quality teaching and learning. Students can feel undervalued when they are taught by lecturers who lack proper training. On the

other hand, lecturers may also feel undervalued if supervisors and management do not appreciate their efforts. Milheim (2012:163) further adds that uncertainty and low self-esteem may be caused by negative misunderstandings between peers.

Low self-esteem may lead to poor teaching and learning experiences. Milheim (2012:163) indicates that building good relationships with peers can enhance the self-esteem of lecturers.   Self-esteem needs can be obtained by doing proper planning of lessons, bringing a positive attitude to the classroom, teaching subjects that lecturers are qualified to teach and motivating students to do their best. Professional development is also important to boost self-esteem as the required knowledge and skills to promote self-esteem may emanate from professional development activities.

2.2.2.5   Fifth level: Self-actualisation needs

This need arises when a lecturer's needs from the lower level have been satisfied. This implies that a lecturer needs to first have the following skills and needs: technical knowledge, motivation skills, a need for promotion at work, a need to study further (Manyau, 2015:27). Self-actualisation as described by Maslow (1943), refers to realising personal potential and self-fulfilment.   He further indicates that self-actualisation is an individual's need to be, and to do what they are born to do. This implies that educators must be able to educate students to the best of their ability. Maslow (1965: 65) insinuates that people can reach self-actualisation by intrinsic (regular development) learning which could assist them to become the best they can. In the education context, self-actualisation can be reached by professionally developing lecturers through courses related to the subjects they teach so that they can do their best in their respective classrooms.   Lecturers can reach self-actualisation by studying further to bring a sense of pride to their jobs.

Lecturers' self-actualisation can thus be satisfied through relevant professional development. If lecturers are not self-actualised, they will fail in their endeavours to deliver quality education. Mgijima (2014:59) attests to this when she reports that poor through-put rates, high drop-out rates and low progression and completion

rates among National Certificate Vocational (NCV) students is due to poor teaching and learning which results from irrelevant professional development.

2.3   THE MEANING OF PROFESSIONAL DEVELOPMENT

Steyn (2012:45) defines professional development as "an ongoing process that includes suitable, properly planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching. It covers a variety of activities, all of which are designed to enhance the growth and professional knowledge, skills and attitudes of staff members". The online business dictionary defines professional development as a "... process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organisations or through watching others perform the job. It assists in building and maintaining staff morale and producing quality workers" (http://www.businessdictonary.com).   Czerniawski, Guberman and Macphail (2016:2) define professional development as "... the informal and formal processes that enable educators to improve their professional practices through their careers with the commitment to deliver quality education."

Steyn (2012) indicates that the professional development of educators (in this study TVET college lecturers) should be a planned process designed to assist lecturers to increase their knowledge of teaching and learning, to build the required knowledge of content, to capacitate lecturers on how to deliver content, to assist them with how to conduct themselves professionally and to capacitate lecturers to be experts in the subjects they teach. (In the TVET college environment these subjects are Economics, Accounting, Office Practice, Engineering and Design, Financial Management etc.). According to Steyn (2007:258) professional development of lecturers should mainly focus on the learning area or subject content and how the content is delivered to students. Mgijima (2014:359) indicates that professionally developed TVET college lecturers refer to qualified lecturers who are able to communicate fluently using the language of learning and who are also managers in their teaching practice. Given the above definitions, Mgijima (2014:365) argues that lecturers are not given relevant training. Lecturers are capacitated in assessor training and moderation training, which do not assist them in delivering content, or to

be experts in the subjects they teach despite the belief that professional development is designed to improve lecturers in their learning area.

A circular sent by the DHET (2017:2) to all TVET colleges in South Africa about criteria to be followed when utilising the skills development fund indicated that financial support to staff members in the TVET colleges should use the following criteria, namely that the training and development of lecturing staff members should take precedence over other categories of staff; training and development of lecturers should be towards interventions aimed at improving teaching and learning; and that all training and development interventions should contribute towards continuous professional development of lecturers. This underlines the urgency of relevant professional development for lecturing staff.

According to Kloosterman (2014) professional development is important because it ensures that staff continue to be competent in their profession. It is an ongoing process that continues throughout a person's professional career and maintains the following benefits of a well-planned professional development:

- It contributes to protection and quality of life.
- It helps to advance the body of knowledge and technology within one's profession.
- It assists professionals to access new knowledge and new possibilities.
- It assists a professional to make a meaningful contribution to peers, supervisors and provides better possibilities to lead and manage the organisation.
- It creates opportunity for the professional to meet fellow professionals in the same field and share information.

Chetram (2017:20, citing Stefani 2005), defines professional development as a process that "... involves a well organised and planned programme or a series of well planned, prepared and logical activities that guides the learning desires to enhance their current practice, assists in the development of the education preparation and increase lecturer's confidence and career fulfilment". Chetram (2017:21) further adds

that professional development in TVET colleges emphasises the continuous development of a lecturer. Professional development is described as a process of arousing awareness of a person's incompetence to perform according to their expectations (Steyn, 2008:17).

Professional development is a necessity at TVET colleges as lecturers continuously struggle to deliver of content. The reason is that lecturers are not developed professionally as they should be. Chetram (2017:40) further adds that TVET college lecturers like any other individuals have a desire to maintain lifelong learning opportunities to acquire the knowledge and abilities to satisfy their goals and contribute to their societies.

Steyn (2007) indicates that the quality of education at TVET colleges has been a major global concern for decades. The lecturers at TVET colleges are unable to deliver quality education due to a lack of proper professional development. Steyn (2007) adds that all students at TVET colleges can contribute to the economy of the country if they receive quality teaching. The problem with lecturer development is not only a problem in South Africa, but also in other countries such as Malaysia and Indonesia. Paryono (2017) concurs by stating that in Malaysia and Indonesia TVET lecturers' training is a pressing issue due to the lack of quality performance and the number of lecturers. In these countries, lecturers at TVET colleges are recruited straight from university and they lack the expertise, experience and proper knowledge of how to teach vocational education. According to UNESCO (2014) students are in need of quality education in colleges, so this calls for a need to have professionally developed lecturers who can offer quality education, because lecturers are the backbones of education. This is the case even in South Africa where TVET lecturers are recruited fresh from university and are expected to deliver quality vocational education without the expertise and technical knowledge. This implies that the management of colleges should prioritise the relevant professional development of lecturers.

Steyn (2012:61) outlines the following types of development: mentoring and coaching, collaboration, clustering and school visits, job rotation, networking and retreats. Cousins (2015:12) tabulates the methods of professional development (see

table 2.1) that can be adopted by TVET college managers when they develop lecturers.

Table 2.1: Methods of professional development, advantages and challenges (Cousins, 2015:12).

METHOD	ADVANTAGES	DISADVANTAGES/CHALLENGES
Training: Presentations, workshops, demonstrations, simulations, colloquia, et cetera.	It is very effective for sharing of information and knowledge with larger groups.	Focus is not on the individual and it is not efficient for novice lecturers.
Observation/assessment: **Observation**: classroom visits to observe lessons and receiving of feedback from supervisors and peers during the implementation of IQMS.	Lecturer and DSG benefit from the observation from the feedback after lesson observation.	It needs planning and requires mutual trust between the observer and the lecturer being observed.
Improvement Process: Curriculum/programme development or review of new strategies, problem solving	Enhances knowledge	Possible involvement of small groups
Study groups: studies related to common issues or concerns	This method builds unity among professional development stakeholders. According to Steyn (2012:64) staff is encouraged to share ideas, discuss content and learning activities.	Dominance of other members in the group adds to discouragement.
Enquiry: process for selecting a problem and appropriate course of action	It improves knowledge and empowers lecturers to learn.	It requires individual effort, initiative and it is time consuming.
Individually directed activities: identifying individual needs so that a plan can be developed and evaluation of the success of the plan can be made.	The method is flexible and lecturers can make choices.	Weak connections to other areas of professional development.
Mentoring: should be done regularly by management with regard to development.	There is opportunity for lecturers to learn from the process and enhance their development. According to Matshaya, (2016:31), professional development through mentoring occurs in the classroom where it makes a huge impact.	Resources are required for mentoring to take place.

2.3.1   Work integrated learning (WIL) as a method of lecturer development

Work integrated learning refers to "... all educational activities that integrate academic learning of a discipline with its practical application in the workplace" (http://www.murdoch.edu.au)   This can also mean integrating theory taught in a classroom with practical activities done at a workplace to develop a lecturer on current issues needed by the industries. According to SSACI (2015:7) WIL was designed to link teaching and learning activities with the workplace activities which include the study of work related theory in TVET colleges, the application of knowledge to practical tasks and real work tasks in a workplace.

Lecturers WIL engagement comprises any activity undertaken by TVET college lecturers simultaneously with people in industry to develop their knowledge and skills in a particular field or a subject they teach. This requires a lecturer to be engaged in field-trips to the relevant industry, meetings or on the job training with experts in the industry (SSACI, 2015:5). This is done so that lecturers can improve their skills and knowledge to be on par with the current industry needs.

As mentioned earlier in this chapter (section 2.1), lecturers at TVET colleges need to have industry knowledge and experience. The 2013 White Paper on post-school education and training, which is a policy about linkages between TVET colleges and industries (DHET, 2013:xii), indicates that the TVET colleges must prioritise work experience required by lecturers to ensure that the professional development of lecturers is up to date with workplace needs and provide lecturers with a better understanding of the needs of employers in their field. This policy encourages the use of experts from industries to develop lecturers. The colleges are encouraged to allow lecturers to visit industry experts who will provide lecturers with knowledge of the practical component that is related to what is being taught in the classroom. In addition, the industry expert will provide input on current systems, technologies and practices from the industries that are related to the subject taught by the lecturer.

According to a document commissioned by the DHET and developed by Swiss-South African Cooperation Initiative (SSACI), the main purpose of WIL is to prepare students for the field of work and employment. It is therefore extremely important that lecturers who teach these students to be exposed to what is happening in the industry (DHET, 2015:3). This is in line with the opinion of Abu Raihan (2014:51) who indicates that TVET colleges must develop linkages with industries as this will improve lecturers' professional development and assist in the development of the curricula so that the curriculum used in TVET colleges matches the needs of the industry.

This has not been happening in TVET colleges. As stated earlier in this study that the curriculum used for the NATED programmes are outdated and do not match the needs of the industry (Mgigima, 2014:362). WIL is currently not serving its purpose of developing TVET lecturers because what lecturers learn from the industry does not correlate to what they teach in the classroom. This is due to old syllabuses being followed. According to the experience of the researcher, WIL is just a paper exercise, but if it is implemented correctly, lecturers can benefit.

To support the above statements, the Personnel Administration Measures document (PAM), (2016) stipulates that the duty of a TVET college lecturer comprises of among others teaching and learning and visiting commercial industries or other bodies that will assist in integrating theory and practical work done at the work place for the purpose of professional development of a lecturer. The White Paper for Post School Education and Training (RSA 2014:11) is in agreement with PAM (2003) when stressing the need for close cooperation between the TVET sector and the industries, indicating that it will assist in the design of training systems to develop lecturers and to implement better curricula that will link up with industry needs. The researcher believes that WIL will improve the professional development of TVET college lecturers, and that curricula will be updated to meet the needs of the industry.

Based on the above explanation of the concept "professional development", it is evident that professional development relates to developing a lecturer's professional ability so that the lecturer can effectively perform the duty of delivering quality teaching and learning in the TVET colleges.

In the above paragraph WIL was discussed as an essential part of professional development at TVET colleges. In the next paragraph the role of management in the professional development at TVET colleges will be discussed with a specific emphasis on the execution of the management functions.

2.4   THE ROLE OF MANAGEMENT IN PROFESSIONAL DEVELOPMENT AT TVET COLLEGES

Education management refers to the process of planning, organising, leading and controlling of the education system whereby a collective group of individuals combine personnel and material resources to achieve education objectives (www.academia.edu).

Coetzer (2001:78) describes professional development as any process that lecturers might be involved in as long as it aims to enhance the knowledge and skills of lecturers through orientation, training and support. The expectation of professional development is that it will bring about change in behaviour, in attitudes, skills and knowledge of lecturers. Chetram (2017:37) indicates that a manager's role is to ensure that change takes place after development has occurred. However, in this study management will be more broadly conceptualised as referring to the management functions or tasks to be performed by managers, namely planning, organising, leadership and control.

Effective management of professional development is required from leaders and principals of TVET colleges. Managers are compelled to perform management tasks or functions such as planning, organizing, leading and controlling. Peter and Cilliers (2015:30) indicate that managers who effectively perform the above functions will achieve organisational objectives. One of the organisational objectives of TVET colleges according to Jia et al (2014:30) is quality teaching and learning. Dymoke and Harrison (2006) attest that effective management also means that managers are expected to be engaged within the professional development programme and gather the evidence that lecturers' professional development occurred and that their professional needs are met. In the event that managers fail to perform their managerial tasks regarding professional development, lecturers' effectiveness and performance will be affected. Manyau, (2015:19) concurs by indicating that the management of professional development has a direct influence on teaching and learning in TVET colleges.

In the view of Thlomedi (2018:37) proper learning activities are solely dependent on the capacity, skills and ability of lecturers to know the learning content of the subject being taught. This indicates that management has a duty to develop their lecturers to enable them to provide quality education. Kruger (2003:206) concurs by indicating that leaders and managers in education are entrusted with the responsibility to ensure that lecturers perform their duties. That is to ensure that effective teaching and learning takes place in TVET colleges.

Jia et al (2014:46) suggest that a strong management system of support is needed to build a better TVET lecturer professional development dispensation. The following management functions or tasks will therefore be presented to explain the role of management in professional development:

2.4.1   Planning

Planning deals with a compilation of a detailed organisational plan that includes goals, objectives and the means to achieve organisational goals (Peter & Cilliers, 2015:30). Matshaya (2016:33) is in agreement when stating that it is important that goals and objectives relating to the quality teaching and learning be set prior to the professional development of lecturers. Wilson (2012:6) adds that planning deals with what the organisation intents to do, what should be done, when it should be done, how it should be done and who should do it. This can be applied to professional development planning as well.

Cousins (2015:16) indicates that during the planning phase of educator development, managers of colleges and schools must direct their focus on learning and the desired outcomes, consider policy objectives, ensure that policy is understood by all stakeholders (lecturers, management and DHET) involved in the professional development of lecturers and communicate these policies on a regular basis. In the planning phase, management must ensure that all stakeholders in the professional development of lecturers are consulted, that the planning processes are undertaken in an efficient manner and that the buy-in of all concerned is taken into consideration.

2.4.1.1 Stakeholders involved in the planning of professional development of lecturers at TVET colleges are lecturers, managers and the DHET

(a)   Lecturers

Norms and Standards for educators, (2000:1) defines an educator (lecturer) as "... all those persons who teach or educate other persons who provide professional educational service at a public school, further education and training institution or departmental office". A lecturer is therefore described by a term referring to teachers, facilitators, assessors, moderators and those who are involved in teaching, educating, training, facilitating, assessing, moderating or enabling the teaching and learning context across the board in all community education and training learning contexts (DHET 2017: 5). In terms of *the Policy on professional qualifications for lecturers of TVET* (RSA 2013:36), a lecturer at a TVET college should possess the following competencies to qualify as a lecturer at a TVET college:

- Lecturers must be specialists in the subject they teach. They must have the intense ability to deliver the content according to the needs of learners.
- Lecturers must have a sound knowledge of the TVET sector and understand the policies that guide the TVET sector.
- Lecturers must understand the diverse backgrounds of students at TVET colleges and be able to meet their diverse needs.
- Professionally qualified lecturers at a TVET college must possess good communication and writing skills so that they can effectively communicate in the language of learning.
- Lecturers must be able to manage the learning and teaching environment and they must have the ability to assess students effectively to enhance quality teaching and learning.
- Lecturers must be computer literate and be able to utilise ICT in their classrooms and they must possess good work ethics.

Lecturers are compelled to take ownership of their own professional development by participating in the planning of development. Their role will be to identify their own

needs with regard to professional development and education so that they can meet the college objectives. The Personnel Administrative Measures (PAM) (2016:17) concurs that one of the duties of the educators is being responsible for their own professional development.

(b) Managers

A manager at a TVET college (GFC TVET) (2018:3) is anyone whose duties involves responsibility for the work of others. This definition is inclusive of first-line supervisors. In the context of TVET colleges, this will include senior lecturers. Managers will also be responsible for drawing up personal development plans of lecturers in consultation with them. According to Balkrishen (2016:4) the responsibility of senior lecturers (immediate supervisors), heads of departments and campus managers lie with teaching and learning and student achievement, therefore they also have to identify training needs of lecturers. The principal and deputy principals are responsible for all administrative functions (Balkrishen, (2016:4). The college council (responsible for governance) and the human resource manager is responsible for personnel requirements. In the planning phase of professional development, the managers will be responsible for identifying the training, education and professional development requirements in order to improve teaching and learning at the college.

As mentioned earlier in this chapter, the duty of managers in the main is to plan development and organise, lead and control the process of professional development. According to ELRC (2003:4), the duty of managers is to assist in the broad planning and implementation of professional development of lecturers. The National Development Plan (NDP), 2030, clearly indicates that it expects an average economic growth of 5.4% and a decrease of the unemployment rate to 6% (RSA, 2013:296). Managers at the TVET colleges are expected to play a pivotal role to develop staff that will help to reach this objective. The success of professional development of lecturers depends on the managers of the college. Manyau (2015:28) affirms that it is the mandate and responsibility of principals to manage the development of lecturers and produce quality educators as set out in the NDP 2030.

PAM (2016:48) outlines the following duties to be performed by managers of a TVET college as far as the development of lecturers is concerned:

- To assess the professional needs of lecturers
- To plan and support professional development activities based on the needs of lecturers.
- To contribute to, take part in and implement lecturer development
- To support growth for professional development.
- To take part in the lecturer development process with the consent of a lecturer in order to review their professional developmental needs

c)   Department of Higher Education (DHET)

The DHET was formed in 2009 after the division of the Department of Education and is one of the departments among many in the South African government. The DHET is mainly responsible for university education and post school education, TVET colleges included. The role of the DHET is to produce a highly developed labour force that has the ability to meet the educational objectives of the country and contribute to the economic growth of the country (http://www.tvetcolleges.co.za).

The IQMS policy for TVET lecturers (ELRC 2005:10) outlines the following responsibilities in relation to planning of professional development: (1) The DHET holds the responsibility of proper implementation of the Integrated Quality Management System (IQMS) which is a system used in colleges to develop lecturers and improve the quality of teaching in TVET colleges. This system is discussed further on in this chapter. (2) The DHET is responsible for the development of lecturers and for the arrangement of professional development programmes. These programmes have to be done according to the needs of the lecturers. This includes planning relevant professional developmental programmes, planning logistics for training, identifying lecturers who have to attend training, planning training providers, and organising funds for training. (3) Lastly, the DHET has the responsibility to evaluate and monitor the professional development process on a regular basis.

It is imperative that the DHET as the highest form of employer of TVET lecturers be actively involved in the professional development of TVET lecturers by monitoring and evaluating the process (ELRC, 2007:7).

2.4.1.2 Principles of professional development applicable to planning

Cousins (2015:10) suggests the following professional developmental principles that managers in a school should consider during the planning phase of professional development:

(a) **Prior needs analysis of educators**.

Managers must identify the professional developmental needs of educators so that educators can be developed in line with their needs in specific learning areas. Meyer (2012:5) adds that a needs analysis should be performed before development takes place. Jurejo, Sarwar and Ahmed (2018: 50) indicate that quality teaching can be improved by focusing on the training needs of educators, such as those for adequate teaching methodologies and classroom management. The identification of needs according to Milheim (2017:22) will lead to proper professional development and therefore improve quality teaching. The Department of Public Service (DPSA) (2013:1) adds that the government will reach its goal of approved outcomes, only if development of people is based on the needs of those who are being developed.

(b) **A clear and specific curriculum focus**.

When planning development, it should be done based on the needs of the curriculum used in the college. This will ensure that professional development will achieve its objective. Kraak, Peterson and Boka (2016: xvii) suggest that to develop novice lecturers an induction on curriculum matters, such as how to utilise assessment guides, syllabuses, delivery of content and classroom management will improve professionalism. Supporting and mentoring lecturers on teaching the curriculum will also enhance their professional development.

(c)   Relevant curriculum materials.

These include the syllabus and resources used by lecturers during teaching and learning to assist in achieving curriculum objectives. Carl (2017:2) maintains that a lecturer can be empowered through the curriculum. This indicates that it is important to take the curriculum into account when planning the development of lecturers. Terblanche (2017:10 citing DHET 2010:1) indicates that the NCV programmes are not achieving the curriculum goals as set by the FET Act of 2006. Asafe et al (2018:429) argue that this is due to managers who lack adequate knowledge of curriculum matters. Asafe et al (2018:429) further add that managers of TVET colleges must update their curriculum knowledge and they must plan for the professional development of lecturers on curriculum matters. This validates that relevant curriculum materials must be taken into consideration during the planning of lecturers' development.

(d)   Evaluation mechanisms that will focus on teaching and learning outcomes.

According to the DHET (2015:6) evaluation can be described as an assessment of an activity, programme, policy, theme, sector, or an institution's performance. For the purpose of this study, it can be described as assessment of a lecturer's performance to identify the impact of professional development on set goals. Assessment of the impact of professional development needs to be taken into account at the planning phase of professional development.

(e)   Focus on developing educators and pedagogy.

The ultimate goal of any professional development in TVET colleges should be to produce a quality lecturer. Matshaya (2016:33) concurs by stating that the aim of professional development should be to increase the output of the lecturer by focussing all efforts on development. According to Kraak et al (2016: xvii), imparting best practices, classroom observation (which is done to develop the lecturer and not to punish them) and providing positive feedback will enhance the development of the lecturer.

Planning is an important and basic management function that requires managers to plan their goals and resources to meet the objectives. Mans (2016:160) identifies the following steps that managers must follow during when planning for training:

Figure 2.1: Steps that managers must follow during the planning of training

(Source: derived from Mans 2016:162).

The researcher is of the opinion that the above steps will be applicable at TVET colleges when managers plan for a successful professional development of lectures:

(1)   Coordinating (This step starts with a training need identified after an analysis of needs. This involves coordinating the activities of all stakeholders such as the DHET, managers and training providers who are involved in the development of lecturers to identify their professional developmental needs).

(2)   Analysing training needs (This step involves deciding on who should be trained, their roles and responsibilities, the knowledge gap between what the lecturers know and what they want to know and deciding on the training programme suitable for the needs of lecturers).

(3)   Designing a training programme (This involves deciding on the learning outcome of the training programme, training materials needed for training, training methods and logistics).

(4)   Developing training material (This involves ensuring that the material involved matches the professional development needs and outcomes of the programme).

(5)   Delivering the training content (The success of this depends on how the material will be presented to lecturers. The presenter should take into consideration professional developmental needs, and plan for well-prepared trainees).

(6)   Evaluating the development programme (This can be achieved by issuing the evaluation forms and ensuring that they are completed to identify the effect of training before trainees leave the venue).   These steps if implemented by managers at TVET colleges when planning professional development of lecturers, will ensure successful professional developmental programmes for lecturers.

2.4.2   Organising

Peter and Cilliers (2015:30) explain organising as a process of putting together workers, resources, materials and equipment to ensure that plans are implemented to achieve the objectives of the organisation.   Wilson (2012:7) concurs that organising has to do with the implementation of plans, and further adds that this can be achieved by utilising the following resources, which he calls the Five M's: money, machinery, material, markets and people. Organising professional development will inter alia include putting together a budget for training, selecting lecturers to be developed, selecting the service provider, time and duration of training and a venue for training. At TVET colleges the above tasks are done by the DHET.

Organising of lecturers' development relies on the professional developmental needs that are identified during the implementation of the IQMS process. The management are informed of the developmental needs of lecturers after the completion of the IQMS process. These developmental needs are submitted to the DHET in order to arrange proper training for lecturers. According to ELRC (2005:23) the DHET, after receiving all college improvement plans, correlate all college needs and identify the professional development needs of all lecturers. The DHET then informs colleges about dates, types of trainings and who will attend training. This is informed by the personal growth plan and the college improvement plan sent to the DHET by the

college. The college has to inform relevant lecturers about training, the dates of training and the venue where training will take place.

Steyn (2012:7) identifies the following aspects that play a role in the effective organising of professional development:

(1)   the choice of facilitators (selecting of facilitators should be based on the expertise and experience of the facilitator);

(2)   focus on content (lecturers must be able to link the content of professional development programmes with what they teach in the classroom);

(3)   appropriate venues (a suitable venue for the type of training should be chosen);

(4)   timing and duration of professional development (it is crucial that the timing and duration of professional development should be integrated into the lecturer's available time);

(5)   feedback and monitoring (this is necessary so that managers can have a clear picture of what emerged and identify the strengths and weaknesses of professional development). Mans (2016:167) provides the steps (figure 2.4.) that can be applied when organising a successful professional developmental programme of lecturers at TVET colleges:
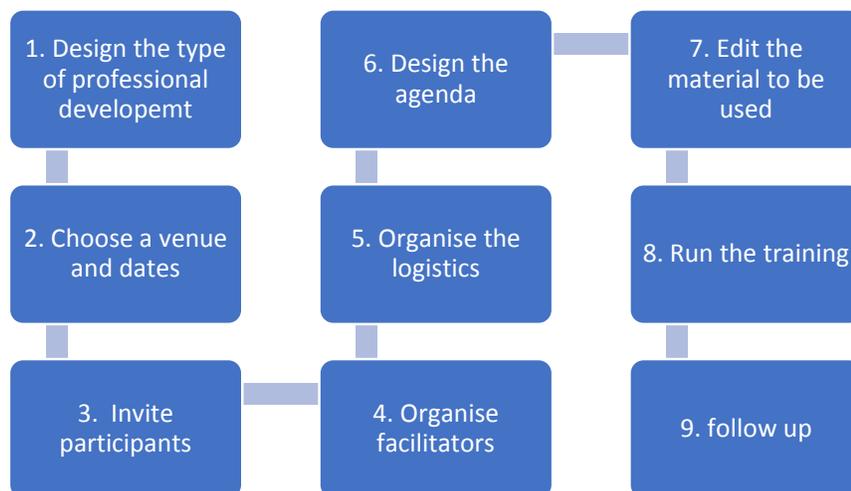
Figure 2.2: Steps in organising professional development

(Source: Mans (2016:167).

When organising the professional development of lecturers, it is important that organisers take into account the needs and availability of lecturers, objectives of professional development, logistics and policies that are related to professional development.

2.4.3   Leading

Leading according to Peter and Cilliers (2015:30) refers to doing the right things and influencing others to do the same. According to Badenhorst and Radile (2018:4) for leadership to be effective, it must speak directly to lecturer and student performance. This implies that leading in TVET colleges is as important as the outcomes that are expected as a result of teaching and learning. Kruger (2003:206) argues that the role of a leader in an education institution is to ensure that quality teaching and education takes place.   A leader should own and communicate the vision for teaching and learning in the college and professional development should form part of this vision. Balkrishen (2016:12, citing Leithwood et al 2011) indicates that the development of people in the organisation is considered to be one of the practices that should be done by a leader "... who is a person who leads people with decisiveness, authority, conviction and compassion". Balkrishen (2016:19, quoting Baldoni, 2008: xv), suggests that the following (directly associated with professional development) should be performed by a leader. The leader should:

- demonstrate awareness of personal characteristics of a lecturer
- put reward systems in place
- pay for the framework of developing lecturers
- promote professional development and develop staff
- emphasise continuous development
- lead by example
- manage staff performance.
- focus on teaching, learning and the curriculum.

Balkrishen (2016:27) further adds that a campus manager as a leader maintains a critical leading role in advising staff on instructional matters. This means leaders in

the TVET colleges are expected to have knowledge of content in some learning areas so that they can advise lecturers accordingly. Balkrishen (2016:26) suggests the following roles to be played by leaders in TVET colleges when developing lecturers:

- Identifying goals and expectations of development
- Ensuring that professional development is aimed at creating quality teaching
- Ensuring that development takes place in a conducive environment
- Leading teacher learning and development.

Steyn (2012:46) outlines the following roles that can be adapted by leaders in TVET colleges when leading the professional development of lecturers: provide opportunities for lecturers to share good practices; share a vision with lecturers; encourage staff to get practical experience of subjects they teach; provide professional development programmes that are based on research; be a role model by practicing what was learned in development programmes and by creating high performance expectations. According to Balkrishen (2016:27) a leader can also develop lecturers professionally by rewarding them when they achieved their goals. This reward can be done by acknowledging and recognising their best achievements by means of sharing a lecturer's academic success with fellow lecturers during meetings and acknowledging them in public.

Providing interpersonal support to lecturers is another way of developing lecturers professionally. Balkrishen (2016:28) indicates that a leader who maintains good personal relations with staff has the ability to influence the staff to achieve the goals of the organisation. This implies that a leader has a task to establish a desirable culture for promoting professional development. Steyn (2012:48) states that one of the roles of leaders in the professional development of educators is to strengthen the institutional culture. She further adds that to maintain the culture of the institution (college) requires effective leadership.

The National Development Plan 2030 indicates its vision as eliminating and reducing poverty and inequality by 2030 through the TVET college sector. This will be achieved by increasing student performance (RSA, 2013:24). This implies that the leaders in the TVET colleges have a huge task of producing lecturers that will be up to the task. This is evident from the DHET (2010:19) where the role of the true leader (in this case referring specifically to campus managers) is identified as providing direction and developing the culture of outstanding results by means of the professional development of lecturers. A TVET college must be led by good leaders for the college to be successful.

In light of the above, it is clear that leaders in TVET colleges face the huge challenge of designing effective professional development programmes that are relevant to the needs of lecturers, that will also assist lecturers to enhance their teaching skills and improve content knowledge.

2.4.4 Controlling

Peter and Cilliers (2015:30) indicate that controlling is a management task that deals with comparing actual results with plans and taking corrective actions to ensure that the organisation is on the right track. Wilson (2012:8) argues that control deals with measuring how well the organisation is doing in terms of implementing plans that are set during the planning phase, utilising resources gathered during the organising phase and leading employees to achieve goals. Cousins (2015:12) indicates that in education, controlling includes aspects such as classroom monitoring, coaching and mentoring by heads of departments and senior lecturers as part of professional development. Steyn (2012:65) mentions that evaluation can also be done in the following ways: firstly, by reviewing the lecturers reaction to the development programme; secondly, by studying any changes in knowledge; thirdly, by studying their work behaviour to see if they are applying the knowledge, skills and attitudes in practice; and lastly, to see if a professional development programme has had any impact on the college regarding student achievement or staff productivity. Balkrishen (2016:26) adds that the value of controlling professional development will be visible when monitoring and evaluation is done regularly.

Controlling answers the question: How do we know we are doing things right and doing the right things? At TVET colleges controlling is done by means of monitoring and evaluation. Balkrishen (2016:116) describes evaluation as the process that is focussed on assessing activities aimed at achieving a goal. It is performed by gathering information through reports, observation and meetings.

According to Steyn (2012:56) the ways to assess (measuring how well the organisation is doing or how do we know we are doing things right) the results of professional development are by:

(1)   designing pre-programme and post-programme questionnaires to test participants' knowledge of a topic,

(2)   interviewing participants to test how they view the development programme,

(3)   measuring performance of lecturers by means of tests after a development programme and

(4)   issuing evaluation forms at the end of the programme.

Steyn (2012:60) emphasises the importance of control after professional development to prevent that educators learn new ways of doing things but never implement them. According to the researcher, the same happens in TVET colleges due to a umber of issues, such as out-dated curricula that cannot be matched with new ways of doing things. Leaders are expected to apply the above techniques so that they will know how to improve the professional development of lecturers.

The Integrated Quality Management System (IQMS) regulates performance standards for lecturers and points out the importance of lecturer development needs to be managed and controlled by senior lecturers and heads of departments (ELRC, 2005:). The IQMS functions as a controlling mechanism as well as a development tool.   The IQMS procedure includes holding meetings with lecturers after development to measure their performance and determine if their professional developmental needs are met. Lecturers and managers will want to get feed-back on performance after professional development took place, so the control function will assist this matter (Chetram, 2017:26). The controlling task is done by all

stakeholders involved in the development of lecturers by means of monitoring and evaluating professional development programmes

2.5   LEGISLATION AND POLICIES THAT GOVERN MANAGEMENT OF PROFESSIONAL DEVELOPMENT IN TVET COLLEGES

It has been mentioned in this study that for lecturers to be better at what they do, they need intensive support of management through proper professional development (see section 2.4.1.1). One of the most vital aspects that will lead to developing the TVET lecturer is legislating TVET lecturer development. Legislation is considered one of the most effective and binding methods that have been proven to successfully regulate activities in the TVET sector globally in countries such as America, Germany and China. (Jia et al, 2014:46). In the South African TVET sector legislation and policies are also used to guide lecturers' development. Chetram (2017:24) outlines some of the policies that guide lecturers' professional development in South Africa:

- The Integrated Quality Management Systems (IQMS) 2005
- The National Qualifications Framework ACT No.67 of 2013
- The Norms and Standards for Educators (NSE), 2000
- The Personnel Administration Measures (PAM) 2016

2.5.1   The Integrated Quality Management System (IQMS) 2005

According to the agreement reached in the ELRC (Resolution 8 of 2003) the Integrated Quality Management System (IQMS) was introduced in 2003 as an instrument that is used to measure the performance of educators with a view of integrating the three programmes that were previously used in schools. The following three programmes are IQMS programmes aimed at enhancing and monitoring the performance of educators and that assist in the development of educators:

(1)   Developmental Appraisal System (DAS), which focuses on the evaluation of the lecturers to identify their strengths and weaknesses to enable management to draw up individual development programmes.

(2)   Performance Measure System (PMS), which focuses on individual lecturers for salary progression and grade progression and

(3)   Whole School Evaluation (WSE), which evaluates the overall effectiveness of the college (SADTU 2015:4).

IQMS was introduced for the purpose of holding education institutions accountable for quality education. Chetram (2017:27) agrees that the main purpose of IQMS at TVET colleges is to ensure continuous development of quality teaching, development of lecturers and to ensure that quality education is accessible to every individual. The development of lecturers in TVET colleges is said to be crucial and management must implement the IQMS properly so that it serves its purpose. Pilane and Mosoge (2014;1) concur that the development of educators in the education system needs transformation and the IQMS is a system that TVET colleges can use to improve professional development, but the implementation of the IQMS has not been done to serve its purpose at TVET colleges.

In the view of the researcher the IQMS is the policy that deals directly with development of lecturers as it informs management about the needs of lecturers for developmental purposes. According to ELRC (2005:4) the purposes of the IQMS at TVET colleges are as follows:

- to determine the competence of lecturers;
- to assess strengths and weaknesses of lecturers for the purpose of development;
- to identify specific needs of lecturers, colleges and the TVET directorate for support;
- to promote accountability;
- to monitor an institution's overall performance and to evaluate the lecturers' performance after training to see the effect of development.

ELRC (2005:7) outlines the roles to be undertaken by lecturers in the IQMS process to enhance professional development:

- The lecturers must undertake self-evaluation of their performance.
- They must identify their Development Support Group (DSG) that consists of the peer, immediate supervisor and the lecturer. The role of the DSG is to assist the lecturer to identify their areas of weakness and strengths, to give feedback on class observation, and mentor the lecturer to achieve the goals as set in the Personal Growth Plan (PGP). The lecturer also has the duty to co-operate with the DSG to enable professional development to take place.
- Engage in feedback and discussions about development and enhance development (ELRC, 2003:3).

To identify the needs of lecturers, the following IQMS process at college level must be implemented (ELRC 2005):

Phase **1: Broad planning**. Planning is done at the college by all management officials involved in the development of lecturers. This planning ensures that all lecturers understand and are familiar with the IQMS and the instrument used for evaluating lecturers. What is also important is to ensure that lecturers understand that the IQMS is also used for developmental purposes.

Phase 2: Lecturer self-evaluation. The lecturer evaluates herself or himself using the IQMS instrument and performance standards as stated in the IQMS policy. This evaluation forms part of developmental appraisal and performance measurement. The purpose of lecturer self-evaluation is to enable the lecturer to set targets of performance and monitor their progress.

Phase 3: Developmental Support Group (DSG). The DSG consists of the lecturer, peer and immediate supervisor who are responsible for informing the lecturer about the IQMS process. This includes how lesson observation will unfold, and dates and schedules must be agreed upon by the DSG. The DSG is a support

group to the lecturer during the IQMS process. The members support the lecturer with development if any weaknesses are identified from the side of the lecturer. The lecturer will be evaluated by the DSG using the performance standards chosen by the lecturer. This observation is done with the aim of identifying weaknesses through the IQMS.

Phase 4: Lesson observation. Kraak et al (2016: xvii) emphasise the importance of lesson observation as part of lecturer development that needs to take place regularly. The lecturer will be assessed by the chosen DSG in a classroom during lesson delivery to identify the professional needs of the lecturer for developmental purposes and to embrace the strengths of the lecturer. It is in this phase that the DSG and the lecturer concerned will develop the Personal Growth Plan (PGP) that will inform the kind of professional development that the lecturer needs. This PGP is submitted to the DHET so that proper training can be organised for lecturers in accordance with the needs identified.

Phase 5: Feedback and discussions. After lesson evaluation, the DSG together with the lecturer discuss the evaluation of performance standards and if there are any weaknesses and differences identified, they must be observed and evaluated again. The DSG assists the lecturer with his or her weaknesses by mentoring and advising the lecturer on how to improve. This also forms part of the professional development of the lecturer.

Phase 6: Monitoring and evaluation. The DSG submits all forms to the relevant department. The evaluation is done by the principal of the college to ensure proper implementation of the IQMS. This will allow the DHET to monitor the IQMS process to ensure consistency among the colleges.

Phase 7: Completion of documents. All forms and the instrument used during the IQMS are filed and kept safely to be used for the baseline evaluation of lecturers the following year. The researcher is of the view that the IQMS process can be summarised as a continuous process as shown in figure 2.1 below.

Figure 2.3: IQMS: Process at College level

ELRC (2005:6) indicates that the IQMS is not only for the development of the lecturer, but it also encourages and contributes to the sound quality management of the college. Managers must implement developmental appraisal of lecturers as it is considered to be one of the aspects of the IQMS that helps lecturers to realise their weaknesses and strengths. Duma and Khuzwayo (2015:230) add that if implemented correctly, the IQMS plays a pivotal role in the development of lecturers and can improve the way professional development is managed at TVET colleges. The involvement and interest of management in the IQMS will assist them in the long run when planning developmental programmes of lecturers.

2.5.2 The National Qualifications Framework (Policy on Professional qualifications for lecturers in TVET 2013

The policy aligns the qualifications for TVET lecturers with the Higher Qualifications Sub-framework 2013. The policy provides higher education qualifications that are utilised for the professional development of TVET college lecturers and contributes to the quality teaching in the TVET sector (RSA 2013:3).

The policy indicates the competencies that a basic TVET lecturer must possess and be able to demonstrate to be qualified as a lecturer.

The policy recognises the importance of formal qualifications as part of the professional development of TVET college lecturers. Jia et al (2014:46) mention that in order for college to maintain quality lecturers who are knowledgeable, the entry requirements and educational level for lecturers must be clearly specified and regulated. This policy regulates the entry requirements for TVET college lecturers. The following are the formal qualifications designed to be used as entry requirements according to the policy on the professional development of TVET lecturers:

- Diploma in Technical and Vocational Teaching
- Bachelor of Education in Technical and Vocational Teaching
- Advanced Diploma in Technical and Vocational Training.

The policy plays a role in the development of subject knowledge, content and prepares lecturers for proper assessments, college leadership and management and to become experts in their learning areas (SADTU 2015).

The policy on professional qualifications for lecturers of TVET, RSA (2013:5) outlines the following purposes of the policy on professional qualifications for lecturers:

- It is used by the DHET to evaluate professional TVET lecturer education qualification programmes.
- It is used for the purpose of accreditation and quality assurance processes of the professional qualifications of lecturers.
- It is used as a requirement for registration with SACE for lecturers in TVET.
- It enhances the professional development of TVET lecturers.

The policy makes available a set of qualifications designed specifically for TVET lecturers and provides the foundation for a core construction of the curriculum for TVET lecturers' qualifications. The policy makes it possible for lecturers to develop

themselves through life-long learning by setting standards for qualifications required at TVET colleges.

2.5.3   Norms and standards for educators 2000

The policy was introduced to determine the norms and standards of educators (in this study "lecturers"). This policy describes the roles of lecturers and how they are associated with a set of applied competencies (norms) and qualifications (standards) for educators as envisaged in the National Education Policy Act, 27 of 1996. This part of the policy was retained in the policy on the minimum requirements for the teacher education qualifications of 2011 (DHET 2011:7). The policy also determines the objectives for the development of learning programmes, qualifications and standards for lecturers.

The policy ensures that the norms and standards of educators pave the way for providers to develop programmes and qualifications that will be recognised by the DHET.

The Norms and Standards for Educators (2000:13) outline the roles of educators and indicate the skills a competent lecturer should have. The policy outlines that lecturers must fulfil the following roles:

Learning mediator: This requires a lecturer who has content knowledge to communicate this effectively to students and to understand the diverse needs of students. The lecturer is expected to continuously be a life-long learner to be able to keep abreast of current knowledge.

Leader, administrator and manager: Lecturers are managers in their classroom, and they are also expected to do administration, such as recording marks.

Scholar, teacher and life-long learner: During the preparation of lessons, the lecturer engages in learning. A lecturer will also be expected to engage in continuous learning as a way of developing him or herself professionally.

Community, citizenship and pastoral role: The lecturer is expected to assist students to be good citizens and also to give them emotional support. Lecturers should also play a parental role even outside the classroom.

Assessor: After learning and teaching have taken place, the lecturer will have to assess learners to determine their competency level concerning the content learned.

Learning area, subject and phase specialist: Lecturers should be a master in the learning area and have intensive knowledge of content in the subjects they teach. This role played by lecturers is regarded as the most important role as it integrates all other roles as described in this policy. This role requires lecturers to be experts in their learning areas. This can be achieved by means of WIL where a lecturer visits the industry to learn how to integrate theory with practical work done at the workplace as stated in the White Paper for Post School Education and Training RSA (2014:5).

The DHET must use the roles above for the purpose of recognition and evaluation of qualifications to employ educators/lecturers and this paves the way for a needs assessment. If the lecturer does not have the mentioned qualities, they must be developed (RSA, 2000:8).

2.5.4   Personnel Administration Measures (PAM) 2016

The PAM policy is applicable to all educators including the TVET college lecturers with the sole responsibility to educate and teach students. PAM includes a number of aspects that deal with education, but for the purpose of this study the focus will mainly be on the developmental appraisal and professional development of lecturers as stated in PAM (2016). The policy deals with the developmental appraisal that promotes the professional development of lecturers. PAM clearly indicates that the professional development of a lecturer is the primary responsibility of that lecturer. This makes it clear that lecturers must be actively involved in their own professional development (PAM, 2016:11).   PAM (2016:39) also states the following responsibilities of managers at the colleges: Firstly, the PAM policy indicates that managers are responsible for assessing the needs of lecturers for professional

development purposes.   Secondly, they are bound to ensure that development activities that are based on the needs of lecturers are implemented.   Thirdly, they need to evaluate and monitor professional development programmes to ensure that they are implemented according to the goals of the college. Lastly, managers in agreement with the lecturers must continuously review the professional development of lecturers.

PAM (2016:42) maintains that managers at TVET colleges have a duty to develop lecturers' training programmes to help lecturers to achieve educational goals.   They need to take part in the development of lecturers with the aim of improving teaching and learning.

According to PAM (2003), professional development consists of the following continuous process that lecturers at TVET colleges must engage in to improve their own development:

- Reflective practice: this requires that the lecturer reflects on whether teaching and learning achieves its objectives.
- Self-appraisal: the lecturer does an introspection, self-analysis and evaluation to provide room for development. By performing these activities, the lecturer improves his or her own development.
- Peer appraisal: this involves the core lecturers who are selected as DSG to evaluate and mentor a lecturer. This also adds to a lecturer's professional development.
- Collaboration: this refers to lecturers working together to become better in their profession, for instance lecturers who teach the same subject can come together to share ideas on how to teach the subject better.
- Interaction within panels: this involves all members of the staff working together to ensure quality teaching, development of professional development and achievement of objectives.

PAM indicates that the college must select the Staff Developmental Team (SDT), which consists of the heads of departments and the DSG whose role is to initiate, co-

ordinate and mentor the development of lecturers as stated in the management plan, and also to ensure that the above process contributes to continuous professional development of lecturers.

2.6   CONCLUSION

This chapter examined the literature that underpins the study. The literature review is categorised into three themes that are related to the objectives stated in chapter 1. The first theme involves the needs of TVET college lecturers regarding their professional development. This theme is discussed by using Maslow's hierarchy of needs.   The second theme reviewed the literature on the role played by management at TVET colleges in the development of lecturers.   The last one unpacks the legislation that govern the management of professional development in the TVET colleges.

The next chapter will examine the research design and methodology to be utilised in the empirical investigation of this study.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

The objective of this chapter is to provide a detailed explanation of the research design and methodology employed to answer the main research question: "How can the relevance and management of professional development at a selected TVET college be improved?" To answer this question, the researcher will make use of a relevant and suitable research methodology, which will be utilised to do the empirical study. This chapter discusses in detail the research design, research methodology, site selection, sampling, data-generation instruments, the role of the researcher, data analysis, ethical considerations and trustworthiness of the study.

There are four TVET colleges in the Free State. The empirical study will be done at one of them.

3.2   RESEARCH DESIGN

Research design provides a structure that informs the researcher about which theories, methodology and instruments to utilise in order to answer the main research question. It can also be described as the structure to be used for selecting participants, the research site, and data collection procedures to answer research questions (Athanasou, Di Fabio, Elias et al 2012:81). Maree (2016:72) adds that this plan includes how data will be analysed. According to Macmillan (2010:20), a research design furthermore provides a map that directs the framework of the research, indicates the circumstances under which data is obtained and is a plan on how one intends to conduct a research. The researcher discusses the research design followed in this study with reference to the research approach, paradigm, strategy and methods of data collection, sampling and data analysis.

3.3   QUALITATIVE RESEARCH APPROACH

The researcher employed a qualitative research approach to do the study.   This approach will be used to gain an understanding of how relevant professional development of TVET college lecturers is and to understand the involvement of heads of department, senior lecturers and other executive managers in managing the professional development of lecturers.

Maree (2016:309) stipulates that in the qualitative approach, the researcher gathers information at the research site about the lives of individuals and provides a written record on how they live and how they experience things.   Gay, Mills and Airasian (2009:14) add that the qualitative approach includes face-to-face reciprocity between the researcher and participants to gather data concerning perspectives of participants on the phenomenon. According to Macmillan and Schumacher (2014:345), when employing the qualitative approach, collected data is reliable because it is collected directly from the source.   In this approach, the researcher does not make any hypothesis about the study, but makes discoveries through data collection and interpretation of the findings.   Gay et al (2009:15) emphasise that qualitative assumptions and conclusions about the study cannot be drawn up before data collection but are done after data collection.

The choice to employ this approach is influenced by the following characteristics of qualitative research outlined by Macmillan and Schumacher (2014:346):

- Natural settings: The participants' behaviour is studied as it occurs.
- Process orientation: The focus is on how and why participants behave in a particular manner.
- Participant perspectives: The study focuses on how participants view the phenomenon under study.
- Emergent design: The design evolves during the research process.
- Inductive data analysis: Data will firstly be collected before formulating assumptions.

Based on the above, it is clear that the qualitative approach will enable the researcher to examine and explore the behaviour and answers of participants on the main research question. By using interviews as one of the instruments to gather data, the experiences and feelings of participants are obtained.

According to Maree (2016:44) a qualitative researcher should fulfil the following roles that will assist in writing a truthful report on the phenomena: preparing and structuring interviews, conducting interviews, preparing focus groups and analysing data. In addition to the above roles Macmillan and Schumacher (2014:6) outline two other roles of researchers, namely to build appropriate relationships with participants and to keep a record of responses by taking notes and using an audio-recorder.

The role of the researcher in this study will be based on the above outlined roles, namely to; collect data, ask probing questions, listen to responses from participants, interact with respondents by posing and clarifying questions as the need arises. The main role of the researcher as indicated by Macmillan and Schumacher (2014:20) is to gather data from participants and provide a literary account of findings, which the researcher will also do in this study.

3.4   RESEARCH PARADIGM

Research paradigm is described as beliefs and assumptions about fundamental aspects of the truth (Maree, 2017:52). Creswell (2003:06) adds that the research paradigm addresses the aspects of ontology and epistemology. This study is based on the interpretivist research paradigm. Maree (2016:60) explains interpretivist paradigm as a research paradigm where the researcher discovers the truth through the views of participants, their background and experiences about phenomena. The researcher decided to employ this research paradigm because it is linked to the research approach and methods used in this study. Thanh and Thanh (2015:24) reveal that there is a link between the interpretivist paradigm and qualitative methods as they both focus on exploring the experiences, understandings and perceptions of participants to discover reality.

The researcher regarded the qualitative approach as a suitable research approach to answer the research question (see section. 3.2.1). Thanh and Thanh (2015:25) indicates that interpretive methodology allows the researcher to examine what the participants have to say about their experiences with phenomena. The research paradigm employed assisted the researcher to explore the experiences, knowledge and perceptions of TVET college managers and lecturers concerning the relevance of professional development at a selected TVET college. It also assisted in answering the research question and relevant sub-questions posed in this study.

3.5   RESEARCH STRATEGY

Maree (2016:75) outlines the four different research strategies, namely: ethnography, phenomenology, grounded theory and case study. The researcher decided to employ a case study in this research. A case study is described as a decision about what is to be studied and it explores in detail how complex a particular problem is (Athanasou et al, 2012:83). Maree (2016:75) concurs with the latter statement when he states that a case study focuses on what is to be studied and develops a broader inside knowledge of a single case or multiple cases. Cohen, Manion and Morrison (2007:256) add that a case study is "... a specific instance that is frequently designed to illustrate a more general principle". Macmillan and Schumacher (2014:370) summarise the above by stating that a case study is "the examination of a single entity. "The choice to use a case study in this research is rooted in two reasons. Firstly, it relates to the fact that the researcher wishes to investigate the relevance of professional development (programmes/occasions) of a TVET college (organisation) to lecturers (individuals) and to the core business of the college. By indicating that a case study may include individuals, occasions, organisations and programmes Athanasou et al (2012:83) support this. Secondly, the following are the advantages of a case study relevant to this study as outlined by Cohen, Manion and Morrison (2007:256):

A case study allowed the researcher to obtain rich data by focusing on one college only.

- The results are easily understood by the audience.

- The results presented by a case study present a key to understand the situation.
- It is strong on reality.
- It can be done by one researcher instead of a team of researchers.

3.6   POPULATION AND SAMPLING

Population refers to a group of aspects (objects or persons) that possess the same characteristics defined by the sampling criterion instituted by the researcher (https://research.acer.edu.au).   The target population in this study will be TVET college lecturers and their managers (involved with professional development) in the particular college being investigated in the Free State province.

Sampling is a process of selecting a portion of participants that are representative of the entire population for the purpose of collecting data (Cohen et al, 2007:100). Macmillan and Schumacher (2014:143) define sampling as a selection of a group of individuals from whom data is collected. The reasons for selecting a sample of the population is to limit costs involved with data collection and because it will be time consuming to utilise the entire population, which in this instance consists of all lecturers and managers in the college. The researcher will therefore save time by selecting a sample (Maree, 2016:192). According to Gall & Borg (2014:6) the other objective of sampling is to obtain more rich data.   This is possible when an investigation is conducted in depth on a sample, rather than on the entire population. Sampling comprises of probability sampling and non-probability sampling methods. The latter consists of: convenience sampling, quota, snowball sampling and purposive sampling (Maree, 2016:197). The researcher opted for purposive sampling. The choice to employ purposive sampling is explained in the discussion below.

3.6.1   Purposive sampling

Macmillan and Schumacher (2014:152) describe purposive sampling as a procedure of selecting participants that constitute a sample because they maintain certain

characteristics needed to address the purpose of research. Gay et al (2009:134) support the above description by adding that purposive sampling is a procedure of selecting a sample that the researcher is familiar with and which represents the entire population. The researcher purposefully identifies the criteria for selection that will address the main research question and that will suit the methodology. The researcher purposively selected participants according to their experience, availability and variety of departments.

Maree (2016:194) argues that purposive sampling, also known as judgemental sampling, allows the researcher to utilise his or her experience to select a sample. The researcher applied her experience as a lecturer to select a sample that provided quality and rich data on the phenomena. Gall et al (2014:389) summarise the above by saying that purposive sampling is a process of selecting a sample that will provide rich information regarding a phenomenon.   In support of this approach, Maree (2016:198) emphasises that purposive sampling is done "with a specific purpose in mind."

Macmillan and Schumacher (2014:154) outline the following strengths of purposive sampling that influenced the researcher to use this sampling method, namely that purposive sampling is cost effective, easy to administer, allows for a better rate of participation, better and richer data collection and assurance of needed information.

The researcher is currently employed at a college where the study will be conducted college. The participants will be accessible and available as needed as they work at the site selected.

The sample selected comprises of four heads of department (two from each campus), six senior lecturers (three from each campus), ten lecturers (five from each campus), two campus managers, the Assistant Director Human Resource and the Deputy Principal Corporate Affairs. The managers (campus managers, HOD'S, senior lecturers) in the above participants were purposefully selected to take part in the study as they manage the work of lecturers and know their needs pertaining to professional development. They therefore have the relevant information on the management of professional development sought by the researcher. The Deputy

Principal Corporate Affairs, who is responsible for planning professional development and ensuring that funds are available for professional development, is selected to provide relevant data. The Assistant Director Human Resource, who is responsible for the execution of professional development of lecturers, developing strategies to develop lecturers, designing proper development for lecturers, developing policies pertaining to development of lecturers, is selected to provide relevant data because of the role played by the department he is responsible for. These managers are both selected for the management role they play in the professional development of TVET college lecturers. The lecturer participants were purposefully selected because they understand their professional development needs better and they are knowledgeable about the professional development being done for them at the college and how it affects them as lecturers. The characteristics of the sample will be provided further on where relevant matters such as their gender, positions and experience will be provided (see chapter 4 section 4.2). These characteristics also played a role to try to select a balanced group of participants. The selection of this small sample size is supported by Macmillan and Schumacher (2014:153), who state that a sample must be small and manageable. In support of the above statement Gay et al (2009:136) add that a purposively chosen sample is selected on the basis of the researcher's experiences and knowledge of the participants who are sampled.

3.6.2   Site selection

Athanasou et al (2012:122) and Macmillan (2010:326) maintain that the site is a place where the research will be conducted. They further add that the site must be selected carefully in order to meet the requirements of the study and does not deviate from the research design and problem. In this study, the selected site will be a TVET college where the researcher is currently employed. This site is chosen because all participants work there, and it will be easy to access all participants when the need arises. Being an insider researcher presents disadvantages such as biasness and loss of objectivity (Macmillan, 2010:228). The researcher therefore took care to avoid being biased and losing objectivity (see also the section on trustworthiness). The site selection in this study is influenced by Macmillan and

Schumacher's (2014:351) advice that the site selected should be a place where participants will be present and can be studied.

3.7   DATA COLLECTION

Macmillan and Schumacher (2014:353) indicate that qualitative data collection takes place in coinciding phases and called the five phases of data collection.   The researcher will apply these phases when collecting data:

- Planning phase: In this phase the researcher requests permission from the management of the college to gain access to the site and participants. It is in this stage that appointments with participants are made.
- Beginning data collection phase: The researcher builds trust, rapports and relates to participants in the orientation phase.
- Basic data collection phase: This is the phase in which actual data collection is done. The researcher starts with semi-structured interviews, focus group interviews, and makes use of a tape recorder to record data.
- Closing data collection: After having collected rich and sufficient data and being satisfied that the data collected will answer the main research question and address the research problem the researcher leaves the site.
- Completion phase: This is the phase when the researcher analyses, interprets and presents data by means of figures, graphs, diagrams, thick descriptions and other means.

Maree (2016:54), Macmillan and Schumacher (2014:369) and Athanasou et al (2012:89) identify five different methods of gathering data, namely interviews, questionnaires, document analysis and audio-visual materials. For the purpose of this study, only interviews, focus group interviews and document analysis are used. These data collection techniques will be discussed below.

3.7.1   Interviews

An interview is described as a two-way conversation between the interviewer and the participants where the interviewer asks the participants questions to gather data about a phenomenon being investigated and to understand beliefs, views, opinions and behaviours of participants. The aim of using interviews in this research is to view the world through the eyes of the participants (Maree, 2016:94). Gay et al (2009:603) concur with the latter when stating that an interview is an interaction between two individuals, which occurs specifically to gather information from the participant. According to Cohen et al (2007:352), the advantage of using interviews is that it can be utilised effectively with other data collecting methods to follow up on unclear results and to validate other methods.

The researcher made use of interviews to gather information about professional development at a selected TVET college. Cohen et al (2007:351) say that the purpose of making use of interviews in a study is mainly to gather relevant data concerning a particular phenomenon. The campus managers, heads of departments, senior lecturers, the Deputy Director Corporate Affairs and the Assistant Director Human Resource were interviewed individually at a selected site. Participants were asked open-ended and probing questions to gather information. The digital recorder and a mobile phone were utilised to record enough data and the researcher took notes during the interviews. Gay et al (2009:370) indicate that interviews are characterised by schedules, formality and structure. The researcher drew schedules in advance and set up appointments with participants (see Appendix F and G).

Various types of interviews are used in qualitative research. Firstly, structured interviews refer to the type of interviews where the content, questions and procedures are well organised in advance and the interviewer has little freedom to ask additional questions during the interview. Secondly, unstructured interviews award the interviewer the freedom and flexibility because questions are determined by the participant's responses (Cohen et al, 2007:355). Thirdly, semi-structured interviews as a form of qualitative inquiry combines pre-determined questions with probing and clarification of answers by participants. Semi-structured interviews are also known as the combination of structured and unstructured interviews (Maree,

2016:85). The researcher decided to employ semi-structured interviews in this study.

3.7.1.1   Semi-structured interviews

A semi-structured interview is a flexible one-on-one interaction in which the interviewer is allowed to have a set of predetermined questions to ask participants in the interview and can also ask probing follow-up questions based on the answers of the participants (Kallio, Pietila, Johnson et al, 2016). Athanasou et al (2012:89) concurs by stating that this method requires the interviewer to have a well-tailored questioning plan prior to the interview. The following participants were interviewed using semi-structured interviews in this study: the campus managers, heads of department, senior lecturers, the Deputy Director Corporate Affairs and the Assistant Director Human Resource. Semi-structured interviews assist the interviewer to obtain new meaning by asking questions from participants for clarification and reflection (Galletta, 2013:24).

Kallio et al (2016:6) summarise the above by stating that in semi-structured interviews, "... questions are determined before the interview and formulated using the interview guide" (see Appendix F and G). Macmillan and Schumacher (2014:385) add that semi-structured interview questioning requires the researcher to start from general questions to questions that are more specific. These questions will allow the researcher to ask probing questions and to obtain further valid data on the research topic. Maree (2016:93) argues that this method is also used to validate data that emerges from other sources.

Advantages of semi-structured interviews are that they

▪   allow the interviewer to produce in-depth data of experiences and
      perceptions of participants (Cousin, 2009:71).
▪   are a versatile and flexible method (Kallio et al, 2016:2).
▪   enable reciprocity between the interviewer and participants (Kallio et al,
      2016:3).

The researcher developed an interview guide and questions before the initial interview (see Appendix F and G).

3.7.1.2 Focus group interviews

According to Cohen, (2007:376) a focus group is a group of people that the interviewer interacts with to gather data. This group is specifically selected to discuss a particular topic. Macmillan and Schumacher (2014:389) add that a focus group is a small homogeneous group that is used to obtain a better understanding of a problem, new idea or a concern. In this research, focus groups are used to increase the richness and quality of data (in view of the fact that a different strategy will be used than the one used in semi-structured interviews and document analysis and because a different group of participants take part in them). By making use of focus groups the researcher will be able to confirm data collected by the latter techniques.

Macmillan and Schumacher (2014:390) emphasise that members in a focus group should be homogeneous in character and must have information related to the purpose of the research study. The study is about the professional development of TVET college lecturers, hence the participants in the focus group involve ten lecturers who are engaged in teaching at a selected TVET college. (Unfortunately two pulled out just before the focus group session; so only eight actually took part in the end).

A decision should be taken beforehand on how the focus group session will be administered (Gay et al, 2009:372). For instance, the researcher imposed a rule on the participants to administer discussions in rotation to allow each participant to have a say. The session was tape-recorded, the body language of the participants were noted during the discussion and the information was interpreted after the session.

The decision to use focus groups is dominated by the following advantages of using a focus group:

- Focus groups are cost effective to gather a large amount of data in a short period of time (Cohen et al, 2007:376).
- A focus group increases the validity and credibility of findings (Macmillan, 2014:389).
- Participants are able to accumulate information from other participants' comments and answers (Maree, 2016:96).

Limitations of focus groups are:

- There is difficulty of grouping participants who reside in different locations (Maree, 2016:97), but the researcher selected participants who reside in one location and who work at the same TVET college.
- The sample may not be representative of the population (Maree, 2016:97). The experience of the researcher and knowledge about the participants will ensure that the sample is representative of the population.

3.7.2   Document analysis

The documents such as policies and laws were used to obtain the required background to do the investigation.

3.7.3   The use of audio-visual aids

Macmillan and Schumacher (2014:386) insinuate that the recording of interviews validates and ensures completion of interaction between the interviewer and participant and further secures the reliability of data collected to be checked. These aids were used during interviews and focus group interviews with the permission of the participants as they were informed prior to the use of any audio or visual aids. Maree (2016:94) concurs that permission to use audio or visual material must be granted by the participants in order to establish the element of trust between the participants and the interviewer, and also to make participants feel at ease when providing information. Macmillan and Schumacher (2014:386) add that the use of audio-visual material and note taking during interviews must not shift the focus of the

interviewed, because the interviewer also watches out for facial expressions and body language to validate the information provided by the participant.

The limitation to using a recorder is that it can malfunction. This was mitigated by keeping a backup. Written notes were also immediately after the interview turned into typed record that can be stored in a computer and other devices (Macmillan & Schumacher, 2014:386).

Phakhare (2013:96) suggests that the use of a cell phone as an audio-visual aid is advantageous because it is user friendly, saves time and provides access to rich data. The researcher used of a mobile phone to support the use of a recorder. The limitation of mobile data is that it can be easily stolen, and a battery can die during data collection. The researcher ensured that the battery is fully charged at all times.

3.8   GAINING ACCESS

The principal of the college where the study was conducted was approached well in advance (see Appendix B). The researcher requested permission from the DHET to do the study (see Appendix B). Obtaining ethical clearance from the institution at which the researcher is studying (see appendix H), provides the researcher with permission to send letters (see appendixes B and C) to various stakeholders who need to provide permission before the study may commence at the site. All the above were attended to at appropriate times during the research.

3.9   DATA ANALYSIS

Macmillan and Schumacher (2014:395) define data analysis as an "... inductive process of organising data into categories and identifying patterns among the categories." Conclusions drawn from qualitative data emerge directly from collected data rather than prior to data collection.   The researcher therefore used inductive analysis. Inductive analysis is a process of making meaning from data moving from specific data to general categories (Maree, 2016). According to Gay et al (2009:15) the researcher analyses the themes and interprets data during data analysis. Welman and Kruger (2001) concur that qualitative data analysis records interpretive

findings. Macmillan and Schumacher (2014:395) further add that the data analysis process can be conducted during data collection and after data collection.

In this study, the researcher analysed data by using the process of data analysis as outlined in Macmillan and Schumacher (2014:397), Maree (2016) and Mouton (2006:108). The following process was followed during data analysis:
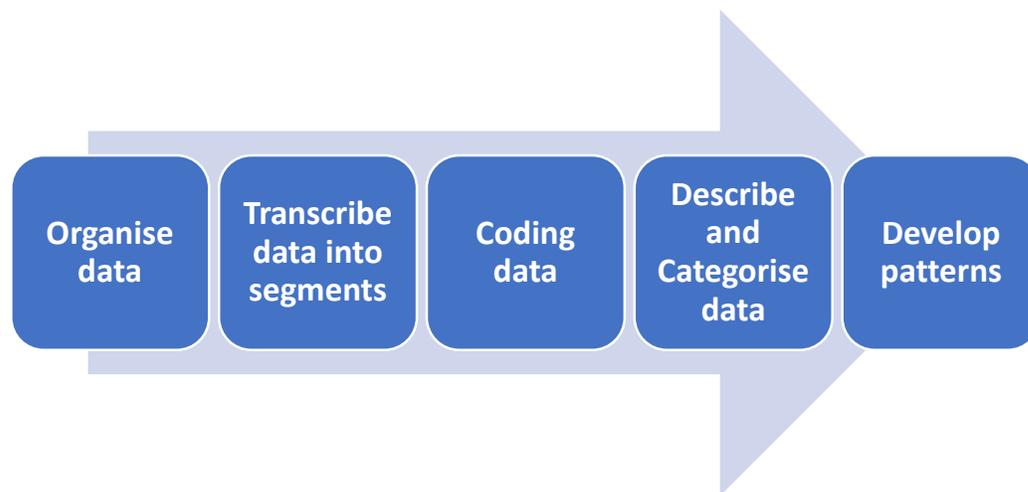
Figure 3.1: Data analysis process adapted from Macmillan and Schumacher (2014:397).

Organise data: This stage comprises of breaking data into manageable units that can be easily coded. The researcher used the following sources: (1) the research question and sub-question; (2) the interview guide; (3) themes and concepts utilised by other researchers; (4) the knowledge and experiences of the researcher; (5) collected data (Macmillan & Schumacher (2014:397).

Data transcription: This is a stage where the researcher utilises notes and information collected to turn them into a usable format for analysis. This entails writing in words what is stored in the recorder and visual material. (Macmillan & Schumacher, 314:398).

Data Coding: This involves scrutinizing segments of data and giving codes (Maree, 2016:116).

Describing and categorising data: Putting together codes and making sense of data (Maree, 2016:119).

Develop Patterns: In this stage the researcher tries to find a link between aspects of how people behave, their beliefs and how they think (Macmillan & Schumacher, 2014:406).

The analysis process leads to the interpretation of the data and culminates in the writing of the report.

3.10   TRUSTWORTHINESS

Trustworthiness is a critical measure of honesty in qualitative research, and measures the worthiness of findings (Maree, 2016:123). In agreement with Maree (2016:123), Shenton (2004:73) describes trustworthiness as the degree to which the researcher can validate that the study is academically sound.   In pursuit of trustworthiness in this research, the researcher addressed the credibility, transferability, confirmability and dependability of findings.

3.10.1   Credibility

Credibility examines whether or not findings of the study are in agreement with the derived data from respondents (Maree, 2016:123). Gay et al (2009:375) say that credibility refers to taking into consideration all difficulties that appear in the study. Shenton (2004:64) adds that credibility looks into whether or not findings are in agreement with reality.

To ensure credibility in this study, the researcher performed peer-debriefing, member checking, and checking that analysis and interpretation of findings are congruent with documents, recordings and the participation of the participants (Cohen et al, 2007:378).

3.10.2   Transferability

According to Maree (2016:124) transferability is the extent to which research findings can be related to real life by the entire population. Gay et al (2009:375) concur with Maree (2016:124) when they say that individuals who will read the study must relate with the findings. The study therefore describes the context and findings in such a way that readers will be able to determine whether it is relevant to their context as well. This means that readers will be able to relate the findings of this study to their own context. Findings of the study are written in such way that it will be easy for readers to contextualise them to their real life situation. The researcher achieves this by collecting detailed descriptive data.

3.10.3   Dependability

Gay et al (2009:376) describe dependability as the stability of data by employing relevant research approaches to the study. The researcher ensured dependability by firstly determining relevant research instruments prior to data collection. Secondly, by ensuring that during data collection interviews are conducted in a conducive environment to develop trust with and privacy for participants, and lastly, by making certain that the data analysis process in figure 3.1 is done correctly and documented to enable readers to see how decisions were taken and how the researcher arrived at interpretations (Maree, 2016:124).

3.10.4   Confirmability

Maree (2016:125) stipulates that confirmability is the degree to which the participants give substance to the study. The researcher used a process called triangulation, which involves employing collaborating methods and several data collecting strategies to get a bigger picture of what is studied (Gay, 2009:376). In this study, the researcher utilised multiple data collecting techniques, such as semi-structured interviews, document analysis, and focus group interviews to develop confirmability.

3.11   ETHICAL CLEARANCE

Ethical clearance refers to acquiring permission to conduct a research at an institution. This was discussed in section 3.8. Ethical clearance was obtained from UNISA to do the research prior to the empirical investigation (see Appendix H). Research implies that sensitive information is collected from participants about the institution and individuals in that institution. Participants must be guaranteed that they will be protected against misconduct, unfairness and failure of the researcher to observe ethical behaviour with regard to all participants that are involved in the research (lecturers, managers and institution) (https://www.zu.ac.ae/research-intergrity).

Maree (2016:44) indicates that letters of consent and ethical clearance must be presented to the institution where research will be conducted (see Appendix B, D and H). All participants were informed well in advance about the study. The researcher obtained consent from all participants that were involved in the study (see Appendix D). Gay et al (2009:114) add that the researcher should at all times maintain sound personal and professional ethical conduct when interacting with participants in a research setting. The researcher took care to adhere to all the above, which was covered in the application to obtain ethical clearance to do the study.

Confidentiality refers to a condition where the researcher does not reveal the identity and personal information of participants in a research project. Anonymity refers to collecting data without making known the identity of individual subjects (https://www.evergreen.edu>confid). In this research, the researcher took care not to reveal any personal information of participants that took part in the study or to reveal their identity.

3.12   CONCLUSION

In this chapter, the research design is discussed in detail to give an overview of how the research was done. The different data collection techniques used in the study, namely document analysis, interviews, and focus group interviews are discussed and supported by reasons why the researcher opted for these techniques. The sampling method used in the study is fully explained as well as how data were analysed to provide an account of findings. To ensure trustworthiness the researcher used measures to ensure credibility, transferability, dependability and confirmability of findings. Lastly, the issue of ethical clearance is discussed in this chapter.

In the next chapter the following themes will be discussed: the needs of TVET lecturers regarding professional development, the meaning of professional development, the role of management in professional development and Legislation and policies that govern the management of professional development in TVET colleges. The findings of the empirical study are discussed.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1   INTRODUCTION

The previous chapter provided a presentation of the research design and methodology utilized in this study. This chapter presents the findings of this qualitative study. It is in this chapter that an analysis of the data and discussions of the findings are done to answer the main research question: How can the relevance and management of professional development at a particular TVET college be improved?

This chapter presents the analysis of the semi-structured interviews with different levels of management who are presented as M1, M2, CM1, CM2, HOD1, HOD2, HOD3, HOD4, SL1, SL2, SL3, SL4, SL5, and SL6. The chapter also presents an analysis of two focus group interviews with the lecturers as presented by participant L1, L2, L3 and LL1, LL2, LL3, LL4 and LL5. Two lecturer participants did not take part due to personal commitments and cancelled just before the one focus group interview took place.

4.2   BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Table 4.1 below contains the profile of managers as it presents their gender, position, subject taught and management experience.

Table 4.1: Profile of managers

PARTICIPANT	POSITION	SUBJECT TAUGHT	GENDER	MANAGEMENT EXPERIENCE
M1	Deputy Principal Corporate affairs		Male	21 years
M2	Assistant Director Human Resource		Male	2 years
CM1	Campus Manager		Male	9 years

CM2	Campus Manager		Female	13 years
HOD1	Head of Department	Labour relations and Personnel Management	Male	11 years
HOD2	Head of Department	English and Management communication	Male	8 years
HOD3	Head of Department	Engineering related subjects	Male	5 years
HOD4	Head of Department	Engineering related subjects	Male	8 years
SL1	Senior Lecturer	Accounting and Business Management	Male	six years and 8 months of teaching
SL2	Senior Lecturer	Computer practice	Female	20 years and 5 months of teaching
SL3	Senior Lecturer	Office Practice	Female	13 years and 7 months of teaching
SL4	Senior Lecturer	English and Management Communication	Female	7 years and 10 months of teaching
SL5	Senior Lecturer	Material Technology and Plant Equipment	Male	3 years and 8 months of teaching
SL6	Senior Lecturer	Labour relations	Male	2 years and 7 months of teaching

Table 4.2 below presents the profile of lecturers, including gender, subjects they teach and experience.

Table 4.2: Profile of lecturers

PARTICIPANT	GENDER	SUBJECT TAUGHT	TEACHING EXPERIENCE
L1	Female	Subject changes every semester (Financial Accounting)	6 years
L2	Male	Subject changes every semester (currently teaching Economics)	3 years
L3	Female	Subject changes every semester (currently teaching Financial Accounting)	3 years
LL1	Female	English and Management Communication	6 years
LL2	Female	Computer Practice and Information Technology	6 years
LL3	Male	Subject changes every semester (currently teaching Cost and Management Accounting)	8 years
LL4	Female	Subject changes every semester (currently teaching Sales Management)	1 year 4 months
LL5	Female	Early Childhood Development related subjects	6 years

4.3   THEMES

The ten semi-structured interview questions (See appendix F) based on the research questions were posed to managerial staff (Assistant Director Human Resource, Deputy Principal Corporate Affairs, campus managers, heads of departments, senior lecturers) presented as M1, M1, CM1, CM2, HOD1, HOD2, HOD3, HOD4, SL1, SL2, SL3, SL4, SL5, and SL6.   The researcher made use of inductive analysis as explained in section 3.7.   Inductive analysis is a process of making meaning from

data moving from specific data to general categories (Maree, 2016:58). The researcher also followed the data analysis process as prescribed by Macmillan and Schumacher (2014:397) in figure 3.1 in this study by coding and developing themes that are shown in table 4.3.

Table 4.3: Research questions and themes for managers

RESEARCH QUESTIONS	INTERVIEW STATEMENTS AND QUESTIONS	THEMES
What is the meaning of the concept "professional development" at TVET colleges?	What is your understanding of professional development?	Theme 1: Meaning of professional development
How relevant is the professional development at TVET colleges to the core business of colleges and lecturers?	What is the quality of teaching in this college? What type of development have you organised for lecturers in the past year? How did professional development provided in the past year address the needs of lecturers? How often do you provide professional development to the lecturers?	Theme 2: Relevance of professional development at TVET colleges to the core business of colleges and lecturers.
What is the role of management in professional development of TVET college lecturers?	Explain your role as a manager in the professional development of lecturers at this college? How do you identify the needs of lecturers for professional development purposes? What policies and	Theme 3: The role of management in professional development of TVET college lecturers.

	procedures are used to guide professional development of lecturers?	
What can a framework for managing professional development needs look like?	How can you improve the management of professional development at this college? How can you improve the following aspects of managing professional development? Planning, organising, leading and controlling. How can other managers improve the following aspects of professional development: planning, organising, leading and controlling?	Theme 4: Framework for managing professional development needs of lecturers. Theme 5: Professional developmental needs of lecturers

4.4 PRESENTATION OF FINDINGS ON PERCEPTIONS OF THE MANAGERS

A detailed discussion of five themes derived from table 4.3 is presented below, each theme is supported by direct quotes derived from the interview responses of participants presented as M1, M2, CM1, CM2, HOD1, HOD2, HOD3, HOD4, SL1, SL2, SL3, SL4, SL5, and SL6. When direct words of participants are given, they are presented unedited for language use.

4.4.1 Theme 1: Meaning of professional development

Participants were firstly of the view that professional development of lecturers refers to improving knowledge of content in the subject they teach.
According to participant HOD3:

> *Professional development, uhm … my understanding is that the lecturers should be developed according to the subject that they teach or development that is relevant to the subject that they teach.*

Steyn (2007:258) agrees with the participant in that professional development of lecturers should mainly focus on the learning area or subject content and how the content is delivered to students (see par 2.8).

Participant SL4 contributed:

> *Professional development for me, I understand it as being developed in skills and competencies that will enable you to carry out your duties effectively for the organisation and optimise on productivity … so in the education sector it will be optimising your skills to provide quality teaching.*

The participant above is in line with the conclusion drawn by the researcher in section. 2.3 when indicating that professional development relates to developing a lecturer's professional ability so that the lecturer can effectively perform the duty of delivering quality teaching and learning in the TVET colleges.

Participants HOD1 and SL3 saw professional development as a continuous process that needs to take place on a regular basis. Most participants mentioned that lecturers should not wait for management to develop them, but should rather take responsibility for their own development. Participants also highlighted that professional development has to do with identifying the weaknesses and strengths of lecturers during the IQMS process in order to continuously develop lecturers and to iron out their weaknesses and be uplifted to further improve their strengths.

According to HOD1:

> *Professional development is a continuous process whereby a lecturer must identify his strengths and weaknesses in the area of specialisation for developmental purposes"*

According to participant SL3:

Professional development of lecturers … one has to continuously develop himself in the profession that he or she is in to provide quality teaching.

In support to participants HOD1 and SL3 above, Kloosterman (2014) confirms that professional development is important because it ensures that people continue to be competent in their profession. He also adds that it is an ongoing process that continues throughout the professional life of an individual (see section. 2.3). ELRC (2005:4) agrees with those participants who indicated that the IQMS is a tool used for professional development of TVET college lecturers. It is used to assess strengths and weaknesses of lecturers for the purpose of development (see section 2.5 a).

Participants SL1 and SL5 Indicated that professional development should be aimed at achieving an objective that will enable lecturers to provide quality teaching and learning:

According to participant SL1:

Professional development according to my understanding … is when one gets training that is formal in the first place, secondly that is designed to achieve certain objectives and outcomes, and thirdly it is towards certain ehhhm … certification for awarding of a qualification.

Participant SL5 said:

Basically…ehhh… professional development entails capacitating a lecturer in any relevant skill and knowledge so that they can meet the expectations of their work, which is to provide quality teaching."

HOD 4 added the following:

Professional development is relevant training that one has to acquire, that is also related to their job.

Czerniawski et al (2017:2) partly share the same sentiments as SL5 and SL1 by defining professional development as "the informal and formal processes that enable educators to improve their professional practices through their careers with the commitment to deliver quality education." (see section 2.3).

Some participants were of the view that professional development of lecturers must be responsive to the curriculum needs.

Participant CM1 stated this as such:

> *My understanding is that in professional development the lecturers needs to be developed so that they can be relevant to the curriculum which is presented here at TVET colleges.*

Cousins, (2015:10) agrees with the participant by indicating that when planning educators' development, it should be done around the needs of the curriculum used in the college (see section 2.4.1.2).

The researcher was impressed with the answers of the participants who seemed to have a good understanding of the meaning of the concept professional development as can be derived from the above exposition.

4.4.2 Theme 2: Relevance of professional development at TVET colleges to the core business of colleges and lecturers.

This theme was addressed when participants were asked: What type of development did you organise for lecturers in the past year? The lower level managers indicated that they do internal training for lecturers such as how to do portfolios, how to set assessments to meet the required standards, and general administration work. Other managers also indicated that they organised training such as key-board skills, Pastel training (which was organised mainly for lecturers in Financial Management), assessor training, moderator training, facilitation training and best practice seminars. Most participants were of the view that professional development offered does not address all the developmental needs of lecturers.

According to Participant SL6:

> *I induct lecturers and I also mentor lecturers how to conduct themselves in the workplace, I assist them on how to utilise the curriculum when teaching, we share best practices and I also provide assistance on content for lecturers who teach the subjects that I specialise on.*

The professional development methods used by participant SL6 are outlined by Cousins (2015:12) in table 2.2, where he mentions mentoring and training as professional development methods for lecturers.

According to HOD4:

> *I organised for lecturers to attend Drawings Seminar where lecturers were taught how to teach and deliver content. Through Lecturer Learning Support, Fitting and Turning lecturers were developed on how to deliver content. I wanted to take one of our Information Technology lecturers for a training in one of the IT seminars, but the training never took place because the college could not provide funds for that training.*

However, according to participant HOD1:

> *There is no professional development here because I understand that a lecturer needs to be developed in the subject they teach, but at this college we develop lecturers on how to invigilate, how to do a portfolio of evidence, how to teach, but not on the content itself. I honestly think that the college is not doing enough to capacitate these lecturers.*

Mgijima (2014:365) concurs with HOD1 that lecturers are not given the relevant training, but instead capacitated in training that do not assist them in content knowledge and in delivering the subject they teach (see section 2.3).

When responding to the question: How did professional development provided in the past year address the needs of lecturers? the participants responded as follows:

According to Participant HOD1:

> *Key-board skills was organised for lecturers who are struggling with typing of tasks and general administration that requires the use of computers. This training was helpful because now the standard of our assessments has improved ... (smiling).*
>
> *Pastel-Training I believe it assisted those lecturers, but evaluation was never done to see what impact it had on the quality of teaching ... but other than Pastel, no training was done that is subject related that I know of.*

According to Participant M1:

> *The objective is that lecturers must understand the principles of assessing. We do get positive feedback from campuses that the lecturers who were developed in assessor and moderator understand their administrative role, classroom management, teaching and they assess better now after these training. The moderation courses. Ehhhm ... it has not been tested so I am not sure if it assisted in quality teaching."*

Mgijima (2014:365) disagrees with participant M1 by saying that assessor training and moderation training do not assist lecturers to deliver content and adds that the two courses do not assist lecturers to be experts in the subjects theyteach either. She considers the two being irrelevant to quality teaching (see section 2.3). In an enlightening, lengthy exposition SL1 clarified as follows regarding the relevance of the training provided:

> *The purpose of TVET colleges is to ready people for employment. There is a gap that exist between subject content, pedagogy and industry needs. That is where professional development comes in. Pedagogy that is used at the TVET college is irrelevant to the needs of the industry, hence I mentioned that TVET colleges exist to ready people for work and self-employment. We are not using the relevant methods and approach of teaching because the lecturers are not developed enough to ready students for work or self-employment. Remember in a technologically advancing*

global economy ICT is at the priority. We are not even using a fragment of ICT mechanisms enough in our pedagogy to prepare the workforce that will be ready for … the for the fourth industrial economy. Let me mention that ICT is one of the basic needs of lecturers that will enable them to provide quality teaching, so there is no development done on ICT. So the development we do does not address this particular need. Secondly, the curriculum of the college does not meet the needs of the industry so what we are teaching the students does not ready the students for work. Industry knowledge is one of the needs of TVET college lecturers, but this need is not addressed because the lecturers are not afforded the opportunity to do WIL.

Bijl and Taylor (2018:126) agrees with the participant above in that the primary purpose of Vocational Education at TVET colleges is to make students ready for work. Bijl and Taylor further add that there is a need for lecturers to be subject experts; thus, they must have current subject knowledge and applicable experience of their subjects relevant to the industries (see section 2.1).

According to SL4:

The professional development policies here, does not address the primary needs of lecturers. Lecturers at this college study with different institutions, they get bursaries from DHET, but the policies with regard to bursaries are misinterpreted. Lecturers are forced to study education related courses only. A lecturer who teach Financial accounting will not get a bursary if he studies Honours in Financial Accounting, but will only get a bursary if they study Honours in Education."

Maslow, (1943) concurs with the participant in that a person's needs will not be fulfilled if they are not awarded the opportunity to do what they are born to do (see section 2.2.2.5).

According to Participant SL6:

In the program that I am responsible for, no lecturer has been taken to any professional development programme that is related to the subject they teach.

Some of them went to assessor and moderator, but not subject related, even after I have indicated to the HOD that certain lecturers need development.

In the programme (human Resource Management) that I am responsible for, the Lecturers have not been taken to any subject related training. In Labour Relations subject, there are sections of the law that are constantly changing. I have requested that lecturers be taken for development to gain knowledge on those aspects, but nothing has happened. Professional development of lecturers is not taken serious in this college.

The participant is in line with Mgijima (2014:365) when she says that lecturers are not given relevant training and that they are capacitated in assessor training and moderation training, which are not assisting them in the learning area they teach (see section 2.3).

Participants were then asked the question: How did professional development provided address the needs of lecturers?

According to HOD2:

Good teaching is determined by the quality of assessment, so assessor training address the need to provide quality teaching. Professional development is not the only thing that can address the needs of lecturers. Things such as job security, the lecturers at this college constantly live in fear because of contractual obligations, they are given one month or 3 months contract. Our facilities; things like a conducive place to for them to do their job. We don't have the state of art facility where the lecturers and students can work. In 2019 we are still stuck with the use of chalkboards. This college is like a hospital ward where we are all brought together by accident, there is no social life here. Esteem needs is addressed because we have the college award ceremony to boost the morale of lecturers.

The participant is in line with the application of Maslow' hierarchy of needs that indicates that an individual will only perform better if all needs are addressed. It is indicated in section 2.2.2 that lecturers' basic needs such as classrooms, security needs such as job security, social needs such as good relations with peers and management and esteem needs, such as a need to be recognised must be fulfilled in order for lecturers to provide quality teaching and learning.

In light of the above, the participants are in agreement that professional development offered at this particular TVET college is for the most part not relevant to the core business of the college. This question was actually also addressed in many of their previous responses that indicated that they were not satisfied that professional development addressed the development needs prevalent amongst staff.

Next the participants were asked the question: How often do you provide professional development? Most participants indicated that the college does not provide professional development regularly. They indicated that they provide training (invigilation, portfolio of evidence, sharing of best practices, how to teach) every trimester and every semester. Kloosterman (2014) indicates that professional development must create an opportunity for the professional to meet fellow professionals in the same field to share information (see section 2.3). Steyn (2012:64) supports participant HOD3 in that staff must be encouraged to share ideas, discuss content and learning activities (see table 2.1); so, getting staff together for training must be taken as something positive done by these participants.

According to Participant CM2:

> The heads of departments provided lecturers with ICASS training, we organised the best practice seminar. One Senior Lecturer attended the fourth industrial revolution training and he is expected to capacitate other lecturers as well.

HOD3 indicated:

I organise informal training for lecturers every trimester, where I develop them about our internal processes.

What these participants do is in line with the definition of Czerniawsk et al (2017:2) of professional development as "... the informal and formal processes that enable educators to improve their professional practices throughout their careers with the commitment to deliver quality education."

Even informal workplace learning contributes to professional development in the work-place, like the training of the above participants who could at least indicate that they do something about professional development. However, the researcher took notice of the critique against the professional development efforts at the college conveyed this time by SL6:

In the seven years that I have been working here, I have never been inducted or taken to any training that is subject related. In the two years of being a manager, the HR lecturers have never been taken to any training that is subject related regardless of the recommendations did for them to be developed.

The participants are in agreement that there is little professional development in this TVET college as indicated by most of them.

The participants were then asked to explain the quality of teaching at the college.

The research was conducted at two campuses; Engineering and Business Studies. Participants from the Engineering Campus indicated the quality of teaching needs a lot of improvement. Participants mentioned a number of factors that affects the quality of teaching, namely strikes by students and lecturers, unqualified lecturers, lack of proper development and teaching resources, the lack of workshops, and machinery for practicals. Participants from Business Studies also indicated that the quality of teaching needs improvement.

The following comments were made on the quality of teaching by some participants from the two campuses:

According to SL2:

> *Most of the lecturers that report to me do their job properly, they provide good quality, I see this when I monitor and during IQMS evaluation. Some lecturers read out the textbook to students, so I believe they don't know the content.*

Participant SL5 contributed:

> *The quality of teaching in this campus is very low; we are experiencing strikes every semester and this are taking away teaching time, majority of the lecturers do not have teaching qualification and therefore lack teaching skills; some lecturers have N3, N4; that means they do not even have a Diploma in the subject they teach; so all these factors compromise quality of teaching.*

Participant HOD 4 further clarified:

> *The quality of teaching in this campus is worrying. We have three different kinds of Lecturers: 1) Qualified educators, 2) Artisans who do not have a teaching qualification and 3) Unqualified lecturers who do not have a Diploma. They all need development at some point.*

According to participant M1:

> *Report 191 engineering studies is a problem. The quality is a problem, compliance to the college and departmental policies, the output also reflect that development needs to be done. Some lecturers do not have a teaching qualification, and this might be one of the factors that might affect quality teaching in that campus.*

According to participant CM2:

> *There are some of the engineering lecturers who teach without a teaching qualification and this affect teaching and learning in that they struggle on delivering the content because they do not have a teaching skill.*

CM2 further elaborated on a possible reason why the quality of teaching could be a problem:

> *After every cycle of IQMS development of lecturers has to take place. The campus management team meet and analyse all the needs of the lecturers and do internal training where it is needed and submit the needs to HR development office. Unfortunately, there is no assistance from this office, because some of the needs of the lecturers are not met, and I think somehow this contributes to bad quality teaching.*

In general, the researcher derived from the responses that the quality of teaching at the college was a problem and that professional development could make a contribution towards improving it.

In theme 2, relevance of professional development at TVET colleges to the core business of the college was discussed. This contributed towards an answer to research question 2. The responses to research question two will be summarised in chapter 5 (see section.5.3) in order to provide an answer to research question two, which reads as follows: How relevant is the professional development at TVET colleges to the core business of colleges and lecturers?

The next theme to be discussed is the role of management in the professional development of TVET college lecturers.

4.4.3   Theme 3: The role of management in the professional development of TVET college lecturers.

This theme was discussed when participants were requested: Explain your role as a manager in the professional development of lecturers at this college. The following participants: SL1, SL2, SL3, SL4, SL5, and SL6 were in agreement that their main role lies with identifying professional developmental needs of lecturers through the use of the Integrated Quality Management System (IQMS). According to ELRC (Resolution of 2003) the Integrated Quality Management System (IQMS) was introduced in 2003 as an instrument that is used to measure the performance of educators for developmental purposes (see section 2.5 a). The participants also indicated that some of their roles are to train lecturers on the planning of lessons, how to do a portfolio of evidence and subject files.

According to Participant SL1:

> … my role is to assist lecturers on how to approach certain aspects on content and provide interventions where necessary. I am at the lower of management, so I make sure that teaching and learning take place effectively.

Participant SL5 stated:

> My role is to identify certain gaps in the work they do and provide support, recommend development interventions where it is needed.

According to Participant HOD3:

> The internal training that I organise address the needs such as ... ehhm ... lecturers are able to do lesson plans properly and to plan their lessons properly, but it does not address the issue of quality teaching.

In agreement with the participant, the PAM document (2016:48) identifies assessment of the professional needs of lecturers and the support of professional

development activities based on the needs of lecturers as duties of managers (see section 2.2.1.1 b).

According to SL3, her role was to use the IQMS to identify development needs of lecturers, but this was not taken up further by other management levels. She said:

> *My role is to visit the lecturers in class to observe them during IQMS to identify their developmental needs.*

When asked how the IQMS assists in the professional development of lecturers, she laughed and said:

> *If implemented correctly, IQMS will assist with development … ehhh … but now it is just a paper exercise because those PGP's are not taken seriously by the heads of departments and Human Resource Department because no development is taking place.*

Another senior lecturer (SL1) explained:

> *Through IQMS I am able to identify needs of lecturers and provide interventions by means of development. If my intervention fails, I would normally escalate it to the Head of Department.*

In support of the participants, Pilane and Mosoge (2014:1) highlight that the development of educators in the education system needs transformation and the IQMS is a system that can be utilised by TVET colleges to improve professional development, but the implementation of the IQMS has not been done to serve its purpose at TVET colleges (see section 2.5).

The participants SL1, SL2, SL3, SL4, SL5, and SL6 mentioned supporting lecturers with subject content, mentorship and educational resources as some of their roles. Participants indicated that after identifying needs, they provide interventions or outsource it to other colleagues who are experts in the subject content to undertake training. They also mentioned that some of the professional developmental needs of

lecturers are out of their scope of work, so they escalate the interventions to the heads of departments by means of the Personal Growth Plans (PGPs).

Participant SL4 argued that:

> *IQMS at this college is futile because it is just a paper exercise. Lecturers write the same needs on the PGP year after year but they are not addressed by management. IQMS is more of a compliance issue than it is for developmental purpose at this college.*

Cousins (2015:10) adds that managers must identify the professional developmental needs of educators in order to develop lecturers according to their needs in specific learning areas (see section 2.4.1.2). Duma and Khuzwayo (2015:230) in section 2.5 add that if implemented correctly, the IQMS plays a pivotal role in the development of lecturers and can improve the way professional development is managed at TVET colleges. The involvement and interest of management in the IQMS will assist them in the long run when planning developmental programmes of lecturers.

Participants HOD1, HOD2 and HOD 4 indicated that their roles include identifying the needs of lecturers from reports they get from senior lecturers, training lecturers on the revised curriculum, ensuring that teaching and learning takes place, organising training resources are available, and monitoring to ensure that the lecturers comply with the policies of the DHET.

HOD3 summed up his role as:

> *My role is to provide internal training where I develop lecturers on issues such as how to do a portfolio of evidence and subject file. I train them on how to use workshops effectively in the Engineering Department. I also make sure that they apply for external marking which develop lecturers on content and how to effectively mark students.*

Participant HOD4 explained the management process involved in the professional development of lecturers:

I am responsible for implementation of IQMS. I make sure lecturers are aware of IQMS by giving them the IQMS management plan at the beginning of the year. Lecturers will then do baseline evaluation, which is self-assessment, they do the Personal Growth Plan (PGP), formation of the Developmental Support Group (DSG). Pre-evaluation meetings, class visits which will be followed by class evaluation. The DSG do post meeting where the lecturer is scored and development is decided based on the evaluation. When the process is completed the campus team sit and determine the developmental needs of lecturers."

Participant CM1 indicated that he is not directly involved in professional development of lecturers and that he has limited power due to budget constraints, but he ensures that lecturers are developed in-house. CM1 mentioned that he encourages in-house training that is usually provided by subject experts and heads of departments in a certain learning area.

Balkrishen (2016:4) argues with participant CM1 that campus managers' responsibilities lie with teaching and learning, identification of professional developmental needs of lecturers and student achievement (see section 2.4.1b).

The other campus manager, CM2, approached her role as follows:

My role is to coordinate and monitor that professional development is implemented correctly by the Head of Departments and Senior Lecturers. I also analyse results of students so that bad performing subjects can be identified for the purpose of development.

Participant M1 mentioned that:

My role is to source funding from SETAs to ensure that budget is available for professional development of lecturers. I develop the training plan and together with the workplace skills committee we ensure that training interventions and beneficiaries are distributed fairly to the staff.

Participant M2 summed up his role as:

> *Human resource development office keeps information about skills needs of every employee at the college, including the IQMS documents. It is from this office that I in alliance with the office of the Deputy Principal Academics get information about developmental needs of lecturers and ensure that every employee is developed. That is my role.*

Balkrishen (2016:4) supports participants M1 and M2 in that the responsibility of the Principal and Deputy Principals is mainly attending to all administrative functions (see section 2.4.1.1 b). They thus need to oversee that professional development is done.

The roles of participants differ according to their level of operation as can be seen from their responses above, but nonetheless the researcher derived that if they function correctly , the following will be covered by them: Mentoring lecturers, identify lecturers' professional developmental needs, providing support to lecturers and planning of professional development of lecturers.

Participants were asked the question: What policies and procedures are used to guide the professional development of lecturers? Two processes were identified by all participants: one, the IQMS policy through which lecturers indicate their developmental needs through the PGP. Secondly, the performance of students at the end of a trimester, semester or year, which will indicate poor performing subjects, and which is used to start certain procedures regarding professional development.

4.4.4 Theme 4: Framework for managing the professional development needs of lecturers

The participants were asked to respond to the question: How can you improve the following aspects of managing professional development: Planning, organising, leading and controlling? Their views are summed up under the management functions of planning, organising, leading and controlling.

4.4.4.1 Planning

The participants were of the view that managing professional developmental needs should start with the identification of needs during the planning phase.

Participants came up with different views on how the management of professional development can be improved with most participants indicating the following: an office that is based on every campus that will specifically deal with professional development; induction must be done when managers and lecturers are appointed; a skills audit must be conducted; policies on professional development must be accepted and communicated to the lecturers on how professional development will be implemented; and campus managers must organise best practices.

According to SL5:

> *There must be an office or a person that is solely appointed for management of professional development not just a person, but the person who understand the TVET college sector and the reason for its existence.*

According to HOD1

> *We must do development according to the needs of the lecturers because at this moment we do development according to what we can afford to offer.*

Meyer (2012:5) agrees with the participant in that the needs analysis should be performed before development. Jurejo et al (2017: 50) further add that quality teaching can be improved by focusing on training needs of educators, such as those for adequate teaching methodologies and classroom management (see section 2.4.1.2a).

M1 mentioned that planning of managing professional development is informed by developmental needs of lecturers provided by the campus management:

DHET would have the national overview of training interventions informed by bad performance of certain subjects taught by our lecturers and the campus management will also inform us about developmental needs of lecturers. Planning is done by the Business Unit Department and HR department. So, once we receive these needs, we source out funds from SETAs because funding is never enough. So based on funding that is available we ensure that professional development is distributed fairly based on the needs provided by campus management. It must also be clear that not all lecturers will be developed due to budget constraints. To improve planning of managing professional development of lecturers I would suggest that DHET must provide enough funding.

M2 added that:

We are guided by the Annual Training Plan and HR plan which is done every year by higher management. These plans gives us direction of what we have to do and how with regard to development of lecturers."

The managers (senior lecturers, heads of departments and campus managers) indicated that when they plan professional development for lecturers, they make use of the IQMS to assist them to identify the professional developmental needs of lecturers. They further suggested that training audits be done to identify gaps.

HOD1 indicated that:

The planning of professional development should start at campus management level because we are the ones who inform executive management about developmental needs, but at our campus we are currently doing the opposite. So I suggest that to properly manage planning of professional development, all stakeholders of campus management … senior lecturers, heads of departments and campus manager should sit together after the IQMS process and identify common professional developmental issues of staff and submit to relevant department. Our duty

will therefore be to provide internal training and monitor to see that professional development is done correctly.

According to Participant SL1:

I don't think we have ever even in our strategic meetings done a presentation of skills audit. Skills audit of the college needs to be done. We have to take stock of where we are as a college in as far as skills is concerned because this will inform our developmental interventions. Ehhm … you also need to identify what are the priority needs and then determine the budget.

Participant SL2 added that:

Effective use of IQMS will assist in proper management of professional development of lecturers because this will inform executive management about the training needs of lecturers. The HR should build proper profiles of lecturers so that data is available when needed.

The participants are in-line with the process derived from Mans (2016:162). Mans outlines that the first step in the planning process is to coordinate the activities of all stakeholders and the second step is to analyse the training needs of lecturers as stated in figure 2.4.1.

SL4 outlined that:

Through IQMS, needs are identified, development should be based on the needs of lecturers not on what management can afford. The thing is at our level we can only plan developing lecturers on how to do files, how to teach certain aspects of content and how to plan lessons. So, to improve planning of the above, I would suggest that management should hire subject specialist only, lecturers at the college should teach the subjects they are qualified to teach. If a lecturer's methodology is Marketing; that lecturer should teach marketing-related subjects only. In that way planning for development of lectures will be easy.

The participants SL1 and M1 are in line with the steps in planning of professional development as listed by Mans (2016:162), (see figure 2.4.1).

HOD3 further mentioned:

> *... that we as heads of departments are responsible for providing internal training such as developing lecturers on IQMS and Internal (ICASS). The training material for this development is provided by DHET. This training is done at the beginning of each year.* When the researcher asked how he can ensure relevance of professional development at the college, he said: "To *properly manage this process, proper planning should start with the recruitment process. The college must hire qualified staff with specific knowledge and they must teach only subjects they are specialising on. The current situation at TVET colleges is that one lecturer teaches different subjects … mhhm … one lecturer for instance teaches English, Marketing Management and Public Relations. These subjects do not link, and how do you develop a lecturer to be a specialist if they teach different subjects across the programmes?*

To the researcher this sounded like a relevant argument to be able to handle professional development planning better in future.

HOD3 highlighted that:

> *Some of the most important aspects of planning that we always ignore at this college are induction of new lecturers, where we can develop them on the use of syllabuses, classroom management and how to deliver content and intensively assisting them on mastering content. So, I suggest that induction should be addressed during planning.*

Participant HOD3 is in line with Kraak et al (2016:xvii) who suggest that to develop novice lecturers an induction on curriculum matters, such as how to utilise

assessment guides, syllabuses, delivery of content and classroom management will improve professionalism (see section 2.4.1.2).

Participant HOD3 indicated that:

> *Heads of departments and senior lecturers are the ones have contact with lecturers every day, they therefore have a clear picture of what is their professional developmental needs.*

> *They are therefore the ones who must do intensive planning before escalating the information to other executive managers. There is currently no planning that is done at campus management, so I suggest that planning must be managed intensively by campus manager, heads of departments and senior lecturers.*

Based on the responses of participants, the researcher is of the view that managers do not properly manage the planning of professional development. There is a need for a planning process that will deliver better results in the professional development of staff. This will be addressed in chapter 5 (see section 5.3.4).

4.4.4.2   Organising:

Organising of professional development will inter alia include putting together a budget for training, selecting lecturers to be developed, selecting the service provider, time and duration of training and a venue for training. The participants showed concern that professional development is not organised appropriately.

According to participant SL2:

> *Organising has to do with bringing things together. At this stage the lecturers that needs training must be notified in time that they will be developed, the content of training must be organised, choose the right lecturer to be developed, provide training, choose the venue and date for training.*

The participant is in line with some of the steps in organising professional development of lecturers as prescribed by Mans (2016:167) (see figure 2.4).

M1 indicated that:

> *To properly manage organisation of professional development, the campus management has to provide me with sufficient information about the professional developmental needs of lecturers, this has to start at campus level. The process of organising starts with knowing who needs development that is why I say campus management is key to proper professional development. To properly manage this aspect we must also consider timing. It is important that development of lecturers should not interfere with teaching and learning. So, I suggest that it be done at a time of college recess."*

Participant M1 is in line with Steyn (2012:7) in section in 2.2.2 when she mentions that timing is one of the factors that needs to be considered when organising professional development of lecturers.

According to SL1, it is imperative that feedback must be obtained from lecturers after they have been developed. This will assist in identifying areas of weakness so that better organisation can be done in the future, as stated by SL1:

> *There should be some sort of evaluation done after lecturers have been professionally developed because I believe it will assist us to organise even better because currently planning, organising, leading and controlling is not done properly.*

> *Sometimes we just hear a list of lecturers who are called for training and we wonder how they were selected, or you are just called to attend training you never requested, and which will not even add value to your profession.*

Steyn (2012:7); in section 2.2.2 underscores what the participant said when she identified feedback and monitoring as some of the aspects to be considered

tomanage the organisation of professional development. She further adds that this is necessary so that managers can have a clear picture of what emerged to be able to identify the strengths and weaknesses of professional development. Organising professional development therefore requires making space for feedback by staff who undergo the development.

4.4.4.3 Leading

Participants were of the view that campus managers are supposed to lead the management of professional development at campus level.
According to participant M1:

> *The Campus Manager needs to understand and know the profile of the lecturers and ensure that professional development is communicated to the lecturers to motivate them to talk openly about their needs.*

The participant agrees with Steyn (2012:46) that one of the roles that leaders in TVET colleges can adopt when leading the professional development of lecturers, is to provide opportunities for them by sharing a vision of professional development with them (see section 2.4.3).

CM2 said:

> *I have a role of influencing lecturers to develop themselves professionally. I always share with them good practices of other colleagues who are graduated, I announce bursaries that are available and I also study further to motivate them to enhance their knowledge.*

SL1 adds that:

> *Being a leader in my own unit, … (smiling), I am studying towards a Maters' degree, so this on its own is influential to those lecturers who report to me. It is a motivation to study further. I suggest that our managers should change requirements for bursary applications. Lecturers should be allowed*

to advance their knowledge on the specific subjects they teach, not only in education management.

Participants MC2 and SL1 are in agreement with Balkrishen (2016:19); who states that a leader in professional development must lead by example (see section 2.3.4).

This is supported by SL6 who also indicated that management should take up their leadership role in professional development of staff:

I understand leading as persuading others to do the right things, which means as a leader I must also do the right things. I have been appointed as a senior lecturer for 3 years, and I have never been inducted on how to do my job and I have never been taken to a managerial course. How am I supposed to lead properly if there is no support? What I am trying to say is that it is important that executive management should organise seminars and courses that are subject related to capacitate lecturers. It is my job to identify developmental needs of lecturers, but management is supposed to do their part to ensure that lecturers' professional development leads to quality teaching."

In agreement with the participant, Balkrishen (2016:26) suggests that one of the roles of a leader is to manage lecturer development and to ensure that professional development of lecturers is aimed at quality teaching.

4.4.4.4 Controlling

The participants were of the view that controlling has to do with ensuring that plans are being implemented correctly.

SL2 highlighted the importance of controlling as a management function:
We must ensure that follow up is done to check if development has improved the quality of teaching. If lecturers still need development, training must be provided.

Participant HOD4 adds:

> *We must be able to monitor and evaluate that the development that we provide to the lecturers achieved the desired goals.*

According to Participant CM2:

> *Managers must do continuous class monitoring to ensure that the lecturers provide quality teaching and to identify any needs so that they can be addressed.*

Balkrishen (2016:26) indicates that the value of controlling professional development will be visible when monitoring and evaluation is done continuously, agreeing with Participant CM2.

CM1 further elaborated how control should be done:

> *Controlling has to do with measuring results of professional development, right? Ehhh ... Class observations and monitoring will improve the aspect control with regard to management of professional development. A change in student performance should be taken into consideration after a lecturer had been developed, this will be informed by analysing of results after every task. Lastly, it is very important to interact with students because they are the ones who will even give you better feedback.*

The participant is in line with the view of Balkrishen (2016:26) when highlighting that the value of controlling professional development will be visible when monitoring and evaluation is done regularly to see results of interventions (see section 2.4.4). The participants are also in line with Steyn (2012:65 in section 2.4.4) when she states that controlling can also be done by evaluating the work of lecturers to see if there is any change in behaviour and performance after professional development has been implemented.

Participant M1 indicated the specifics that could be done to execute the task of control:

> *We manage professional by analysing of results of each lecturer to see whether there is any improvement after professional development. I suggest that this analysis should be done for every tests and assignments given to students. I also suggest that lecturers should be given evaluation forms at the end of every training so that weaknesses and strengths are identified. I also suggest that the heads of departments and senior lecturers should conduct regular class visits to lecturers whom professional development has been offered to.*

Participant M1 agrees with the ideas of Balkrishen (2016:26) when he says that the value of controlling professional development will be visible when monitoring and evaluation is done regularly (see section. 2.4.4). The participant is also in line with the ideas of Steyn (2012:56; see section 2.4.4). She indicates that by issuing evaluation forms at the end of the programme, the managers will be able to see if professional development achieved its outcomes.

In light of the above discussions on management functions, the participants are all in agreement that professional development requires management to apply knowledge on planning, organising, leading and controlling. The information from the above discussion will assist in constructing the management framework presented in chapter 5.

4.4.5   Theme 5: Professional developmental needs of lecturers

This theme was addressed when managers were asked to identify the needs of lecturers using Maslow's Hierarchy of needs.

According to participant CM2:

There are some of the engineering lecturers who teach without a teaching qualification and this affect teaching and learning in that they struggle on delivering the content because they do not have a teaching skill.

This is in line with Maslow (1943) and Jia, Norton and Xiao (2014:46) who identifies knowledge of content and teaching methodology and pedagogy as basic needs for survival of a lecturer in a classroom (see section 2.2.2.1).

Participant CM2 identified the following:

Conducive classrooms, modern technology and teaching and learning resources such as stationery, textbooks, machinery for workshops in engineering studies. Safety needs of lecturers would be permanent employment because some of the lecturers are still on contracts. We enforce that all qualified lecturers must be registered with SACE. They are also free to join the Union of their choice. Self-actualisation is also met because they are given bursaries to study, not every lecturer gets funding because of specifications of bursaries.

The participant is in-line with the ideas of Manyau (2015:23), who identified modern technology and learning aids as important needs of lecturers to master the art of teaching. Manyau classified the above as technical and technological competencies necessary for teaching and learning (see section 2.2.2.1).

Most participants did not attempt to answer this question, but it is clear from the responses of those who did that the professional development needs of lecturers are modern technology, pedagogy and knowledge of content and teaching methodology. This did not bother the researcher that much because of the difficulty of the question and because the needs of lecturers already surfaced sufficiently from the discussion in section 4.4.2.

4.5 PRESENTATION OF THE FINDINGS OF LECTURERS

Eight focus group interview questions (Appendix G) were posed to the lecturers: L1, L2, L3, LL1, LL2, LL3, LL4 and LL5. Participants were divided into two focus groups. Focus group 1 consisted of L1, L2 and L3 (two lecturers withdrew just before the focus group interview took place). Focus group 2 consisted of: LL1, LL2, LL3, LL4 and LL5. Data analysis started immediately after the interviews. Table 4.4 below reveal themes identified from the research questions.

Table 4.4: Research questions and themes for lecturers

Research questions	Interview statements and questions	Themes
What is the meaning of the concept "professional development" at TVET colleges?	What is your understanding of professional development?	Theme 1: Meaning of professional development
How relevant is the professional development at TVET colleges to the core business of colleges and lecturers?	Are you qualified to teach the subjects you are currently teaching? How relevant are professional development programmes to the core business of the college (teaching and learning) and to your professional needs? How often do you go on training for the purpose of development?	Theme 2: Relevance of professional development at TVET colleges to the core business of colleges and lecturers.
What can a framework for managing the	What are your professional development	Theme 3: Framework for managing

development needs look like?	needs? What should be considered by managers when executing the following functions in the provision of professional development: • Planning • Organising • Leading • Controlling? Do you have any other suggestions on improving the management of professional development at your college?	professional developmental needs of lecturers . .

4.5.1 Theme 1: Meaning of professional development

The lecturers were of the view that professional development refers to personal growth in the workplace as can be seen from two responses by lecturers.

According to LL1:

> *Professional development has to do with the person actually growing within their capacity in the workplace. Not only in one dimension, but in other components of the workplace.*

Participant L1 added that*:*

> *Professional development is improving yourself as individual, being developed in the workplace by means of workshops. In education ehhm … it should be being developed in the subject that you teach.*

The participant LL1 is in line with the views of Steyn (2012:45) when defining professional development as "... an ongoing process that includes suitable properly planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching. It covers a variety of activities, all of which are designed to enhance the growth and professional knowledge, skills and attitudes of staff members" (see section 2.3). As indicated by L1, professional development specifically also has to do with being developed in the subject that lecturers teach. From the above it is clear that these lecturers have an encompassing view of the role of professional development as a vehicle for personal and professional growth in the workplace.

This then is in essence how lecturers defined the meaning of professional development. The next section deals with the relevance of professional development at TVET colleges to the core business of colleges and lecturers.

4.5.2   Theme 2: Relevance of professional development at TVET colleges to the core business of colleges and lecturers

The lecturers were asked to answer the question: Are you qualified to teach the subjects you are currently teaching? When responding to this question, most participants indicated that they are not qualified to teach some of the subjects they teach.

According to Participant LL3:

> *I teach different subjects every semester, I am not qualified to teach some of them.*

According to Participant LL4:

> *My subjects change every semester. I am also not qualified to teach some of the subjects I teach and I am not able to be a specialist in subjects that I qualify for.*

According to Participant LL5:

> *I taught so many subjects in this college that used to change semester after semester… (smiling) … but I am qualified to teach HR related subjects. I am currently offering Edu-care subjects of which I don't even have a qualification for.*

In light of the policy on professional qualifications for lecturers of TVET (RSA, 2013:36), lecturers must be specialists in the subject they teach. They must have the ability to deliver the content in accordance with the needs of learners. This is in agreement with the views of participants LL3, LL4 and LL5 that lecturers have to teach a subject they are qualified for to become a specialist in that subject (see section 2.4.1.1 a).

L3 indicated what the implication was of not being a specialist in the subject taught:

> *I am not qualified to teach some of the subjects that I teach. I struggled a lot so I did my own research and read books so that I can provide quality teaching.*

This clearly indicates what the relevance could be of professional development to those lecturers who have to teach subjects that they are not qualified to teach. They clearly need the professional development to be able to do so LL1 and LL2 indicated that they were qualified to teach the subjects they are currently teaching.

According to LL1:

> *I am qualified to teach all subjects that I currently teach and they remain the same throughout the year. This assisted me a lot as I have intensive knowledge of the subject."*

The answer of this participant indicates what the ideal position should be that actually does not exist in the college for many of the lecturers.

To follow up on the first question the participants were also asked the question: What skills do you need to ensure that you provide quality teaching and learning in your classroom?   The participants were of the view that it is important for lecturers to advance their knowledge and skills to keep up with the work situation and the education system.

Participant LL3 linked his reply to the idea that subject knowledge needs to be addressed in professional development:

> *We need proper development on subject content. A new programme was recently introduced that needed Lecturers who can teach Pastel. We were taken to a training for 4 days and were expected to offer that subject. Some lecturers who are offering that subject are struggling with the content because I believe the time of training was not enough.*

Participant LL1 is in agreement with LL3:
> *I need additional skills on content because the education system is dynamic and changes all the time, it is important for a person to advance or add on the knowledge that one already has.*

According to LL4:

> *We obviously need communication skills as the core business of the college is teaching and learning. Interpersonal skills are also important as we inter-act with students and other stakeholders in education.*

The participant agrees with a policy on professional qualifications for lecturers of TVET colleges (RSA 2013:36) to indicate that professionally qualified lecturers at a TVET college must possess good communication and writing skills so that they can effectively communicate in the language of learning (see section 2.4.1.1)

According to LL5:

The other skills that we need are psychology and remedial training, especially when you are dealing with students from different backgrounds. Some students are mentally challenged and we do not know how to handle them because we were never developed to deal with the kind of students we have in our classrooms.

The other participants nodded their heads in agreement.
According to participant L2:

I need proper training on how to handle disabled students, I was never developed to teach disabled students.

According to L1

I have a mixed class of disabled students. There must be a remedial class for disabled students because majority of the lecturers do not know how to handle them. I believe we need development on this.

Jia et al (2014:46) in section 2.5 (b) mentions knowledge about pedagogy and psychology as basic requirements for a TVET college lecturer and therefore concurs with the above participants. The participants are also in agreement with the view of Manyau (2015:23 citing Enache & Crisan 2014:523) when stating psycho-social competences. This includes the ability of lecturers to use modern theories to develop knowledge and abilities to assist students to adapt to social changes as a basic need for lecturers (see section 2.2.2.1).

ICT skills were also foregrounded. According to LL2:

All lecturers need ICT as a skill to teach at a TVET college. The courses that we learned at the University does not capacitate us to teach here at the college. Imagine the struggle that one has on your first six months of teaching. I teach Information Processing which is a typing subject, but I never learned any typing at the university, so I need to be developed on that.

In agreement with the participant LL2, Manyau (2015:23 citing Enache & Crisan 2014:523) prescribe technical and technological competencies that entail the utilisation of learning aids, assisting students to master practical concepts, using of computers and applying education strategies properly as a basic need for lecturers at a TVET college (see section 2.2.2.1).

The participants were then asked the question: What are your professional developmental needs?   Participants LL3, LL4 and LL5 indicated the following professional developmental needs when answering the question: knowledge of pedagogy and content, communication skills, psychology and remedial training. However, the researcher was also made aware of other needs that emanated from the discussions.

Participants indicated that they need relevant and current teaching tools that will assist them to provide quality teaching. They also raised a concern that the teaching tools they use are out-dated and do not assist in preparing the students for the workplace. Participants indicated that they need current resources that are relevant for the purpose of the TVET sector.

The researcher requested participants to state their needs using Maslow's hierarchy of needs. The participants shared the view that ICT, updated curriculum, remedial training, proper classrooms, working space and security personnel that are effective can be mentioned with reference to Maslow (see section 2.2.2.1). The researcher mentions their responses, though some of them do not directly pertain to professional development, but indicate the circumstances that indirectly impact on professional development.

According to Participant LL2:

> *I understand physiological need as the need one cannot live without, right? In our case we need proper workstations. A lecturer needs to have an office with a PC. We do a lot of administration work that requires space and a computer.*

According to Participant LL3:

> *We still use the old curriculum that was used twenty years ago. We use textbooks and chalk boards as the only tool for teaching. There are no projectors in our classrooms so we can't show students new ways of doing things.*

This can also imply that lecturers have a need to be trained in implementing the curriculum. Terblanche and Bitzer (2018:105) indicates that the TVET college curriculum is the focus point in vocational education and training systems and further attests that it needs to be changed as it no longer meets the requirements of the industry (see section 2.2.2.1). Participant LL3 is of the same view

In agreement with participant LL3, participant LL4 said:

> *We prepare students for the workplace neh … I teach marketing related subjects that requires students to design advertisements. The only learning tool that I can use is a poster because there are no relevant projectors in our classrooms that will allow students to do presentations. We are moving towards the fourth industrial revolution so we need technological devices that are relevant to the subjects that we offer.*

Participant L3 adds that:

> *We are preparing students for work and self-employment, neh? We need experiential training because we teach theory here and we are not taken to the industries to learn what we should teach students so that they are ready for employment and self-employment.*

The participant is in line with the 2013 White Paper on Post School Education and Training, which is a policy about linkages between TVET colleges and industries. The participant is also in line with the DHET, (2013:xii), in that the TVET colleges must prioritise work experience required by lecturers to ensure that the professional development of lecturers is up to date with workplace needs and provide lecturers

with a better understanding of the needs of employers in their field. The lecturers should therefore be afforded the professional development opportunity of Work Integrated Learning (WIL). This policy encourages the use of experts from industries to develop lecturers (see section 2.3.1).

Participant L2 added:

> *We are not able to explore new things because we still use the old traditional way of teaching using a chalk board and a textbook. Textbooks arrive late, we receive stationery late, computers and printers are not working. These for me are the basic things that I need to provide quality teaching.*

The participants were in line with the ideas of the researcher (see section 2.2.2.1) that lecturers have basic needs that are essential for survival in their profession and to ensure that quality teaching and learning take place. These needs include textbooks, stationery (red pens for marking, black pens for recording of marks, chalk, paper, etc.), knowledge of teaching methodology and knowledge of content.

The needs stated above by the participants LL3 and LL4 are in line with the policy on professional qualifications for lecturers of TVET (RSA 2013:36) which outlines the above as competencies to qualify as a lecturer at a TVET college (see section 2.4.1.1).

When asked: "What are your security needs?" The participants mentioned the following needs: security personnel that are effective, lighting around the campus and job security.

According to Participant LL4:

> *I need job security. I am that lecturer who is not sure whether I am employed or not. I live in fear because since January I have been given a one-month contract so I am not sure if I will be working the following month or not. My job is not secured.*

Participant L2 adds:

> *I have been working as a college appointee here and I am not sure whether*
> *tomorrow I have a job or not.*

Buthelezi (2016:61) attests to what has been said by the participant by indicating that due to different challenges facing TVET college managers, such as inadequate capacity to manage funds, the majority of new lecturers have been appointed on short term contracts and had been remunerated on salaries that are not market related (see section 2.2.2.2).

The participants also gave an account that their social needs are not addressed by management.

According to Participant LL1:

> *There is no social life on our campus except when we pop money out of our*
> *pockets so that we can have social activities. Our management stopped*
> *any social activities we had in the past due to lack of money. We are*
> *however free to join Unions of our choices and we are also obliged to*
> *register with SACE.*

Participant LL3 indicated

> *We do have interaction or working relationship with middle managers, but*
> *the top management do not even make an effort. Some of us don't even*
> *know the principal.*

It is indicated in section 2.2.2.3 that lecturers have a need to build meaningful relationships with their peers, senior lecturers (supervisor), heads of departments, campus manager and executive management, agreeing with participants LL1 and LL3 that all the social needs must be met. Better relations are essential to good

working conditions and indirectly thus also to the promotion of professional development.

The participants were asked to indicate their self-actualisation needs. Participants indicated that some of their self-esteem and self-actualisation needs are met but some indicated that it is a struggle to secure a bursary to study what you want to study.

According to Participant L1:

> *When we study, we need to get a bursary that has no restrictions in terms of what we should study. I received a bursary this year only because I study Honours in Education. I really wanted to study Honours in Accounting so that I can enhance my skill in the subject that I teach. We do not get subject related training in this college.*

Participant LL2 adds that:

> *You will only get a bursary to study education related courses.*

Milheim (2012:159) is in agreement with participants LL2 and LL1 stating that the self-esteem need is the need for humans to be respected and be valued by others through developing a skill to perform as expected by others (see section 2.2.2.4).

Lecturers were next asked to respond to the question: How often do you go for training for the purpose of development? Participants were of the view that professional development programmes are unfairly distributed. Some lecturers indicated that they attended assessor and moderator training. The majority of the participants said that they had never been provided any training that is subject related.

Participant LL5 said:

I have not received any development from the college except for ICT many years ago. I was supposed to go to moderator training but management decided that I should not go. I don't even know why.

According to Participant LL4:

I have never been inducted on how to do my job or received any training whatsoever ever since I came here. There is no development at this college.

According to Participant LL3:

I think we are being provided with professional development, it's just that it is not sufficient. I have been at this college for six years and only once did I attend training that is subject related. I attended training that was organised for Information Processing lecturers, shockingly became aware of the subject specifications from DHET and I only became aware of this after 5 years of teaching the subject that we have been teaching some of the things incorrectly.

RSA (2013:3) indicates that TVET college lecturers are regarded as essential to the educational activity and they are required to be adequately qualified, competent and must maintain expertise in both academic and work-related dimensions of the TVET sector. Lecturers need extensive knowledge of content to enable effective teaching and learning to take place (section 2.2.2.1). The above situation with regards to professional development is thus unacceptable.

Participant L3 adds:

I have never been developed in other ways rather than being mentored by my supervisor and by taking the initiative to study as I felt I need to enhance my knowledge.

The participant shares the same view as Chetram (2017:40) when he indicates that TVET college lecturers like any other individual, have a desire to maintain lifelong

learning opportunities to acquire the knowledge and abilities to satisfy their goals and contribute to their societies (see section 2.3).

Participant LL3 had a different view from the others, which indicates that some lecturers in fact seem to participate somewhat more in professional development activities.

Responding to the question: How relevant are professional development programmes to the core business of the college (teaching and learning) and to your professional needs? most participants gave an account that they did not receive training that is relevant for teaching and learning. This is how the participants responded:

According to Participant LL3:

> *After completing assessor training, I was able to set question papers at a required standard, but it does not assist with delivery of content. With regard to the Honours Degree that I am currently studying, the knowledge that I get is helpful in my job.*

Participant L2 concurs with Participant LL3:

> *For me assessor training that I received was mainly for standardisation of a good quality assessment, it does not contribute to quality teaching.*

Participant LL3 and L2 agree with Mgijima (2014:365) that lecturers are capacitated in assessor training and moderation training, but that does not assist them in delivering content, or to be experts in the subjects they teach despite the belief that professional development is designed to improve lecturers in their learning areas (see section 2.3).

Participant LL5 contributed:
> *A couple of years ago we were taken to ICT course which was good, but we never got to implement what we learned because there were no*

resources available to implement what we learned from that course. This training was not relevant.

This aligns with the researcher's conclusion earlier that lecturers need their basic job needs satisfied before the impact of professional development can come to fruition.

Participant L1 adds:

"In the six years of working here I only went to training once, the Pastel training. This training did not assist me with anything because I do not even teach the subject, I have never taught that subject. So the development was irrelevant because it does not assist me in the classroom.

The participant LL5 is in line with Mgijima (2014:365) when she states that lecturers are not provided with relevant training at the TVET colleges (see section 2.3).

The theme covered dealt with the relevance of professional development at TVET colleges to the core business of colleges and lecturers. Based on the responses of participants, it is clear that professional development offered at this TVET college is not adequately relevant to teaching and learning and it is also not sufficient to develop lecturers in their profession. The next theme deals with designing the framework for the managing the professional development needs of lecturers.

4.5.3   Theme 3:   Framework for the managing professional development needs of lecturers.

The participants were asked what management should consider when executing the four management functions for the purpose of professional development. Their responses are given below.

4.5.3.1   Planning

The lecturers indicated that management must consult with them prior to planning of development, their professional development needs must be identified, development

programmes must be planned around the needs of lecturers and training providers should be reputable and knowledgeable.

According to participant LL5:

> *We must be involved in the planning of our development. We must also be consulted before any development takes place and our needs must be considered.*

According to participant L1:

> *During the planning phase of development managers must identify needs of lecturers by checking what qualifications they have, then offer lecturers subjects that are related to their qualifications. This will also assist in providing relevant training.*

According to participant L2:

> *During the planning phase, management must effectively engage the IQMS policy and implement it correctly. We write our developmental needs on the PGP every year, but they are never addressed. This PGP assists in the identification of needs.*

Cousins (2015:16) shares the same sentiments with the participant that during the planning phase of educator development, managers of colleges should consider policy objectives, ensure that policy is understood by all stakeholders (lecturers, management and DHET) involved in professional development of lecturers and communicate these policies on a regularly basis (see section 2.4.1). This does not happen at this college as LL2 indicates that:

> *There is an academic board where issues of academic are discussed, but there is never a discussion about staff development, or any plans made around that where the staff are represented by staff representatives. I suggest that staff must be present during planning of their development.*

LL5 contributed:

> *I agree with what others are saying about identifying needs, but I also believe that our managers must seriously look into the service providers who provide training. In one of the trainings I attended, the facilitator was so unprofessional, unprepared and worse; he did not have knowledge of what he was presenting. It is also important that when training is done, one of the heads of departments should be present throughout the training to see if the training provided to lecturers meet the needs. So yah … that is what I am suggesting.*

LL2 added:

> *When they plan for our development, they must ensure that it is relevant to what we teach … that is it must talk to the syllabuses that we use in our classrooms.*

The participants are in line with the ideas of Cousins (2015:10) and Mans (2016:162) when they identify the following as vital for planning of professional development: designing a training programme that involves deciding on the learning outcome of the training programme, training materials needed for training, training methods and logistics), developing training material; (this also involves ensuring that the material involved must match the professional developments needs and outcomes of the programme), and delivering the training content (the success of this depends on how the material will be presented to lecturers). Cousins (2015:10) also indicates that the presenter should take into consideration professional developmental needs, and plan for a well prepared training (see section 2.4.1.2).

Participant L3 said:

> *I understand planning deals with ways to achieve the set goals of the college. So, the way that I see it, in this college there are no clear goals when it comes to our professional development. That is why development*

of lecturers does not exist in some programmes. I suggest that planning of professional development should include all lecturers, senior lecturers, heads of departments and the campus manager, because in this way, it will be clear what are the objectives, who needs development and the type of development that is needed.

In line with Participant L3, LL2 states that:

Effective wellness programmes and committees must be formed where managers and lecturers will meet and discuss academic and lecturer development.

Peter and Cilliers (2015:30) concur with Participant L3 and LL2 when they state that planning deals with a compilation of a detailed organisational plan that includes goals, objectives and the means to achieve organisational goals (see section 2.4.1).

Lecturers suggested that managers involve them in the planning phase. They also indicated that professional development should be planned around what they teach in the classroom and lastly it must be planned around the needs of lecturers.

4.5.3.2   Organising

The participants revealed that professional development programmes are not well organised. They indicated that professional development should be done at a suitable time for lecturers and students, and that sufficient time must be set aside for development.

According to LL5:

When organising time for development, it must be a time when students are not at the campus so that teaching and learning cannot be interrupted.

LL3 concurs with LL5:

Time of training must be sufficient so that we are able to learn. Training must be done at a time that will not compromise teaching and learning. For-example during recess.

Steyn (2012:7), in section 2.2.4 agrees with participants when she states that timing and duration of professional development should be integrated into the lecturer's available time and that it should not interfere with teaching and learning.

Participant LL5 contributed regarding the organising of development:

The management must keep a data base of our professional developmental needs so that they can choose fairly who needs to be developed and for what.

Participant LL4 also contributed the following regarding organising professional development of lecturers:

This would definitely be choosing the qualified facilitator who is knowledgeable about the content of development to be offered … maybe notifying lecturers and choosing the venue which is suitable for all parties involved. Organising I believe has to do with putting things together to achieve organisational goals, so these are the things that I suggest managers should consider when organising our professional development.

Participant LL3 said:

Just to add on what my colleagues said, when organising our development, I also think that management should always provide the facilitators with our syllabus so that their presentation is in line with what we do in our classroom, please.

The participants LL3, LL4, LL5 and L1 are in line with Steyn (2012:7) when she identifies the following as some of the aspects that play a role in the effective organising of professional development: (1) the choice of facilitators. (2) the focus

on content. (3) appropriate venue and (4) timing and duration of professional development (see section 2.4.2).

Participant LL2 had a different view:

> *I believe that the first thing that is needed is a budget for professional development. There must be money that is set aside for the purpose of development. I am under the impression that the organization needs properly developed staff, so the set objectives are achieved. The college needs to invest money in its staff.*

Wilson (2012:7) concurs with participant LL2 in that organising has to do with the implementation of plans and for this to happen money and people will be needed. Organising professional development will inter alia include putting together a budget for training and recruiting human resources.

The lecturers indicated that managers have to identify their needs, a budget must be set aside for professional development and that time for development must not interfere with teaching and learning.

4.5.3.3 Leading

Regarding the leadership required participant LL3 took a firm stance:

> *The IQMS which is done for the purpose of development should be implemented correctly so that management can be aware of our needs. The heads of departments and campus manager are not visible in our development. I don't even know what is their role. They must take charge in the leading of our development.*

According to participant LL3:

> *IQMS is taken as a paper exercise because the managers that lead the process do not do it properly. We do get support from our supervisors, but management must lead by example."*

According to participant L1:

> *Managers must be consistent and fair when leading professional development.*

Participant L3 adds:

> *Our managers must also be developed in managerial skills so that they can motivate lecturers. We are demoralised by the way they communicate and do things.*

Participant L1 adds that:

> *Our managers also need to be developed. They should also be developed on managerial skills such as how to communicate effectively about issues of development so that they can be able to lead.*

Agreeing with the participants, Steyn (2012:46) states that when leading the professional development of lecturers, leaders should be role models by practicing what was learned in development programmes and by creating high performance expectations (see section 2.4.3).

The participant is also in line with the idea of Jia et al (2014:46) who indicate that a strong management system of support is needed to build a better TVET lecturer professional development dispensation (see section 2.4). The strong management system of support will be there if managers are developed so that they can lead the professional development of lecturers.

According to participant LL1:

The campus manager as a leader must ensure that when any development made for lecturers focuses on teaching and learning. The other issue that should be considered by managers is the importance of rewarding lecturers for good performance. They used to hold the lecturer award ceremony. This was an annual ceremony that was done to award best performing lecturers. Leaders who award their employees, will produce best workers.

Balkrishen (2016:19; section 2.4.3) suggests that a leader should perform the following tasks that are related to professional development of lecturers: focus on teaching, learning and curriculum and put reward systems in place thereby agreeing with participant LL1.

Participant L5 participated:

Our managers should create opportunities for us to visit companies to gain practical experience so that we can become experts in our fields. I believe this expertise will assist us to provide quality teaching and I also believe it will assist us to obtain over 70% pass rate target as set by our college.

The participant is in line with Steyn (2012:46; section 2.3.4), who identifies the following as some of the roles that can be adopted by leaders in TVET colleges when leading the professional development of lecturers: to provide opportunities to share a vision with lecturers and encourage staff to get practical experience in the subjects they teach.

The participants suggested that leaders must lead by example by being developed in managerial skills. They further suggested that leaders should put their focus on teaching, learning and curriculum matters, that leaders should provide opportunities for lecturers to get practical experience in industries, that leaders at the college should share their vision and lastly they suggested that they must reward lecturers on good performance.

4.5.3.4   Controlling

Regarding controlling L2 made the following significant statement:

There are no proper control measurers or if they are there, they are not implemented correctly. Heads of departments must analyse results at the end of the semester to see how lecturers performed, then provide relevant development to lecturers whose subject did not perform well. They must also monitor to see the impact of training.

Participant L1 concurs with participant L2 and indicated that:

This analysis of results must not only be done after the main exam. The senior lecturers should do analysis at the end of every task so that remedial action must be done to lecturers whose subjects did not perform well on during ICASS.

Participant LL1 contributed:

I suggest that proper evaluation be done after classroom observation. Senior lecturers do classroom visits only for IQMS purpose. I honestly believe that classroom observation should be used for the purpose of developing lecturers, because this is where the managers will be able to identify the needs, such as knowledge of content and pedagogy, and then provide proper development. It is also important to do another classroom visit after development to see if development had an effect on teaching and learning.

Participant LL4 adds that:

There are no control measures in place or maybe they are there, but managers do not implement them. I was taken to Pastel training, which was a new subject at the college then, but none of the managers came to the lecturers to asked how they are holding up, not even a one class visit from heads of departments. Some of the lecturers are performing bad, but there is no support from managers. If proper evaluation is done after every

professional development programme, it would be easy for managers to see where to improve or where more development is needed.

The above views are in line with the ways in which controlling can be done as outlined by Steyn (2012:65), who indicates that evaluation can also be done in the following ways: firstly, by reviewing the lecturers' reaction to the development programme; secondly, by studying any changes in knowledge; thirdly, by studying their work behaviour to see if they are applying knowledge, skills and attitudes in practice; and lastly, to see if a professional development programme has had any impact on the college regarding student achievement or staff productivity (see section 2.4.4).

It is also in line with the ideas of Kraak et al (2016: xvii; section 2..4.4) that classroom observation (which is done to develop the lecturer and not to punish them) and providing positive feedback will enhance the development of the lecturer and also serve as proper control measure for managers to see if professional development was effective.   Balkrishen (2016:26) also adds that the value of controlling professional development will be visible when evaluation is done regularly (see section 2.4.4).

This theme dealt with designing a framework for managing the professional development needs of lecturers.   The four management functions of planning, organising, leading and controlling were used in order to obtain usable information on the issue.

4.6   CONCLUSION

This chapter presented an account of the data collected by means of interviews with different levels of management and lecturers at a selected TVET college.   The findings showed that the professional development of TVET college lecturers at this particular college needs to be improved and the participants presented some ideas on how to do this. The next chapter includes a summary of the findings, conclusions

and recommendations and discusses how the theoretical framework was applied to the study, limitations to the study and avenues for further research.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The previous chapter provided an analysis and discussions on the research findings. This chapter presents a summary of the research, conclusions and recommendations based on the findings. The rationale of the study was derived from the researcher's experiences regarding professional development at the TVET college where the study was conducted. This experience has led to the investigation of professional development at the TVET college.

The research questions that were formulated to guide the study as a whole are presented here to foreground the focus of the study once again. The main research question reads: How can the relevance and management of professional development at a particular TVET college be improved?

The following sub-questions were formulated:

- What is the meaning of the concept "professional development" at TVET colleges?
- How relevant is the professional development at TVET colleges to the core business of colleges and lecturers?
- What is the role of management in professional development of TVET college lecturers?
- What can a framework for managing the professional development needs look like?

The results of the empirical research in the previous chapter are used together with the rest of the study to provide a final summary, conclusions and recommendations in this chapter.

5.2 OVERVIEW OF CHAPTERS

In chapter 1, an introduction to the study was presented that focused on the following aspects: a broad background to the study, research problem and the rationale of the study, research questions, aims of the study, methodology, and the definition of concepts utilised in the study.

The second chapter presented a review of the literature on professional development in order to gather relevant and current information that address the main research question and sub-questions. The chapter clarified the meaning of professional development in TVET colleges and unpacked the needs of TVET lecturers regarding professional development using Maslow's hierarchy of needs. The chapter emphasised and highlighted the role of management in professional development (with the emphasis on planning, organising, leadership and control functions) and also highlighted the policies that guide the professional development of lecturers at TVET colleges.

In chapter 3, the research methodology and research design used in this study was explained in detail. The chapter also presented the research participants, sampling methods used to select the participants, data collection procedure, the data analysis process, issues of trustworthiness, and ethical considerations.

Chapter 4 presented an interpretation of findings based on the data analysis. The following are themes that were discussed with research participants on the management of professional development at a selected TVET college: the meaning of the concept "professional development", the relevance of professional development at TVET colleges to the core business of the college and lecturers, the role of management in the professional development of TVET college lecturers, the professional developmental needs of lecturers and a framework for managing the professional development needs of lecturers.

5.3   SUMMARY OF FINDINGS/CONCLUSIONS

In the TVET college that was purposely selected, the six senior lecturers, four heads of departments, two campus managers, the Deputy Director Corporate Affairs and the Assistant Director Human Resource and eight lecturers, who were divided into two focus groups were interviewed. Their answers together with the information gathered from the literature review provided the researcher with the background to be able to answer the research questions meaningfully.

5.3.1   Findings on research question one: What is the meaning of the concept professional development at TVET colleges?

The managers and lecturers (see section 4.4.1 and 4.5.1) and the literature reviewed (see section 2.3) revealed that professional development means growth in skills and competencies that enable a lecturer to provide quality teaching. The participants also saw professional development as being capacitated in the learning area or subject being taught by the lecturer in order to become a subject expert (see section 4.4.1 and 4.5.1). They viewed professional development as a continuous process that must take place regularly and that should be relevant to the needs of lecturers. It is also viewed as taking responsibility for one's own development in the workplace (4.4.1). One manager revealed that professional development should be aimed at developing lecturers to be relevant in their teaching of the curriculum that is presented at TVET colleges (see section 4.4.1). The literature also revealed that professional development is an encompassing process that covers a variety of all activities that are designed to enhance skills, knowledge and attitudes of staff (see section 2.3). It can therefore be concluded that professional development is a continuous process planned for the growth of an individual that should be relevant to the core business of the institution, which is to contribute to providing quality education.

5.3.2   Findings to question two: How relevant is the professional development at TVET colleges to the core business of colleges and lecturers?

All participants asserted that current professional development is not relevant to the core business of the college, which is teaching and learning. The managers stated that some of the engineering lecturers do not even possess a diploma but they teach. It was further stated that these engineering lecturers do not have a teaching qualification. Also, lecturers do not have the experience of working in the industry, yet they teach practical subjects that require industry knowledge (see section 4.4.2). Literature indicated that lecturers must be specialists in the subject they teach to ensure they provide quality teaching (see section 2.4.1.1 a).

Managers and lecturers revealed that the lack of professional development is due to a lack of funds to cater for professional development. A further issue that emerged is that lecturers are obliged to further their studies in education-related courses; not courses that will assist them in being experts in their fields of work. One manager revealed that some of the lecturers read text books to students during lessons because they lack subject knowledge (see section 4.4.2). Some of these factors emerge from a lack of professional development that leads to poor quality teaching.

Managers and lecturers reported that it rarely happens that lecturers are given training that is subject or content related. The lecturers complained that they are taken to assessor and moderator courses which are mostly helpful for standardisation of good assessments, but not quality teaching (see section 4.5.2). The majority of participants indicated that they have not been given any training at all. The other issue that emerged is that some lecturers were provided with ICT training, which was irrelevant as the computers and equipment at the college are out-dated and lecturers could not implement what they learnt from this training. Others mentioned that they were taken to Pastel training, but they do not currently teach Pastel (see section 4.5.2). One manager indicated that professional development programmes used to teach and develop lecturers are not relevant to the TVET college sector whose purpose is to prepare students for employment (see

section 4.4.2). However, their development does not take this WIL component of their work as lecturers into account.

Lecturers indicated that professional development provided by the college mostly addresses administrative skills rather than subject content (see section 4.5.1). This study also found that lecturers at this college teach subjects they are not qualified to teach. Most lecturers indicated that they offered subjects they did not study for at university (see section 4.5.2). All managers attested to this by stating that lecturers sometimes teach subjects they are not qualified to teach. This has led to lecturers lacking knowledge of content, as one of the managers indicated that some lecturers read the text-book to the students, as was already alluded to (see section 4.4.4). The research established that professional development is not relevant to the core business of the TVET college, namely teaching and learning, in the aspects mentioned above. There is furthermore a lack of professional development of lecturers in the TVET college that was investigated. The study revealed that there is a need for relevant professional development of lecturers at this college

5.3.3 Findings to question three: What is the role of management in the professional development of TVET college lecturers?

The literature (see section 2.4.1.1 b) and data analysis revealed that the campus manager, heads of departments, senior lecturers, the Deputy Director Corporate Affairs and the Assistant Director Human Resource, the DHET, and other managers (and even lecturers themselves) have a pivotal role to play in the professional development of TVET college lecturers. It was clear that lecturers should also be responsible for their own development with the support of the above-mentioned. The managers revealed that senior lecturers' main role is to identify the professional developmental needs of lecturers and continuously develop lecturers (see section 4.4.3). The literature and managers revealed that the campus team that consists of the campus manager, heads of departments and senior lecturers are responsible for consolidating all needs of lecturers, develop lecturers internally and/or escalate the Personal Growth Plan to the Human Resource Manager's office (see section 2.4.2.1 b and 4.4.3). The DHET will be advised by top management about the training needs of the lecturers. The study and literature revealed that the main roles of managers in

the professional development of lecturers are to plan, organise, lead and control (see section 2.5 a).

The literature revealed that when planning professional development the following should be considered: prior needs analysis of educators, a clear and specific focus on curriculum, relevant curriculum materials, evaluation mechanisms that will focus on teaching and learning and a focus on developing lecturer competence and pedagogy (see section 2.4.1.1).

It was indicated that during the planning phase of professional development, managers identify developmental needs of lecturers by using the following methods: firstly, by considering the PGP of lecturers, secondly, by identifying poor performing subjects and thirdly, by monitoring and moderating the lecturer's work (see section 4.4.3). One other important factor that lecturers mentioned is that the planning of professional development of lecturers is related to the subject they teach (see section 4.5.3.1). One of the roles of management revealed by the literature was that management should communicate the policies that guide professional development to the lecturers (see par. 2.4.3). Managers and lecturers also agreed that policies should be communicated to lecturers and all stakeholders who are involved in professional development. Managers also indicated that a professional development office should be allocated to each campus, a skills audit must be conducted regularly, enough funds must be set aside for development, and lecturers must be involved in the planning of professional development (see section 4.4.4.1). They identified the IQMS as the policy currently used to guide professional development, but both lecturers and management indicated that the IQMS is not properly implemented (see sections 4.4.4.1 and 4.5.3.1). It is therefore concluded that the managers should set clear goals for professional development and ways to achieve those goals in the planning phase.

The literature revealed that when organising professional development the following should be considered: the facilitators should be experts in the field; the focus should be on content, a suitable time for development should be allowed; and lastly, a budget must be made available for development (see section 2.4.2). Managers and lecturers were in agreement that the suitable time for professional development is

during college recess. Managers said professional development is currently not planned, organised, lead or controlled properly at this selected college (see section 4.4.4.2 and 4.5.3.2).

There is correlation between the literature and participants' responses. The literature revealed that managers should consider the following aspects when organising the professional development of lecturers (see section 2.4.2). The researcher believes these aspects can also be used at the selected TVET college:

The choice of facilitators: lecturers mentioned that some of the facilitators chosen to develop them were incompetent. They therefore suggested that facilitators should be chosen based on expertise and experience (see section 4.5.3.2).

Focus on content: managers and lecturers both indicated that development should focus on content. They indicated that facilitators should be knowledgeable about what they offer in the classroom and that the content focus should also be on the curriculum (see sections 4.4.4.2. and 4.5.3.2).

Appropriate venues: a suitable venue for the type of training should be chosen (see section 2.4.2). Lecturers' responses correlated with the literature; one lecturer mentioned that a suitable venue should be provided for proper professional development to take place (see section 4.5.3.2).

Timing and duration of professional development: Lecturers and managers indicated that time for professional development should be long enough for lecturers to understand the content. They further indicated that professional development programmes should be done during the recess (see sections 4.4.4.2 and 4.5.3.2).

Feedback and monitoring: managers mentioned that this is necessary so that managers can have a clear picture of what emerged and identify the strengths and weaknesses of professional development (see section 4.4.4.4).

Wilson (2012:7) in section 2.4.2 identifies the following resources that are vital to effective organising of professional development. Firstly, money: managers and

lecturers indicated that there is lack of professional development due to lack of funds, so they alluded that there should be a budget for professional development (see section 4.5.3.2). Secondly, Men (employees and training providers): this refers to lecturers who will be chosen for development and facilitators who will facilitate training. Managers and lecturers both suggested that facilitators should be well screened (see sections 4.4.3.2 and 4.5.3.2). Thirdly, materials: this refers to a suitable venue where development will take place.

Managing professional development relies on effective organisation. The researcher suggests that managers at this TVET college should consider the above when organising professional development.

The literature revealed that when leading professional development leaders should consider the following: they should identify goals and expectations of development, ensure that professional development is aimed at creating quality teaching, ensure that development takes place in a conducive environment and leads to teacher learning and development (see section 2.4.3). Lecturers revealed that it is the duty of the campus manager to ensure that development focuses on teaching and learning (see section 4.5.3.2)

Managers are expected to lead professional development by example (see section 4.4.4.3). Lecturers said managers must also be developed and should lead by example (see section 4.5.3.3), while the literature showed that leaders of professional development must lead by example and reward lecturers for the work they do (see section 2.4.3). One manager revealed that the professional development of lecturers should be led by campus management (see section 4.4.4.3). Managers gave an account that it is difficult to lead professional development when they have not been developed themselves (see section 4.4.4.3). It was revealed in section 2.4.3 that when they lead professional development of lecturers, leaders in TVET colleges should focus on teaching and learning and the curriculum, but one manager indicated that the college still uses an outdated curriculum. This implies that managers' focus is not mainly on teaching and learning. The researcher derived from the results that the leadership function should be executed with much more vigour regarding professional development at the college.

The positive influence exerted by leadership regarding professional development should become obvious, but that is lacking at this stage.

The empirical study and literature indicated that one of the roles of managers is to monitor that professional development programmes are taking place, which forms part of the control function (see section 2.4.4). The lecturers gave an account that there are no control measures in place at the college (see section 4.5.4.4). Managers and lecturers suggested that managers should do class monitoring and class visits regularly (see sections 4.4.4.4 and 4.5.3.4). Lecturers suggested that control measures must be in place. They indicated that an analysis of results should be done after every task instead of once a semester or trimester to identify problems in advance (see section 4.5.4.4). One manager suggested that students should also be monitored to see what impact professional development had on learning. It was also suggested by managers that lecturers should be given evaluation forms at the end of their professional development to identify the effect of professional development on lecturers (see section 4.4.4.4).

It can be concluded that the roles of TVET college managers on professional development of lecturers is rooted in the four management functions (planning, organising, leading and controlling) discussed above.

5.3.4   Findings to question four: What can a framework for managing the professional development needs look like?

The researcher came to the conclusion in this study that the management tasks of planning, organising, leading and controlling as discussed above are basic in managing professional development. If managers at the various levels of operation were to execute these tasks well in the college with regard to professional development provision, the situation at the college would improve drastically. Both the managers and the lecturers taking part in the interviews could make meaningful contributions towards how these management tasks are executed presently in their colleges and also how they should be attended to (see sections 4.4.4 and 4.5.3). Therefore these tasks are presented as the framework for managing professional

development at the college.   The framework can be represented in the following figure:
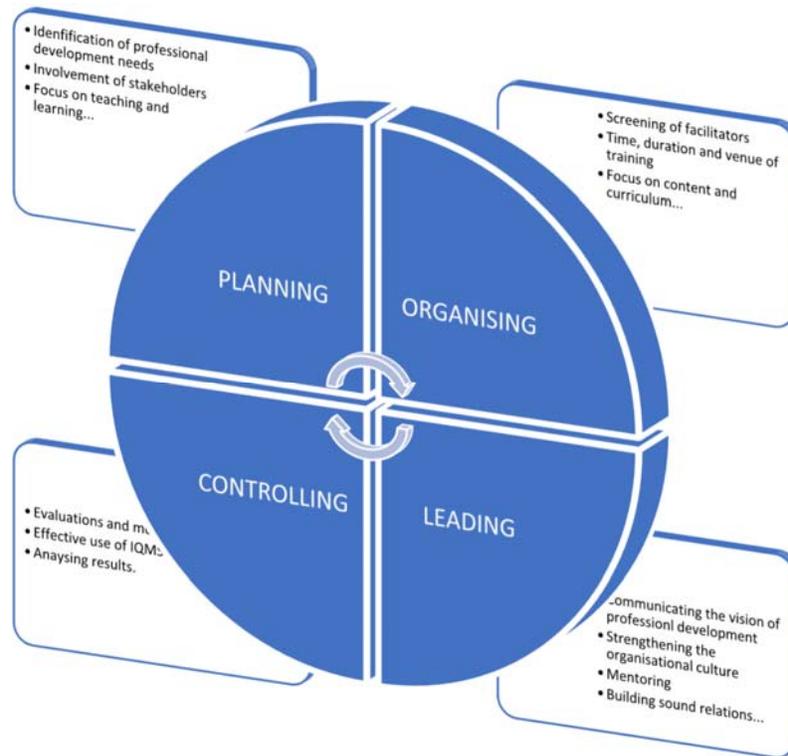
Figure 5.1: Framework for managing professional development of TVET college lecturers using management tasks

As these management tasks of planning, organising, leadership and control also featured in the previous section, a short summary of the framework in relation to how it could be utilised is presented from the perspective of the participants and from the literature study.

Planning: The lecturers and managers suggested that during planning of professional development, the following must be considered: a skills audit of the college must be conducted, and communication and creating awareness of development must take place between management and lecturers before development (see sections 4.4.4.1 and 4.5.3.1).   The lecturers indicated that managers should plan professional developmental programmes that focus on

teaching and learning (see section 4.5.3.1). This is confirmed by Cousins (2015:16) who also indicates that managers should direct their focus on learning and desired outcomes (see section 2.4.1). Managers and lecturers suggested that planning should be done collectively by all stakeholders (see section 4.4.4.1). In paragraph 4.5.3, lecturers suggested that planning of professional development should start with the identification of needs, and the focus should be on teaching and curriculum. This is confirmed by Cousins (2015:10) in the literature study when he mentions the principles that managers in TVET colleges should consider when planning professional development. Those principles relate to a prior needs analysis, a clear and specific curriculum focus and evaluation mechanisms that will focus on learning and teaching (see section 2.4.1).

There is a correlation between what the literature suggests and the findings of the empirical study in relation to the professional developmental needs of TVET college lecturers. These needs were presented according to Maslow's Hierarchy of needs (see section 2.2.2). It has been mentioned earlier (see section 5.3.2) that management of professional development of lecturers starts with identification of needs in the planning phase. Maslow's Hierarchy of needs will assist management to identify and manage developmental needs as stated below:

The basic needs for teaching aids, knowledge of content and pedagogy, a relevant and updated curriculum, workshops with current and relevant equipment are physiological needs (see section 2.2.2). Lecturers also indicated that the curricula used are outdated and they need updated ones, knowledge of content, and they also need remedial training because some of the students are disabled (see section 4.5.2).

There are also safety needs where the participants indicated that they need efficient security personnel, and secure employment as some of the lecturers claim that they are given one month working contracts continuously (see section 4.5.2). In section 2.2.2.2, literature attests that working conditions such as contractual employment is somehow related to poor professional development. So, management of the college should focus on providing secure employment.

Fulfilling lecturers' social needs contributes to professional development as was evident from the remark of one lecturer who mentioned that the college holds a good practice seminar where lecturers meet and share good practices that could develop them in their profession (see section 4.4.2). Opportunity for informal workplace learning through socialising with peers should thus be extended in planning.

Self-actualisation needs of lecturers are not met at all (see section 4.5.2). The literature indicates that self-actualisation needs of lecturers can be achieved by doing courses that relate to what they teach in their classrooms (see section 2.2.2.5), but lecturers indicated that they are offered courses that are not subject related (see section 4.5.2). This implies that the professional development provided here is not relevant to the needs of lecturers.

For lecturers to achieve education outcomes such as quality teaching and learning, motivation of students and proper administration, their professional development needs must be fully attended to. Planning is essential to be able to do so. Managers need to know the professional developmental needs of lecturers in order to manage the professional development according to the needs of lecturers. The above needs will be a starting point for managers to attend to their development needs. Needs have been fully discussed in chapter 4 and summarised in sections 4.4.2, 4.5.2 and 5.3.4. Managers therefore need to pay attention to them in planning professional development.

To properly manage the planning of professional development, Mans (2016:162) (see figure 2.4.1) suggests the following steps. These were also mentioned by the participants and the researcher believes the college can also use the steps:

Coordination: Lecturers (see section 4.5.3.1) suggested that planning should involve all stakeholders such as lecturers, heads of departments, campus managers, senior lecturers and the HR department. In section 4.5.3.3 lecturers indicated that during the planning phase of professional development, all stakeholders should be involved in identifying needs for professional development. By including all lecturers at the basis level when the IQMS is applied, development will be done according to the needs of lecturers, identifying who needs development, and what type of

development is needed. Cousins (2015:12) adds that when lecturers are involved in planning of development, they are able to choose their own learning outcomes and to solve their own problems (see table 2.1).

Analysis of training needs: managers and lecturers (see sections 4.4.4.1 and 4.5.3.1) indicated that a proper analysis of needs through effective use of the IQMS should be conducted.

Designing a training programme: lecturers (see section 4.5.2) suggested that training programmes should focus on needs related to learning and teaching.

Developing training material: lecturers (see section 4.5.3.2) indicated that learning material should focus on curriculum. Literature in this study concurs in section 2.3.1.2c where Carl (2017:2) maintains that it is important to take the curriculum into account when planning the development of lecturers.

Delivering the training programme: lecturers (see section 4.5.3.2) suggested that facilitators should be carefully screened.

Evaluating the professional developmental programmes: lecturers (see section 4.5.3.4) suggested that proper evaluation of professional development should be conducted.

According to the researcher each of the above aspects require proper planning which should be attended to by the managers at the relevant level when these tasks need to be performed. Planning is thus not a once-off activity, but one that features continuously on the agenda of providing professional development well.

Organising: Both managers and lecturers saw organising as putting things together to achieve organisational objectives. To get this right they suggested that lecturers that are selected for development must be notified in time, the time and venue for training must be communicated in time and that time for training must not compromise teaching and learning (see sections 4.4.4.2 and 4.5.3.2). Lecturers and managers indicated that professional development should be done at a suitable time

for both lecturers and students, preferably during college recess. It was also suggested by lecturers that development should be allocated enough time to allow lecturers to understand the content of the development (see sections 4.4.4.2 and 4.5.3.2).

Confirming what was said by participants, Peter and Cilliers (2015:30) explain organising as a process of putting together workers, resources, materials and equipment to ensure that plans are implemented to achieve the objectives of the organisation (see section 2.4.2). The researcher agrees with this encompassing view of the concept of organising and would like to recommend that this view be implemented at the college.

It was also pointed out in sections 4.4.4.2 and 4.5.3.2 that management of the college must make funds available for development of lecturers. A manager gave an account that she wanted one of the lecturers to attend ICT training but that did not materialise due to lack of funds. One manager indicated that colleges get insufficient funding from the DHET. This hampers both the planning and organising of meaningful professional development. So the availability of funds inhibits the organising of professional development.

Managers and lecturers argued that the service providers that facilitate professional development are incompetent and that this should be set right when organising programmes. They therefore suggested that facilitators must be familiar with the curricula of the TVET sector so that their content talks to what the lecturers teach (see sections 4.5.3).

The participants are in line with the ideas of Steyn (2012:7) in section 2.4.2 when she identifies the following as aspects that play a role in the effective organising of professional development: the choice of facilitators, focus on content, appropriate venues, timing and duration of professional development and feedback and monitoring. The above aspects are explained in detail in section 5.3.3.

Leading: Literature (see section 2.4.3) and managers are in agreement that leading means doing the right things and influencing others to do the same (see section

4.4.4.3). Managers and lecturers (see sections 4.4.4.3 and 4.5.3.3) indicated that professional development should be communicated to lecturers. Managers said leading can be done by sharing good practices and leading by example (one manager pointed out that by studying further he is motivating lecturers to develop themselves as well).

The other managers suggested that campus managers should be involved in the development of lecturers so that they can lead the campus properly. The literature mentions that awarding lecturers for their good work also assist in professional development (see section 2.4.3). One of the managers revealed that the college does not reward their lecturers, so he suggested that in addition to the good practice seminar that is held once a year at the college, an award ceremony should be held as well because it will help to motivate lecturers (see section 4.4.4.3).

Literature revealed that leaders at this college can effectively lead professional development by strengthening the organisational culture (see section 2.4.3). A good practice seminar suggested by managers in the above section is a way of strengthening the organisation culture. It is pointed out in section 2.4.3 that a leader should communicate the vision for teaching and learning and professional development should form part of that vision, but lecturers argued that managers at this college do not communicate their plans for professional development. They therefore alluded that communication channels be opened (see section 4.5.3.3). Leadership should take the initiative in promoting professional development through these types of initiatives.

It was pointed out by various managers that they do mentor their subordinates regarding various aspects of their job performance as lecturers (see section 4.4.2). Mentoring involves pairing more experienced lecturers with new inexperienced ones. According to Matshaya (2016:31), professional development through mentoring makes a huge impact on the professional development of a lecturer when it occurs in the classroom (see table 2.1). Lecturers indicated that mentoring is currently done by the senior lecturers at the investigated college, but they alluded to the fact that heads of departments should also assist with mentoring. Leading by example is one of the roles that leaders must play in professional development, therefore leaders on different levels can lead by example by way of mentoring lecturers.

Executive managers can take up the task of leadership by building good relations with lecturers. Participants revealed that relations between managers and executive managers are not good. One lecturer indicated that there is little interaction between lecturers and top managers and added that some of them have never seen the principal of the college (see section 4.5.2). One of the managers in section 4.4.1 compared the relationships between managers and lecturers in this college with a "hospital ward" where people meet by accident. This implies that sound relations between managers and lecturers are needed at this college. If managers want to manage the leadership of professional development, they should build sound relations with the lecturers. Managers can lead effectively by fostering sound working relations with the lecturers.

Controlling: Evaluation and monitoring must take place to enable managers to measure the results of the professional development. Lecturers reported that there are currently no control measures at the college for professional development, so they suggested that the evaluation of results of development that has taken place should be done after every task instead of once a semester. In this way weaknesses can be detected early so that lecturers can be developed further (see section 4.5.3.4).

It has been mentioned earlier in this chapter that managers suggested that evaluation forms should be given to lecturers at the end of training to determine whether training had achieved the set objectives (see section 5.5.3). This can be used by managers to manage the control of professional development.

Managers also alluded to the fact that class observation should be followed up.

Heads of departments and senior lecturers can furthermore control the work of lecturers through class observation and analysis of results of each task. Class observation which takes place during the IQMS process (see figure 2.1) is considered by managers and lecturers as an important part of professional development (see sections 4.4.4.1 and 4.5.3.1). The lecturer is observed by the DSG during lesson delivery to identify professional developmental needs and to

identify weaknesses for developmental purposes (see section 2.5 a). Cousins (2015:12) confirms what is said by managers when he reveals that controlling includes aspects such as classroom monitoring by heads of departments and senior lecturers as part of professional development (see section 2.4). The campus managers, the Assistant Director Human Resource and the Deputy Principal Corporate Affairs can manage professional development by monitoring and evaluating the effects of professional development on lecturers and analysing examination results to identify poor performing subjects where lecturers' teaching could be developed. The literature study further identified the following control measures that can be used to manage professional development: monitoring to see the reaction to development, studying changes in knowledge after development and studying lecturers' work behaviour to see the impact of professional development on teaching and learning (see section 2.4.4).

Managers at the college can use the above management functions as the framework to manage the professional developmental needs of lecturers.

5.4   RECOMMENDATIONS

The following recommendations are made:

- The most important recommendation with the potential to change the situation at the studied college is that the planning, organising, leading and control of professional development needs should be done more professionally. This can be done by taking into account the issues that were covered regarding these management functions in section 5.3.4. This also implies that TVET college managers can sharpen their management skills through professional development.
- In conjunction with the first recommendation it is important that the campus professional development team consisting of lecturers, senior lecturers, heads of departments, campus managers, HR department and the Business Unit should play their management roles effectively as described in section 5.3.3.

- Other than the Human Resource office, the selected TVET college should have an office that is solely responsible for the professional development of lecturers and the personnel in this office should be knowledgeable about the TVET sector.

- All stakeholders, lecturers included, should be part of the planning of professional development. Plans should be well communicated, and awareness thereof be promoted among the lecturers.

- Professional development programmes should be planned around the needs of the lecturers to capacitate them primarily to be experts in the subjects they teach and also focussed on teaching and learning matters.

- Time for professional development should be scheduled during college recess.

- Dissemination of information regarding professional development and mentoring should be utilised effectively as methods of professional development because of the costs of professional development.

- The DHET should update the curriculum of both Report 191 and NCV so that it meets the needs of the industry. This will enable lecturers to do WIL that will develop them professionally.

- Work Integrated Learning should be incorporated into the curricula of TVET colleges so that when lecturers visit the work places, they are able to relate what they learned from the industries with what they teach in their respective classrooms.

- A skills audit should be conducted regularly. In this way the heads of departments will be familiar with the qualifications of lecturers so that when the time-table is done, lecturers are given subjects in which they are specialists.

- The IQMS should be appropriately and effectively implemented to enable continuous development of lecturers in the subjects they teach and wherever they show a need for development.

- The college and the DHET must inject more funds into the relevant professional developmental programmes of the TVET college lecturers.

- The college should hold an award ceremony to reward the staff for good work they do after having received professional development.

5.5 RECOMMENDATIONS FOR FUTHER STUDY

In the view of the researcher the following areas need further research:

Firstly, further research should be conducted on professional development of campus managers, heads of departments and senior lecturers at TVET colleges. Secondly, further research should be conducted on clarifying the roles of managers on the various levels regarding the professional development of lecturers in the TVET sector.

Thirdly, research should be conducted on the impact of professional development of TVET college lecturers on student achievement.

5.6 REVISITING THE THEORETICAL FRAMEWORK

The theoretical framework adopted in this study is human capital theory which emphasises that the investment of resources in employees increases the productivity and efficiency of employees. Nafukho, Hairston and Brooks (2004:546) add that the assumption of this theory is that the investment in employees leads to quality production and economic outputs. Nafukho et al, citing Swanson and Holtons's (2001:4) explain human capital theory as a procedure for developing human expertise for the purpose of improving performance.

Manyau (2015) concluded that the human capital theory view people as important assets to the organisation because of their contribution to the growth of the economy by using knowledge and skills they acquired through development. The assumptions of the human capital theory correlates well with the management of professional development of TVET college lecturers that is investigated in this study. The theory suggests that managers at TVET colleges are obliged to invest resources in developing lecturers to reach economic outputs. The skills and knowledge of lecturers form part of the human capital of the TVET sector and therefore the researcher believes that if continuous professional development is offered and if it is managed well, lecturers will provide quality teaching. This study revealed that

managers at this TVET college could manage effectively by improving planning, organising, leading and controlling of professional development of lecturers because that will improve teaching and learning. This will then lead to efficiency, better productivity, and economic outputs.

5.7 LIMITATIONS OF THE STUDY

This study focused only on one college in the province, therefore the findings cannot be generalised to the other three colleges in the province or other colleges in the country. Only a sample of lecturers was selected to be interviewed in the study, therefore does not include of the entire population. However, the researcher attempted to use the case study strategy in such a way that the results could be usefully implemented in the college.

5.8 CONCLUSION

The aim of the study was to investigate the relevance of the professional development of lecturers currently offered at a TVET college with the aim of improving their professional development. Findings from the qualitative study revealed to a large extent that professional development offered at the TVET college at which the study was conducted was indeed not relevant to teaching and learning and not relevant to the needs of the lecturers. The roles of different stakeholders in the professional development of lecturers were identified and it became clear that if they all play their part efficiently the professional development of lecturers would improve. The research indicated that many adjustments should be made to improve the management of professional development. Hopefully adjustments made based on the recommendations in this study will improve the situation at the college where research was undertaken.

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APPENDICES

Appendix A: Registration letter of the researcher

UNISA | university of south africa

1908

MOTAUNG M R MRS
17 BARNATO
REITZPARK
9459

STUDENT NUMBER : 42466164

ENQUIRIES TEL : 0861670411
          FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2020-03-13

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT)   (98420)

					PROVISIONAL EXAMINATION	
CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM.DATE	CENTRE(PLACE)
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Study units registered without formal exams:
  DFEDU95   MEd - Education Management   **   E
@ DFEDU95   MEd - Education Management   **   E
@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
  Please note the new requirements for reregistration and the number of credits per year which state that
  students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
  and thereafter must complete 48 NQF credits per year.
  Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other
  important information.
  Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
  demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
  in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
  academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
  approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
  be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
  allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
  College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
  such qualification.
  Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
  qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
  candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
  must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
  Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.
Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available
  for the research proposal module.
  Study material can be accessed on the Unisa website. You must register on MyUnisa (https://my.unisa.ac.za/portal/)
  for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence
  will be sent to this email address.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Dr F Goolam
Registrar

0108 0 00 0

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone. +27 12 429 3111 Facsimile. +27 12 429 4150
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Appendix B: Letter of permission to the TVET college Principal

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Improving the management of the professional development of lecturers at a selected Technical and Vocational Education and Training (TVET) college.

Request for permission to conduct research at your TVET College

Title of the research: Improving the managing of the professional development of lecturers at a selected Technical and Vocational Education and Training (TVET) college

Date: 21 July 2019

…………………………..

…………………………

…………………………

Dear Mr ………………

I, Motselisi Rose Motaung am doing research towards a MEd degree under the supervision of Professor E.J. van Niekerk, a Professor in the Department of Education Leadership and Management at the University of South Africa. We have funding from ETDP SETA for conducting research in TVET colleges. We are inviting you to participate in a study entitled: Improving the management of the professional development of lecturers at a selected Technical and Vocational Education and Training (TVET) college.

The aim of the study is to investigate the relevance of professional development of lecturers that is currently offered at a TVET college with the aim of designing a management framework on how to develop lecturers professionally. The study will benefit all the stakeholders such as lecturers, management of the college, DHET and students. As a result of this study DHET and management of the college will increase their knowledge of what the professional needs of TVET college lecturers are and ways to manage professional development of lecturers. The results will guide management of the TVET colleges in their future planning and policy making towards development of lecturers in the TVET sector. Lecturers will be able to provide a better quality of teaching and learning to the students.

Your college has been selected in this study because it is one of the reputed colleges. The researcher is currently working at the college and in the view of the researcher this study will benefit the college. I am writing to you to allow some of your staff to take part in this study.

The study will employ the use of semi-structured interviews, focus group interviews and document analysis to collect data from the Human Resource Manager, Campus Managers, Lecturers and Heads of Departments. There will be no risk involved as participants will be voluntarily involved in the study. The study does not involve any financial cost on the part of participants and therefore no reimbursement or any incentives for participation in the research will be offered. The researcher will ensure that the following measures will be adopted to protect the identity of the institution and the participants in this study. Firstly, the data collected will be kept safe and will only be accessed by the researcher. Secondly, all identifying information such as the name of the institution and names of participants will not be revealed to any one and will not appear on the final report of the research. The researcher will make available the findings of the study as soon as the study is finally accepted by the University of South Africa.

Yours sincerely

_____
MOTSELISI ROSE MOTAUNG
Master of Education candidate
Department of Educational Leadership and Management
College of Education, University of South Africa

PARTICIPANTS INFORMATION SHEET

UNISA | university of south africa

Date: 21 July 2019

Title: Improving the management of the professional development of lecturers at a selected Technical and Vocational Education and Training (TVET) college.

DEAR PROSPECTIVE PARTICIPANT

My name is Motselisi Rose Motaung and I am doing research under the supervision of Professor E.J Van Niekerk, a Professor in the Department of Educational Leadership and Management towards a Master's degree in Education at the University of South Africa. We have funding from ETDP SETA for conducting research in TVET colleges. We are inviting you to participate in a study entitled "Improving the management of the professional development of lecturers at a selected Technical and Vocational Education and Training (TVET) college".

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information on the relevance of professional development of lecturers that is currently offered at a TVET college with the aim of designing a management framework on how to develop lecturers professionally. The following are the specific objectives of the study:

1.   To clarify the meaning of professional development in the TVET sector.
2.   To identify the relevance of professional development at TVET colleges in line with the core business of the college and lecturers.
3.   To clarify the role of management in professional development of TVET college lecturers.
4.   To design a framework for managing professional development needs of TVET lecturers.

WHY AM I BEING INVITED TO PARTICIPATE?

You are purposefully invited because of your knowledge, experience and expertise on the research topic at hand. The researcher obtained your contact details from the college staff contacts. There will be approximately 17 participants who will take part in the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves focus groups and semi-structured interviews. The participants will share their experience and knowledge when it comes to professional development and participate in interviews by responding to questions asked by the researcher on the topic of the research. You will also sign acknowledgement forms to participate in the study. Interviews and focus groups will take a maximum of one hour to complete. All participants will be notified of the time and venue of interviews.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Participating in this study will benefit all participants. They will be awarded with the opportunity to assist in designing a framework on how to develop professional development that is relevant to the TVET college lecturers. Lecturers and management will be able to understand how to manage professional development and thereby improve quality teaching and learning for the community.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The researcher does not foresee any inconveniences or discomfort to the participant. The study will be conducted at a convenient time of the participant. If you participate in this research your confidentiality will be maintained at all times and the researcher will be the only one who has access to data collected from you. Your name or any other information will not be reported in the results of this study. The data collected will be kept in a secure place for a period of five years after the completion of the study. You may withdraw at any time if you feel uncomfortable. The contact details of the researcher and the supervisor will

be provided to you in case you need to report negative consequences not foreseen by the researcher.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration. Your name or any information that identify you will not be reported in any publication to protect your identity. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method (a focus group is a group of people that the interviewer interacts with to gather data. This group is specifically selected from the population to discuss a particular topic). While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially, I will, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet at the home of the researcher for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval, if applicable. All hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software program.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no financial cost on the part of the participant as the study will be conducted at the work place of the participants and therefore there will not be any payment to the participants.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the College of Education of UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Motselisi Rose Motaung on 071 8971 216 or email olitshidi@gmail.com. The findings are accessible for five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Motselisi Rose Motaung, cell number: 071 8971 216, email olitshidi@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor E.J. Van Niekerk at: Telephone number (012) 429 6992 and email address: Vniekej@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study. Thank you.
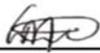
_____

MOTSELISI ROSE MOTAUNG

Master of Education candidate

Department of Educational Leadership and Management

College of Education, University of South Africa

Appendix D: Participant Consent form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Participant Name and Surname (please print)_____

_____   _____

Participant Signature   Date

Researcher's Name & Surname: MOTSELISI ROSE MOTAUNG
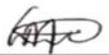
_____   2019/08/23_____
Researcher's signature   Date

Appendix E: Focus group consent and confidentiality agreement

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I_____ grant consent that the information I share during the focus group may be used by MOTSELISI ROSE OLIPHNAT MOTAUNG for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print): <u>MOTSELEISI ROSE MOTAUNG</u>

Researcher's Signature: _____

Date: _2019/08/23_____

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QUALITATIVE RESEACH INSTRUMENT (SEMI-STRUCTURED INTERVIEWS) FOR TVET COLLEGE MANAGERS

The interview intents to investigate the relevance and management of professional development of lecturers that is currently offered at a TVET college, with the aim of designing a management framework on how to develop lecturers professionally. All the findings of the research will be utilised for academic purposes toward the fulfilment of the Master's Degree in Education Management at the University of South Africa.

Guidelines for responding to the interview guide:

1.   The participants are requested to be open and frank when responding to all questions in this interview.
2.   The participants are requested to answer all questions with honesty and to the best of their ability.
3.   Participants are requested to ask clarity seeking questions if they do not understand.

Interview Questions

1.   How long have you been working at this college as a manager?
2.   In your view, what is the quality of teaching at this college?
3.   Which policies and procedures are used to guide professional development of lecturers?
4.   Explain your role as a manager in the professional development of lecturers at this college.
5.   How do you identify the needs of lecturers for professional development purposes?

6. What type of development have you organised for lecturers in the past year?

7. How did the professional development provided in the past year address the development needs of lecturers?

8. How was it planned, organised, lead and controlled?

9 How can you improve the management of professional development at this college to fulfil the needs of lecturers?

10. How can you improve the following aspects of managing professional development?

- Planning
- Organising
- Leading
- Controlling

11. How can the following aspects of managing professional development be improved by other managers at this college:

- Planning
- Organising
- Leading
- Controlling

Appendix G: Focus group interview guide for TVET college lecturers

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QUALITATIVE RESEARCH INSTRUMENT FOR TVET COLLEGE LECTURERS

The interview intents to investigate the relevance and management of professional development of lecturers that is currently offered at a TVET college with the aim of designing a management framework on how to develop lecturers professionally. All the findings of the research will be utilised for academic purposes toward the fulfilment of the Master's Degree in Education Management at University of South Africa.

Guidelines for responding to the interview guide:

1. The participants are requested to be open and frank when responding to all questions in this interview.
2. The participants are requested to answer all questions with honesty and to the best of their ability.
3. Participants are requested to ask clarity seeking questions if they do not understand.

QUESTIONS FOR THE FOCUS GROUP INTERVIEWS

1. How long have you been working at this college?
2. Are you qualified to teach the subjects you are currently teaching? Please elaborate.
3. What skills do you need to ensure that you provide quality teaching and learning in your classroom?
4. What are your professional development needs?
5. How often do you go on training for the purpose of development?
6. How relevant are professional development programmes to the core business of the college (teaching and learning) and to your professional needs?
7. What should be considered by managers when executing the following functions

in the provision of professional development:

- Planning

- Organising

- Leading

- Controlling?

8.   Do you have any other suggestions on improving the management of professional development at your college?

Appendix H: Ethical Clearance

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date 11 September 2019

ERC Reference : **2019/09/11/42466164/14/MC**
Name: Mrs MR Oliphant-Motaung
Student no: 42466164

Dear Mrs Oliphant-Motaung,

Decision: Approved

_____

Researcher(s): Name: Mrs MR Oliphant-Motaung

Supervisor(s): Name: Prof EJ VAN NIEKERK

Working title of research:
A FRAMEWORK FOR MANAGING PROFESSIONAL DEVELOPMENT NEEDS OF LECTURERS AT A TECHNICAL AND VOCATION EDUCATION AND TRAINING (TVET) COLLEGE IN THE FREE-STATE.

Qualification: M Ed Education Management

_____

Research Ethics Committee Recommendations:

None

Yours sincerely,

Name of the Chair: Prof AT Motlhabane

E-mail: motlhat@unisa.ac.za

Tel: (012) 429-2840