Investigating the effectiveness of Academic Boards in Academic Governance: A case study of TVET Colleges in Mpumalanga

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DECLARATION

I, Faniekie Henry Judas Siboza declare that:

(i)   The research reported in this dissertation, except where otherwise indicated, is my original research.

(ii)   This dissertation has not been submitted for any degree or examination at any other university.

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I wish to sincerely express my gratitude to the following people for the contribution they made towards the completion of my study:

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DEDICATION

This research is dedicated to my family and all the people who encouraged and inspired me to pursue and complete the study. I really appreciate you all and further express my deepest thanks to you.

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ABSTRACT

The Technical and Vocational Education (TVET) colleges are public institutions that abide by the policies of the Department of Higher Education and Training (DHET). The DHET legislation requires that the colleges should establish the Academic Boards. Their responsibility is to plan and manage the academic activities in the colleges and ultimately meeting its targets for students' academic performance and, the production of skilled graduates who could participate in the labour market. The poor academic performance of students in the college signals that amongst others, the Academic Boards as the driving force behind academic performance in Mpumalanga have not met their targets and therefore, are not delivering on their mandate, in terms of the certification rates in the National Certificate (Vocational) and the Report 191 learning programmes, hence the investigation into the effectiveness of the Academic Boards in the academic governance of the colleges as the main aim of the research study. The conceptual framework that informed this research is on academic governance, focusing on leadership, policies and implementation, college industry partnerships and collaborations with other stakeholders.

The population from which the respondents were drawn is 18 and 26 members from the two colleges respectively. A sample of 10 respondents, 5 from each college was selected using purposive sampling. They were investigated to ascertain how effective they were in their role as board members. A pragmatic paradigm, a mixed method approach and a case study was used as it could give in-depth understanding of the effectiveness of the board members in their roles.

Data from the respondents was collected using the questionnaire, interviews and documents analysis. The thematic approach was used to analyse data.

The findings indicate that amongst others, the management role of the Academic Boards is not clear to some members, policies are not abided by, and the boards do not approach matters of concerns as a collective, only senior management serving on the boards that engage stakeholders to form partnerships, not the entire boards.

The conclusions made are that the Academic Boards are not effective in their functions. Recommendations based on the research findings, aiming at improving the academic performance of the college, have been made.

Keywords: Academic Boards, academic performance, colleges, academic governance, partnerships.

ACRONYMS

CET   - Continuing Education and Training

DHET   - Department of Higher Education and Training

FET   - Further Education and Training

HOD   - Head of Department

MoU   - Memorandum of Understanding

NC (V)   - National Certificate (Vocational)

NDP   - National Development Plan

NSDS   - National Skills Development Strategy

NSFAS - National Student Financial Aid Scheme

SETA   - Sector Education and Training Authority

SRC   - Student Representative Council

TVET   - Technical and Vocational Education and Training

WBE   - Workplace - based Experience

WIL   - Work Integrated Learning

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.   **CHAPTER 1**

                      INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

Education in South Africa has undergone many changes since 1994, the introduction of the democratic government. A re-structuring from one to two systems of the education took place: one for schooling referred to as the Department of Basic Education and the other for tertiary education referred to as the Department of Higher Education and Training (DHET). DHET is responsible for higher education in the country, which includes post schooling levels, colleges and universities. The Department of Higher Education and Training (2013:5) in the White Paper "conceptualised the idea and a single, coordinated post-school system came into being". This system is composed of "universities, Technical and Vocational Education and Training (TVET) colleges, community colleges, private colleges, Sector Education and Training Authorities (SETAs), South African Qualifications Authority (SAQA) and Quality Councils" (DHET, 2013:5).

 The TVET colleges are public institutions that have been established in terms of Further Education and Training (FET) Colleges Act 58 of 2006 as amended. They were established to provide "vocational education and training to the youth of this country so that they can learn about a variety of skills and also to prepare them for job opportunities" (DHET, 2013:11). Statutory bodies like Academic Boards were established at these colleges to oversee all processes regarding teaching and learning management, including the student graduate output. These outputs are determined through the certification rate whereby students should pass all subjects to indicate their preparedness for employment. The TVET colleges in Mpumalanga province, one of the nine provinces in South Africa, have set a target certification rate of 50%. For the past three years though, the certification rate of graduates has been below the average of 50%, to be discussed in detail in section 1.3, problem statement.

The focus of this research is on the effectiveness of Academic Boards in the Academic Governance of these colleges. Academic Governance focuses amongst others on policy matters that affect the academic life and functioning of the colleges including the processes of teaching and learning.

This chapter gives highlights on the following sub-topics: background to the problem, problem statement, need for research and significance, aim of the study, research objectives, research questions, literature review, research methodology, limitations, delimitations and conclusion.

The following paragraph presents highlights on the background to the problem, which focused on historical information on the South African Education system.

1.2   BACKGROUND TO THE PROBLEM

The South African Education system comprises the schooling (primary and secondary) and the tertiary systems. The establishment of TVET colleges within the tertiary system focussed on skills development and training, which is vocational education and training. Before the establishment of the TVET colleges, there were Further Education and Training (FET) colleges, which were in the same band with the schools, giving no clear distinction between schools and colleges.

The FET colleges came into existence to replace the former Technical Colleges which were established to provide technical and vocational education, fraught with inequalities across the racial groups. In 1994, the process of transforming the Technical Education sector began. The Government Gazette (1998) enacted Further Education and Training (FET) Act of 1998 which made provision for the establishment and declaration of the FET institutions. As per the Act, all Technical Colleges were declared FET Colleges during 2001-2003. The FET Act No. 98 of 1998 was later replaced by FET Act No. 16 of 2006 as amended, mainly meant to transfer the colleges' functions from the Provincial competence to the Department of Higher Education and Training (DHET), which was established in 2009. Through the Government Gazette (2006) the FET Act No. 16 was later changed into Continuing Education and Training (CET) Act No. 16 of 2006 as it resided in the DHET. Through the Continuing Education and Training Act No. 16 of 2006, FET Colleges became Technical and Vocational Education and Training (TVET) colleges. The mandate was that students should receive technical and vocational education and training focusing on a specific range of jobs or employment opportunities.

In 2012, the Government Gazette on Further Education and Training Colleges made provision for colleges to be the responsibility of the Department of Higher Education and Training. The TVET colleges came into existence, as a result of the merger of 152 former technical colleges in 2002 in

South Africa. The 152 technical colleges resulted in 50 FET colleges, later called TVET colleges. In January 2014, all colleges officially became known as TVET colleges whose main purpose was to provide technical and vocational education to the youth. According to DHET in the White Paper (2013:11), "the main purpose of these colleges is to train young school leavers, providing them with the skills, knowledge and attitudes necessary for employment in the labour market."

One of the key objectives as stated in the White Paper was to "strengthen the colleges' governance" (DHET, 2013:12). This measure was done by establishing: the College Council, whose role is to oversee the general governance of the college; the Academic Board, whose role is to oversee effective teaching and learning activities for the students and the Student Representative Council (SRC), responsible for the affairs of students in the college (DHET, 2013.) The teaching and learning programmes at the colleges make provision for students to become competent and appropriately skilled people to meet the demands of the labour market. The students are expected to become knowledgeable during the learning process as they do theoretical work in class, which they later apply practically, as required by the syllabi. Students who undergo these processes have a potential to address the emerging economic and social development priorities of the country (DHET, 2011), hence the requirement for colleges to produce a certification rate of more than 50% on average.

1.3   PROBLEM STATEMENT

Despite considerable international literature acknowledgement issues associated with the effectiveness of university Academic Boards (also known as academic senates or faculty senates), there is little current empirical research exploring why difficulties might exist and what (if any) might be done about them (Rowlands,2013:338). According to the CET Act of 2006 and DHET (2013:18), the Academic Boards have a management responsibility in that "effective, efficient, dedicated and motivated leadership are able to provide the quality education and training required by the youth". According to Dooley (2007:2), the role of the Academic Boards can be identified under four headings; "governance, maintenance of academic standards, communication within the institution and relationships with external stakeholders". In the same context but based on the University situation under the leadership of Academic Boards in South Africa, Nkomo (2015:243), argues that universities should "educate and train people with high level skills for the employment

needs of the public and private sector". It is therefore justifiable to indicate that the Academic Boards need to play a role in the Academic Governance of the colleges, which is concerned with leadership, college-industry partnerships, policies and procedures and collaborations with other stakeholders, in the context of this research.

In Mpumalanga Province, there are three public TVET Colleges whose purpose is to provide technical and vocational education to students in terms of the CET Act of 2006. The researcher based his study on two colleges where the graduates did not meet the targeted certification rate of 50% and more. The colleges offer learning programmes that lead to formal qualifications like Report 191, known as Nated, and National Certificate (Vocational), both funded by Government. This study focused on the effectiveness of the Academic Boards and the role they should play in Academic Governance to ensure that colleges meet their targets in terms of certification rates and beyond. It is in this regard that the effectiveness of the Academic Boards in academic governance of TVET colleges, the structures responsible to oversee and manage teaching and learning activities, had to be investigated.

According to DHET in the White Paper (2013:11), government expects "TVET colleges to become the cornerstone of the country's skills development system." The two colleges under study have not been producing a target pass rate of 50% or more on average per year to have students prepared for a range of job opportunities or employability as needed by the world of work (Management around-table discussion in 2014). The teaching and learning programmes of the colleges as determined by the pass rate of students were of concern in that some intervention measures needed to be employed in order to get the colleges to obtain the target pass rate of 50% and above. At this rate, the colleges will not be in a position to produce at least 30 000 Artisans by 2030 for the country as expected of colleges by DHET. The tables below show a picture of the certification rates of the two colleges over a period of three years, 2013 - 2015. It is a reflection of a serious problem that needs an intervention in the colleges, particularly of Academic Boards.

Table 1.1   The certification rates statistics of College A (Source: Curriculum management document, 2015:1)

ASPECT	2013	2014	2015
NC(V) Programmes	35%	34%	48%
Report 191 Programmes	33%	35%	32%

Table 1.2   The certification rates statistics of College B (Source: Curriculum management document, 2015:1)

ASPECT	2013	2014	2015
NC(V) Programmes	43%	45%	49.6%
Report 191 Programmes	27%	34%	36%

1.4   SIGNIFICANT NEED FOR THE RESEARCH

There is a need for research to investigate the effectiveness of the Academic Boards in terms of the role they perform in the academic governance of TVET colleges. The academic performance of these colleges below the 50% target in such consecutive years prompted an idea to probe the role of the Academic Boards in the governance of these colleges. The performance of students has been translated into the academic performance of colleges. The situation calls for the Academic Boards to develop strategies that will be used by the colleges to address the academic performance of students. One of the responsibilities of the boards is to create a conducive environment in which students and lecturers can easily interact.

In conversation with staff members at the colleges, they raised concerns about students' performance, especially the low performance and asked questions why students were not performing to their best, in college academic activities. They stated that students' low morale to study, lack of follow-up on resolutions on the registration of students, provisioning of material and equipment necessary for teaching and learning, creation of conducive environment for

management, teaching staff and students to perform were some of the contributory factors. The industry was also engaged with the same matter and they stated that colleges were not creating a conducive space to establishing partnerships with them for the purpose of introducing the world of work to the colleges from which students can benefit as graduates.

This research is regarded as significant in highlighting the role of the Academic Boards in the academic governance of the colleges, particularly with regard to their effectiveness in this regard. It can also inform DHET on the challenges experiencing in working for effectiveness and the possible interventions for this to be achieved. The findings could be used to create an opportunity for stakeholders like engineering companies, business sectors and community members to be engaged in possible intervention actions. Also, the findings could create an opportunity for the stakeholders like government departments, industries, community structures and the parents to make an input to the holistic development of students, to knowledgeable and mature artisans, thereby assisting the Academic Boards to perform their Academic Governance role, effectively.

1.5   AIM OF THE STUDY

The aim of the study was to investigate the effectiveness of Academic Boards in the Academic Governance of the TVET colleges in Mpumalanga Province.

1.6   RESEARCH OBJECTIVES

The following objectives were developed in order to guide this study on the TVET colleges in Mpumalanga Province:

- To investigate the role of the Academic Boards in the Academic Governance of the TVET colleges.

- To investigate the effectiveness of the Academic Boards in the Academic Governance of the TVET colleges.

- To investigate the possible reasons for the effectiveness of the Academic Boards in the Academic Governance of the TVET colleges.

1.7   RESEARCH QUESTIONS

The three key research questions were framed to guide the study on the effectiveness of the Academic Boards in the Academic Governance of TVET Colleges in Mpumalanga Province:

- What are the roles of the Academic Boards in the Academic Governance of the TVET colleges?

- How effective are the Academic Boards in the Academic Governance of the TVET colleges?

- Why do the Academic Boards have the particular effectiveness in the Academic Governance of the TVET colleges?

1.8   LITERATURE REVIEW

The researcher used relevant literature that included research articles (hard and soft copies), chapters and policy documents that focused on the Academic Boards of institutions.

The conceptual framework of this study concentrated on Academic Governance as the major role of the Academic Boards. Therefore, the literature review was based on the leadership role and Academic Governance of the Academic Boards, their role in the formation of partnerships with industries, the extent to which they collaborated with other stakeholders and their effectiveness in the academic life of the colleges.

1.9   RESEARCH DESIGN AND METHODOLOGY

This section focused on the sampling, research design and the methods used to conduct this research study.

1.9.1. Sampling

Purposive sampling was used as a sampling technique to select the research respondents. Samples of 5 respondents from each college, totalling 10 respondents in all were drawn. From college A, there were 1 Academic Manager, 1 Curriculum Manager, 1 Senior Education Specialist (SES/HOD) and 2 lecturers. From college B, the respondents were 1 Campus Manager, 2 Senior Education Specialists (SES/HOD) representing Business Studies and Engineering Studies respectively, and 2 lecturers. These are people who sit and serve on the boards with vast knowledge and experience.

The decision to involve the respondents mentioned above was informed by the assertion of the senior management and the availability of the members of the Academic Boards by then from the colleges, and also that the categories of respondents identified represent the spectrum of internal officials involved in the Academic Governance of the colleges. The lecturers are in a majority as per the dictates of the College Statutes.

1.9.2 Research Design

According to Babbie and Mouton (1998:74), "a research design is a plan or blueprint of how you intend conducting the research." The researcher is therefore able to tackle the research problem as s/he follows the plan as a guideline.

The researcher used a pragmatic framework as the research "seeks to understand social members' definitions and understanding of situations" (Henning, 2004:21), and how they were practically handling them. A pragmatic paradigm was more appropriate for this study as it created a space for the respondents to indicate their actual actions of doing their work, instead of giving a theoretical explanation. Mouton (1996) also reiterated that pragmatism means 'to do' practically. The researcher in this research study intended using a mixed-methods approach. Mixed methods refer to "combined methods associated with both quantitative and qualitative research of which the aim is for the two methods to supplement each other" (Du Plooy-Cilliers in du Plooy-Cilliers, Davis & Bezuidenhout, and 2014:33). Therefore, this approach was used to understand the real life situation of the respondents from the two colleges, as case studies.

1.9.3 Methodology

Within the context of the mixed methods approach, the relevant techniques used to collect data were interviews, document analysis and use of questionnaires. According to Henning (2004:3) as she focuses on interviews, "there is much freedom and natural development of action of participants in the qualitative approach, allowing enough space to capture as much data required for the investigation of the problem."

The use of quantitative and qualitative approaches demonstrated the fact that indeed the Academic Boards had to somehow indicate whether they were effective in their work. For example, in addressing the issue of TVET curriculum, Albashiry, Voogt and Pieters (2015:603) declare that students, teachers and employers should collaborate and together participate in the design of the relevant curriculum that should respond to the social and labour needs of both the community and industry. The interpretation is that all stakeholders should be encouraged to participate in the design of the curriculum so that their needs requirements can be addressed. This approach also created an opportunity to investigate effectiveness of the Academic Boards in their managerial role at TVET colleges. By investigating this, the data collected could be used to improve the conditions and practices in a particular environment within the colleges.

The use of quantitative method (questionnaires) was appropriate because according to Blaxter, Hughes and Tight (2001:85), the "researcher cannot be in more than one place at any one time" to collect data from the respondents, hence the distribution of questionnaires. Regarding qualitative method, the researcher conducted the interviews with the respondents and that provided a space to provide background information and probe the interviewees for more information with regard to the research study (Blaxter et al., 2001:85). The documentation analysis was used because that gave a researcher an opportunity to secure documents, like for example the minutes to investigate how meetings were conducted and what was normally discussed at those meetings

The data collected was done to get the "lived experiences and experiential meanings of individuals and even groups" (Du Plooy-Cilliers et al., 2014:173). It was through this process that the researcher obtained the richness and depth of data as it was collected from various individuals in a specific social context. The researcher kept in mind that the purpose of data collection was to "explore, understand and describe" (Du Plooy-Cilliers et al., 2014:174), instead of explaining it.

1.10 LIMITATIONS

The limitations of this research are:

- The unavailability of some documents like college reports prevented the researcher access to more information that was relevant and needed. Therefore, the relevant minutes for that particular period for example, were used to determine the compliance of the Academic Boards with policies in terms of meeting procedures and processes.

- Time constraints regarding the collection and analysis of data within the stipulated period. The programme of action to this effect was adjusted in terms of time to allow the processes to unfold.

- Limited financial aid to enable physical consultative meetings with some members to discuss progress made in the study. Therefore, those members were communicated with over the phone and some generously came to the office for the progress report.

1.11 EXPOSITION OF THE STUDY

This paragraph exposes the study in terms of the chapters as follows:

Chapter 2 focused on the literature review with regard to the effectiveness of the Academic Boards in the Academic Governance role in the management of TVET colleges. It also described the conceptual framework that was used in the study to inform on the data collection and analysis of for understanding the effectiveness of the Academic Boards.

Chapter 3 was about the research methodology that was used in the study. It included aspects like research design, case study, sampling and population, data collection methods, construction of data collection instruments, recruitment of respondents, collection of data and the analysis thereof.

Chapter 4 focused on the presentation of the findings. It presented the results on each case according to the research objectives. The thematic approach was used where themes that emerged from the data under each research objective were used to present the data or findings

Chapter 5 focused on the discussion and the interpretation of the findings. The research objectives and the common themes under each research objective representing the two cases were clearly

presented. The findings were discussed and interpreted to reflect on how effective the Academic Boards of both the colleges are.

Chapter 6 focused on conclusions and the recommendations on the research study for both Colleges A and B. The chapter has clear focus on themes which emerged from the study. These reflect the effectiveness of the Academic Boards in the Academic Governance of the TVET colleges in Mpumalanga Province.

1.12   CONCLUSION

This chapter has introduced the study, provided the information regarding the problem that affected the colleges and also indicated the reasons why the study was undertaken. The researcher in this chapter indicated briefly the role of the Academic Boards in the Academic Governance of the colleges.

The aim of the study was to investigate the effectiveness of the Academic Boards at the TVET colleges. Other aspects like the limitations that would impact on the study were highlighted in the chapter. A brief summary of all chapters in the study are presented.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

In the TVET colleges, Academic Boards were established to oversee all processes regarding teaching and learning management. This included the interpretation and implementation of government and institutional policies, in this regard. The effectiveness of the Academic Boards may be investigated through the roles that they are expected to play, as per the policy imperatives. Literature on the responsibilities and the role played by the Academic Boards as governance structures in the Academic Governance of the TVET colleges is presented. It is through this literature review that an attempt is made to link the concept of effectiveness of the Academic boards to their roles and responsibilities. The conceptual framework discussed illustrates the concepts the researcher used to investigate how the boards may be regarded as effective in their roles and responsibilities.

The literature review presents research on key issues that need to be critically interrogated with regard to the Academic Boards and their role in effective governance of teaching and learning. Key to the effective role was educational accountability which should be displayed by the Academic Boards in the implementation of a theory of action aimed at achieving the goals of the colleges through teaching and learning (Rodriguez, 2015:192).

2.2   CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of this study focuses on the effectiveness of the Academic Boards in the Academic Governance of the TVET colleges as linked to the policy imperatives. The conceptual framework is based on the notion that the colleges are expected to further provide quality education and training which should be enforced by the Academic Boards. The quality education and training can be done by "setting out modalities for ways in which employers in both the private and public sectors can play an important role in the creation of a skilled labour force" (DHET, 2013:1). The DHET in the White Paper (2013:11) further indicates that the colleges

should take a lead in collaboration with other stakeholders that have an interest in college education "in providing training for the mid-levels skills required to develop the South African economy". The researcher also considered the King IV Report (2016) to arrive at the current conceptual framework for this study. The King IV Report (2016:43) advocates that the organisational leadership can "lead ethically and effectively" to accomplish the goals and objectives of the organisation collectively with other stakeholders.

The theory adopted is to strike a balance between management and the Academic Board whose major role is linked to academic governance and other management knowledge that should be used accordingly to achieve the goals set, either wittingly or unwittingly (Nkomo, 2015:243). The effectiveness of the board as viewed in the framework of governance is according to the criteria of leadership, college-industry partnerships, policies and procedures, and collaborations with other stakeholders. Figure 2.1 indicates how the specific concepts may be used to investigate the effectiveness of the Academic Boards in the Academic Governance of the colleges.
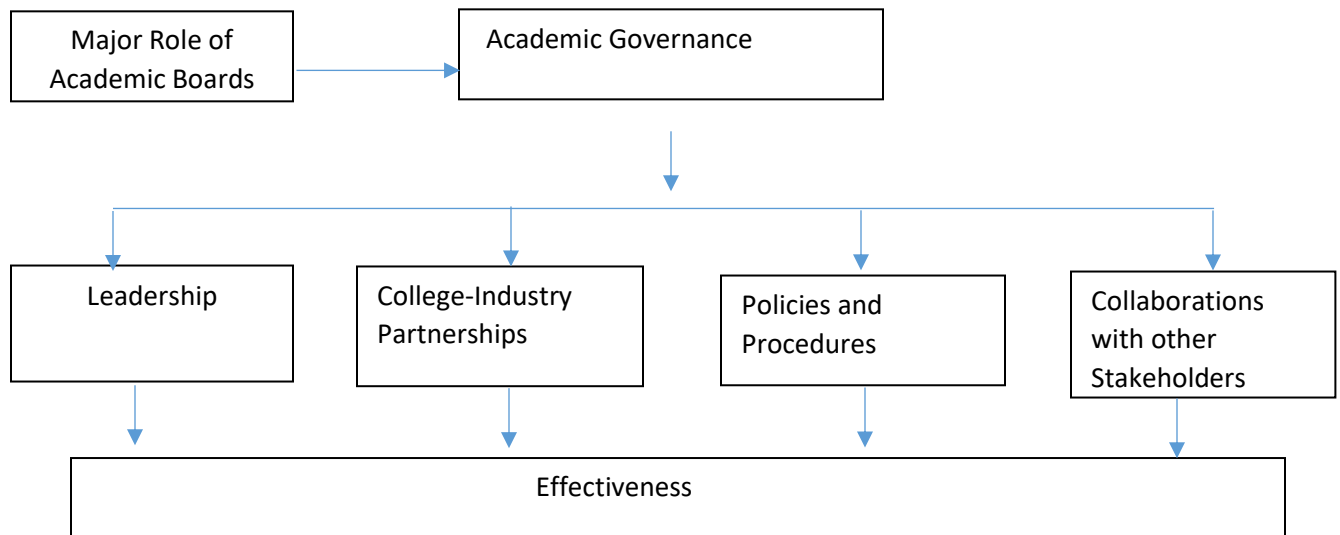
Figure 2.1: Conceptual Framework of academic effectiveness (Source: DHET, 2013; The King IV Corporate Governance Report, 2016)

According to O'Reilly (2009:8), the British and Irish scholar and ombudsman effectiveness concerns ensuring that the scheme, a body or structure in the context of this research "delivers quality outcomes efficiently and represents good value for money". Land (2002:23), defines

effectiveness in his study by attributing it to students' academic achievement good relations with other stakeholders, effective performance in policy making, leadership and budgeting and adequate evaluation and training. Nicholson (2004:4) define effectiveness using a framework which indicates three factors that determine the effectiveness of the Boards of factors: instructional historical factors regarding the Boards composition to carry out the role set required of it and lastly various level interventions used to achieve the set organizational goals. Gabris and Nelson (2013:488) argue that board effectiveness is associated with relationships between board members and staff, group processes of high quality and positive interpersonal relationship among board members.

Based on the different meanings of effectiveness, the effectiveness of the Academic Boards in the TVET Colleges is dependent on meeting the requirements for each of the concepts, at a high level. The effectiveness of the Academic Boards will be manifested in the making or formulating required and relevant policies for the colleges, making significant and strategic decisions regarding the academic life of the colleges and lastly, to oversee the activities of the colleges including the development of learning programmes.

In partnerships, the effectiveness of Academic Boards will be seen when they create a space for colleges to interact with industries for the benefit of students and lecturers and for the extension of this with many different partners. The partnership should be concluded by the signing of Memorandum of Understanding.

With regard to policies, the effectiveness will be displayed through the well-written policies that would "lead to more efficient board functioning" (Arnwine, 2002:20). The policies should be reviewed regularly. The implementation of the policies is key to the effectiveness of the Academic Boards.

On collaboration, the effectiveness will be seen when the Academic Boards conclude an agreement of collaboration and interaction with other stakeholders to improve service delivery by intertwining their processes (Tossavainen, 2013).

2.3   RESEARCH LITERATURE ON THE ASPECTS LINKED TO ACADEMIC GOVERNANCE

The research literature on Academic Governance addresses policy and implementations aspects. The CET Act (2013:13) as amended by the FET Amendment Act (2013) stipulates the functions of the Academic boards as follows:

1. The Academic Board of a public college is accountable to the council for -
a) The academic functions of the public college and the promotion of the participation of woman and the disabled in the learning programmes;
b) Establishing internal academic monitoring and quality promotion mechanisms,
c) ensuring that the requirements of accreditations to provide learning against standards and qualifications registered on the National Qualifications Framework are met and,
d) Performing such other functions as may be delegated or assigned to it by the council.
2. Subject to the approval of the council and to any applicable policy, the Academic Board must determine the learning programmes contemplated in section 43 that will be offered at the public college.

The relationship between the Academic Boards and the college council will need to be mutual and at an acceptable level so that the above mentioned functions can be freely and comfortably performed to achieve the set goals. "The key success factor in this effort is the commitment of the leadership" (King III Report, 2009:54), the Academic Board on one hand and the management on the other.

2.3.2   Leadership role

According to the King IV Report (2016:49), governing structures of which the Academic Boards are part, should play their leadership role by exercising a number of functions like among others: Steering and setting the strategic direction of the organisations and putting policies in place for those organisations as a governance structure. The leadership role that needs to be played by the Academic Boards require the collective commitment of all the members in the right direction such that "sufficient time is devoted to the affairs" of the college (King III Report, 2009:57).

The Academic Boards should always provide leadership for the benefit of the organisation. Friday-Field cited in Carver and Carver (2013:3), suggests that the board should be visionary and "provide a vision of its own job". By this way, the board will be able to influence its followership to the right direction of improving performance. It is imperative to indicate that the vision of the Academic Boards cannot have an effect if it is not shared with management and other interested parties before it can be implemented. It then becomes the responsibility of the boards as the leadership to influence those reporting to them through accountability techniques that include budgets, annual and performance (monitoring and evaluation) reports, to improve the outcomes (Pollanen, 2014:106).

The citations above suggest that Fiedler's theory of leadership is applicable where the Academic Boards become relationship-oriented where mutual trust and respect is established with followership and listen to their concerns or task-oriented where directions and performance standards are set (Daft, 2008:61). The leadership style mentioned above determines the extent to which the Academic Boards can become effective in the Academic Governance of the colleges. If the institutions are able to demonstrate effectiveness in teaching and learning, that would translate into the effectiveness of the Academic Boards. The implementation of the plans, policies and display of accountability is not the only function of leaders, it is inclusive of the lecturers and their development and work as well.

2.3.1.1   The development of academic staff

The Academic Board must be able to influence the internal structures like the lecturers to perform to their utmost best. Heller (2001:86) argues that "the aim of leadership is to help others to achieve their personal best." Their personal best is when they shall have managed to produce those college graduates that are fully prepared and ready to be absorbed by the world of work in abundance, at least above the average of 50% in the colleges. The objectives set to achieve this average need to be linked to leadership and development which will increasingly need to show a direct link to the performance of the college (Lynham & Chermack, 2006:1).

The academic staff, the lecturers will always need a leadership like the Academic Boards that will advise and guide them about how they can better perform their functions as teaching staff, to achieve the common organisational goal of teaching. The teaching staff and leadership, in this case the Academic Boards, should engage and actively work together in order to achieve the

organizational goals of teaching and learning (Brumm & Drury, 2013:17; Daft, 2008:62). A formal programme to assist for example new lecturers especially those who were recruited from industry, that should develop them in teaching methods, should be contemplated by the board (Stuart, 2012:256). It is not only newly recruited lecturers that need development, even the old ones should be taken on board due to impact of globalization on education and technological developments. Globalization had also impacted on education policies of South Asian countries like Pakistani which demanded that the teaching staff should be thoroughly prepared for the new ways of doing things (Saeed, Zulfiqar, Ata & Rathore, and 2015:302). It is a cohort of well trained and developed academic staff that can provide quality education to the college students (DHET, 2013:16).

The teaching staff should go to the real workplaces for exposure as part of lecturer development arranged by the Academic Board so that they can "keep themselves abreast of new technological advances" found in the companies to be able to teach the students confidently (Albashiry, et al., 2015:602; DHET, 2013:16). All of these should be arranged by the relevant bodies, the Academic Boards, by engaging the various companies on behalf of the lecturers.

The research study in South Africa showed that the majority of the college lecturers need to be capacitated, developed and be equipped with competencies, skills and attributes in order for them to perform to their best (Robertson, 2015; DHET, 2013). Du Torr, de Boer, Bothma and Scheepers (2012:238) advocated the idea of staff development when they argued that continuing professional development of academic staff especially at the university level including the colleges, has become an imperative in South Africa.

The lecturers should also be assisted by the Academic Boards through guidance and advice, to help the students to work towards achieving their personal goals of high standard in terms of academic performance.

2.3.1.2   Motivation

Motivation is one of the factors that the Academic Boards can employ to motivate lecturers and students to perform to their best. Robbins and Coulter (2007:452) define motivation as "the process by which a person's efforts are energized, directed, and sustained toward attaining a goal". Apart from the other forms of motivation, Hu and Liden (2015:1103) make mention of a concept called "prosocial motivation" which should be inculcated in the minds of individuals. Individuals motivated in this fashion are more on giving benefits to other individuals to perform to their level

best. This kind of motivation provides a space for individuals to engage more in teamwork for the purpose of team success. There is a possibility that the majority of lecturers who sit on the boards contribute less to teamwork as they have different workloads linked to their different departments.

External and internal environments in the organization can make members to feel motivated to work hard to achieve their objectives in one way or another. This could include rewards and incentives. The expectation in this instance is striking the balance between the Academic Boards whose majority members are lecturers who will expect to be rewarded too, and management who should approve of the reward to incentivize the staff with.

The theory of personal mastery also plays a role as well as people can be assisted in mastering themselves to achieve desired goals (Daft, 2008). Important also is intrinsic factors such as confidence and interest (Teoh, Koo & Sing, 2010). It should be noted that an individual who is not self-motivated, has "someone's interests among his priorities" instead of displaying his understanding of the organisational goals, can be difficult to motivate (Guillen, Ferrero & Hoffman, and 2015:813).

Through the research team, the Mining Qualifications Authority (2016:23) found that in most cases the management sometimes lack the skills required to motivate, encourage and help the team to grow for better performance. The workers as psychological or emotional beings can perform to their best or "fall depending on whether they are motivated or demoralized by the work environment" (Mande, 2013:59). These factors can be inculcated in the lecturers and students by the members of the Academic boards. Sibanda (2015:97) conducted a research on the motivation of university teachers in South Africa and found that there are those teachers who expressed discouragement and demotivation owing to several factors leading to the environment and sense of apathy, indifference and disconnectedness to the value of the teaching profession. The situation of this nature can also be applicable to the college lecturers and would need the intervention of the Academic Boards.

2.3.1.3 Managerial competencies

Robbins and Coulter (2007:7) define management as an action that "involves coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively". It therefore becomes the responsibility of the Academic Boards to ensure that the process of teaching and learning is efficient and effective for the purpose of academic achievement in the colleges. Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2008:22) define managerial competencies as "sets of knowledge, skills, behaviours, and attitude that a person needs to be effective in wide range of management jobs and various types of organizations".

All of these contribute to the effectiveness of people as expected of the members of the Academic Boards. For the boards to objectively and effectively perform with confidence in their leadership role, they should be balanced in that the members need to have a balance of general knowledge, skill and experience (King III Report, 2009:25).

According to Potgieter and Coetzee (2010:1), the increasing changes and demands placed on higher education institutions in the 21st century have impacted on the roles and responsibilities of individuals and structures operating within those institutions. It is therefore suggested in their research study that in order for the structures to manage the situation, they need to possess certain managerial competencies which are "viewed as a blend of knowledge, skills, abilities and behaviours needed to carry out tasks successfully" (Potgieter & Coetzee, 2010:2). Seate, Pooe & Chinomona, (2016:3) also argued that a person needs a combination of skills, knowledge and abilities to be able to complete his tasks successfully. They clustered the competencies into planning and organising, leadership, controlling, human resource specific aspects and personal attributes.

2.3.1.4 Organizational cultures and environment

Culture can be defined as a pattern of assumptions and behaviours developed so that they can be adopted by the people to live by, the way in which members of an organisation relate to each other, their work and the outside world in comparison to other organisations (Cameron & Green, 2004:335). In other words, culture is important for organizations in that it represents the organizations' life to which all the employees should adhere. According to de Beer and Rensberg

(2011:215), the people within the organisation for which they work should be assisted to understand the way of life of the organisation and thereby construct an organisational reality.

The culture and the environment should be considered as one of the determining factors that contribute to the performance of the colleges. The different cultures of the different individuals working within the colleges could be detrimental to the colleges if their cultures could not be integrated into the cultures of the colleges. The success of the colleges cannot be imminent if indeed the cultures and "characteristics" of both lecturers and the colleges cannot be matched (Austen & Zacny, 2015:21). The Academic Boards should know that colleges comprise people who share "values, principles, traditions and ways of doing things that influence the way organizational members act" (Robbins & Coulter, 2007:60). According to Petriglieri and Petriglieri (2015:626), the college environment should be conducive and appealing such that students also are able to identify and associate themselves with the institution.

The understanding and balance of functions between the Academic Boards and management in terms of creating a space and a possibility for internal stakeholders to adhere to organisational cultures and environment to achieve academic excellence is crucial. The effectiveness of the Academic Boards among others, lie in ensuring that people align their attitude with the culture of the college by putting in place plans and processes which will keep the momentum going (Cameron & Green, 2004:339).

2.3.1.5   Communication

Brink and Costigan (2015) define communication as the exchange of information between two or more parties. They further argue that the use of oral communication which is presenting, listening and conversing, is the most important aspect which the Academic Board should help to foster at a workplace. The Academic Board can successfully discharge its duties if it is able to communicate with themselves as members of the board and other role players within the institution.

Dooley (2007:8) agrees with Brink and Costigan (2015) when he presents communication as a key institutional role for the board as it fosters collegial discussion and debate between the Academic Boards and other role players within the institution. He further indicates that communication process include among others the matter that needs to be communicated, how, when and by whom.

Effective communication skills are required to put across the message needed to attain the set goals (Hess, Hagemeier, Blackwelder, Rose, Ansari & Branham, 2016). Iacob and Andronache (2015) reiterate the fact that communication skills are very important and communication as a concept in educational institutions should be permanent and sustainable.

Communication in whichever way is very important. It is a concept that allows two or more parties to talk to each other or among themselves. Communication is a soft skill regarded as an employability skill which must be frequent, open, and two-way, it is also considered to be the most effective way of transmitting information (Chemical Industries Education & Training Authority Occupations Handbook, 2014; Meredith, Shafter, Mantel & Sutton, 2014). It is advisable that the members of the Academic boards if they want to be successful and effective, should communicate among themselves and obviously with other stakeholders as well (Cameron & Green, 2004:84).

Duffet and Wakeman (2016:38) concluded in their research study on communication effects among the millennials in South Africa that the organizations including educational institutions have accepted the usage of social media which is far more interactive when communicating and engaging with other people. Similarly, with the Academic Boards, they can use the social media to communicate with other members of the boards, management as well as lecturers when discussing issues that are academic related. It is also confirmed through the studies in South Africa that "face-to-face communication is still the most preferred communication medium" and allows one the ability to communicate effectively with other people (Meyer, Bond-Barnard, Steyn and Jordaan, 2016:68). Maart and Mostert-Wentzel, (2016:69) agree with Meyer et al. (2016) on the importance of face-to-face communication as the most preferred means of communication between people.

Communication breakdown is imminent in institutions with many people which can be caused by misunderstanding between the Academic Boards members and the entire staff since they operate from different levels in terms of qualifications, positions at work, attitudes and responsibilities.

2.3.1.6   Advisory body

The Academic Board should provide leadership in such a manner that people develop trust in them and can always rely on their advice. The lack of leadership provisioning like the lack of delegation of some functions to management and sub-committees will render them ineffective as the leader who tries to do everything by himself will surely fail (Daft 2008:37).

The Academic Boards should, like any other governance structure, play on an advisory capacity, an ethical and effective leadership role. Ethical is from the concept ethics which means that "what is good and right for the self and the other can be expressed as wanting to treat others as you would like to be treated yourself" (King IV Report, 2016:12). The interpretation is that a person should treat and be considerate to other people as he would like them to do to him. Therefore, the ethical leadership role of the Academic boards simply means that the members thereof should treat other stakeholders in a humble and courteous manner. On the other hand, the boards should play an effective leadership role in that the boards will be able to steer the colleges towards accomplishing the desired objectives of teaching and learning with the "minimum expenditure of time, resources, waste and effort" (King IV Report, 2016:12).

The members of the Academic Board form a collective leadership. Their effective leadership skills can be translated into the effective leadership skills of the board on condition that their differences if any, do not overwhelm their responsibilities and cause them to be ineffective. To this effect, King IV Report (2016:43) argues that the "members of the board should individually and collectively cultivate the following characteristics and exhibit them" as they perform their duties: integrity, competence, responsibility, accountability, fairness and transparency. These recommended practices require a certain degree of understanding and compliance. The members of the board are unique individuals whose capacity to understand issues may not be the same. The contribution of the members to effective leadership of the board in the light of their uniqueness should be considered.

The effective leadership is evident also in situations where followers are directly advised what they are supposed to do in order to meet the set goals of the institutions. This is called leader behaviour which includes "planning, making schedules, setting performance goals and behaviour standards, and stressing adherence to rules and regulations" (Daft, 2008:70). Advising the

followers what to do cannot be translated into effectiveness unless, through monitoring and evaluation, the activities were done as planned as per the directive of the Academic Board.

The Academic Board should play an advisory role also to the college management and the council as suggested through the principles in King IV Report (2016:40-41). The advice will be on matters regarding the Academic Governance of the college in order to achieve better outcomes. According to Ntshanga, Ngcobo and Mabaso (2010:211), the advisory boards should play a role of conscientizing people about their work activities and provide a mechanism for consultation and participation in the activities that should contribute towards the achievement of the set goals and objectives within the institution. Schoub, Ngcobo and Madhi (2010:31) argued in their research study on the National Advisory Group on Immunization that the role the group plays is that of advising the National Department of Health on immunization related matters and also to create a space to invite experts from a range of different fields relevant to the department. Similarly, the Academic boards should give advice to the college management and council on academic related matters.

Dooley (2007:4) concurs and speaks about a body that is founded on consultation, collegiality and broad-based representation which can be an advisory body on matters relating to teaching and learning as core business of the institution. The advice will also include among others, research and education programmes that should be offered. It should be borne in mind that members of an advisory body to senior structures need to possess skills and knowledge in the areas of their expertise.

2.3.1.7   Monitoring and Evaluation (M&E) on work progress

Institutions normally develop programmes for monitoring and evaluation which should happen on ongoing basis. The aim of monitoring and evaluation is to check through control systems whether the activities of the institution are done or not and assess whether they are performed against the measures and targets agreed upon (King IV Report, 2016:45). The effectiveness of the Academic board to this effect depends among others on the relationships between board members and staff and positive interpersonal relationships among themselves as board members (Gabris & Nelson, 2013:488).

The performance indicator in this regard is supposed to be a monitoring schedule, with clear goals and objectives, targets and a positive report attached to it. The Academic boards, through the M&E,

should identify emerging blockages within the systems and unblock them (DHET, 2013:68). The question therefore will be: are the members of the Academic Boards sufficiently capacitated to conduct monitoring and evaluation processes successfully? The report that should be generated should indicate that the objectives have been achieved and that manifests the effectiveness of the Academic Boards.

Neupane, Odendaal, Friedman, Jassat, Schneider and Doherty (2014:2) in their research article on monitoring and evaluation systems to support community health workers in South Africa, indicated that research studies have demonstrated that monitoring and evaluation including supervision and accountability remain the key elements to ensure the effectiveness of the workers' services in any given institution. The research studies in South Africa further indicated that the development of monitoring and evaluation programmes or systems at an early stage pave a way for the institutions to detect challenges early and be able to refine the implementation plans and give support where it is necessary (Ataguba, Day & McIntyre, 2014:3). Mapitsa and Korth (2017:2) conducted a study on monitoring and evaluation systems of Johannesburg City and found that the system is located in a more complex environment of the city therefore, it was necessary to bring different approaches in order to get a better way of monitoring and evaluating the activities within the city.

It should be taken into consideration that the Academic Boards also like any other structure need to be evaluated in terms of their role. One of the factors that can contribute to ineffectiveness can be lack of performance evaluations for the members of the Academic Board. The performance should be evaluated based on the targets set which are consistent to long-term goals of the institution and the results will create a space for the members to be capacitated where necessary (Grant,2010:45).

2.3.2   Policies and procedures

Tahir (2007) as cited by Saeed, Zulfiqar, Ata and Rathore (2015:300) postulates that a policy is a statement of intent as it gives principles that develop guidelines that should be followed when an action should be taken to accomplish an objective. Policies that have been formulated should be implemented in the manner that they facilitate the realization of the institutional goals.

Other than government policies to rely on, the Academic Boards should have that credibility to develop within their institutions policies that will be meaningful to the entire staff in their institutions (Vilkinas & Peters, 2014:16).

Government policy should be implemented to evaluate and conduct research and development on the role of Academic Boards in the TVET colleges (Shaw, Greene & Mark, 2006). In Germany and Japan, the government policy concerning staff participation stipulates that the participation of employees should be "promoted as a means of improving performance in the institution" (Mande, 2013:59).

There are policy documents like the National Development Plan for South Africa as cited by Nkomo (2015:249) that have a bearing on the education of the students in tertiary institutions like the colleges. In the conference document, FET College Round Table & Summit (2010:14), Task Team 1 made a submission as a recommendation that a new policy vision should define among others the role of colleges in relation to skills development, collaborations and partnerships with other stakeholders.

The factors that have been described below are issues that are required.

2.3.2.1   Academic Boards as governance structures

The Academic Board is one of the major governance structures as indicated in the FETC Act, 2006. The other governance structures are the College Council and the student Representative Council (SRC). The Academic Board is accountable to the College Council and the majority of the people who must sit on the Academic Board should be educators (FETC Act, 2006: 22). As a governance structure, it must ensure that there is accountability for institutional performance through proper reporting (King IV Report, 2016: 21).

It is imperative to note that the accountability mentioned by King IV Report (2016) could mean that the Academic Boards have a responsibility to ensure that they maintain quality standards and provide strategic leadership on academic issues (Vilkinas & Peters, 2014:15). The research study of Vilkinas and Peters (2014:15) on the Academic Boards of Australian universities reveal that the Academic Boards are obliged to understand the political climate of the universities in order for them to perform to their best. Similarly, the Academic Boards of TVET colleges need to take into account contextual factors that are likely to cause instability within the colleges which might result

in them being ineffective in their performance. It should be noted that accountability cannot be measured unless the boards get subjected to evaluations in terms of their responsibilities (Rasmussen, 2015:83).

2.3.2.2   Academic Boards and membership (composition)

The Academic Boards have been established in terms of FET Colleges Act No.16 of 2006 as statutory bodies. Their status makes them to be juristic persons. The Academic Boards' members need to be appointed to serve on the boards in terms of the aforementioned act. It is expected of the Academic Boards to be provided with terms of reference that should bind them in terms of their functions and responsibilities. The individual board members and obviously the entire board will be subjected to performance assessment to assess their effectiveness (King IV Report, 2016:40)

The members of the Academic Boards should be having specific skills representing specific fields of study that are academic related. Jooste (2009) speaks of a consistent membership of people who are knowledgeable about various skills and where members share that knowledge among themselves to empower one another. Similarly, the members of the Academic Boards in a college situation should display various skills in order to help the students to perform well in their learning activities by correctly interpreting and assisting in the implementation of those policies that affect the learning activities. As much as it is argued that the members should be knowledgeable, it is possible that some of them might not be able to understand, interpret and implement the policies.

Rowlands (2013:144) during his research study with three Australian universities focusing on the quality assurance role and responsibilities of their Academic Boards, discovered that the Academic Boards differed in terms of size, composition and mode of establishment as well. These physical characteristics were indicative of the variations between the Academic Boards of the universities in terms of their mode of operation and yet they had the similar goal to achieve.

Rasmussen (2015:83) in his study on Norwegian companies, argue that some previous research, not necessarily on Academic Boards, believed that board composition which should consider sometimes the qualification and experience of members, and structure contributed to board effectiveness. The significant question that needs to be raised is about the size of the board whether it contributes to the effectiveness of the Academic Boards.

According to FETC Act (2006:20-21), the Academic Board should be composed of the following individuals:

I.   the college principal
II.   the vice principal or vice –principals
III.   lecturers
IV.   members of the Students Representatives Council (SRC)
V.   members of the college council, and
VI.   Such additional persons as may be determined by the council.

The board size can also cause problems of ineffectiveness in one way or another. The board size should "not be too large as it may become unwieldy as it will be less able to act decisively or quickly, and they may encounter communication and coordination problems that reduce their effectiveness" (Andre, 2014:188). In addition to the large size of the Academic board is the fact that a quorum might not be made to take decisions and that could lead to underperformance of the Academic board. Sometimes many people can raise opinions that can in the end be utilized for the benefit of the institution.

The term of office of the Academic Board members is applicable in this section in consideration of a balanced board possessing relevant experience as stated in King IV Report (2016:28). The FETC Act (2006:62) stipulates that members appointed in terms of section 17(u) (6) of the same act may hold office for as long as they are employed by the college in that capacity as Academic board members. The SRC and college members serving on the board may be in relation to the period for which they serve in their respective structures.

2.3.2.3   Appointment of members to Academic Boards

The members who serve on the Academic Boards must be individuals who have been appointed in terms of the policy that governs the colleges. King IV Report (2016:51) stipulates that members who must serve on the governance should follow the "process of nomination, election and later get appointed to the structure". The report further indicates that the following factors must be taken into consideration before nominating a candidate for election:

a) The collective knowledge, skills and experience required by the governing body.
b) The diversity of the governing body.

c) Whether the candidate meets the appropriate fits and proper criteria.

It should be noted that members who do not meet the above mentioned requirements will need to be developed to close the skills gaps among them. If they do not get capacitated, it will be difficult for them to perform their responsibilities with confidence and that is likely to make them feel demoralized.

The Academic Board should comprise people who are balanced in terms of them being knowledgeable, skilled, experienced and independent so that they can discharge their functions and responsibilities appropriately (King IV, 2016:28). The lack of these characteristics among the members can show that they are unbalanced and that can easily expose the capabilities of the members.

The research study in South Africa showed that the college leadership including the lecturers need to be capacitated, developed and be equipped with competencies, skills and attributes in order for them to perform to their best (Robertson, 2015). Therefore, training programmes that would prepare the leadership to face the multiple challenges in the TVET sector were designed. Task Team 3 of FET College Round Table & Summit (2010:26) conducted a research into colleges and found that "a significant number of colleges lack management and effective governance structures."

Internationally, Malaysia developed a programme to develop sustainable leadership in the colleges so that they could be able to address the challenges within the colleges and also engage with communities (KhataJabor, Minghat, Maigari & Bhuntat, 2012:2) and in Ghana, similar programmes were designed whereby the college leadership would be capacitated so that they could be able to formulate right policies, set relevant goals, implement strategic programmes, monitor and evaluate programmes to ensure that expected goals are achieved (Boateng, 2012:30).

2.3.2.4   Meeting procedures

The College Statute (2009:8-11) gives guidelines on the meeting procedures which are also applicable to council meetings. Consider some common guidelines as follows:

(1) The board members must participate in the deliberations of the board in the best interest of the college.

(2) In the absence of the chairperson and the vice –chairperson of the board, the members present must elect one of their members to preside at such meeting.

(3) The views of a member of the board who is unable to attend a meeting may be submitted to the meeting in writing but may not count as a vote of such member.

The procedure as indicated above has been developed to serve as a guide to every active member which should be followed in order to make an impact of the highest order when holding meetings and take resolutions.

The board meetings in essence should be providing a critical forum for all the members. The members need to attend these meetings because they involve a "face-to-face interaction which is more likely to produce better outcomes than would be achieved by simply combining individual opinions" (Pugliese, Nicholson & Bezemer, 2015:3). They further indicated in their research study that the meetings of the boards start from the distribution of agendas that contain the discussion items, the chairperson opening the meetings until the closure of those meetings. It should be noted that some factors can affect the meetings negatively in that the participation of members may be limited, they are: venue, the manner in which to run the meetings, length and timing of the meetings.

2.3.2.5   Determining learning programmes

The Academic Board has a responsibility to determine the learning programmes of the college (FET Act, 2006:20). Generally, the Department of Higher Education and Training design and develop the TVET colleges learning programmes. Currently, the colleges offer NC (V) and Report 190/1 learning programmes respectively. These learning programmes lead to the design of the colleges' curriculum. The Academic Boards with the curriculum managers are therefore expected to perform curriculum leadership tasks like defining and sharing the curriculum purpose (Albashiry et al., 2015:428). Functions that can be delegated include among others the implementation of policy in terms of resource provisioning to management, and relevant functions such as curriculum development to relevant committee (King IV, 2016:29).

According to Albashiry et al. (2015:429), the Academic Boards through the curriculum managers should monitor the implementation of course plans during the following phases: development phase where they ensure that the learning programmes are properly articulated and up to date;

implementation phase where they must ensure that necessary resources like staff and material are available, communicate with staff and students and motivate them, and evaluation phase where they monitor students' progress, assess the implementation of the intended plans and adjust them accordingly.

Academic Boards should maintain the academic standards through development of policy to ensure high standards are met in teaching and learning and ensure also that the academic policy is implemented.

Shaw et al. (2006:203) drew on what they called measurement theory in that curriculum should be evaluated in terms of it achieving meaningful learning objectives. They further suggested that the ways to evaluate it include students' assessments and conducting research thereon and therefore, the role of teachers as powerful stakeholders in the education sector should be regarded with high esteem. The researcher concurred with Shaw et al. (2006:203) in that the curriculum content is important for the colleges to prepare and produce graduates relevant to the growth of the economy of the Province and the country.

According to Albashiry et al. (2015:426), the curriculum in the TVET colleges is said to be of a low standard or quality as it does not address the needs of industry and business, considering the quality of TVET institutions graduates.

The curriculum of the TVET institutions is designed by the departmental officials and its expectations, mandate of maintaining and enhancing the quality of the learning programmes is left to leaders of the institutions (Albashiry et al., 2015:427). The Academic Boards have the duty to assist the lecturers to interpret the curriculum correctly in order for them to teach the right knowledge content to the students. The interpretation can be done by subject experts and the members of the Academic Boards are appointed not on the basis of subject expertise.

Curriculum should embrace people's culture and the environment as one of the determining factors that contribute to the performance of the students in colleges. Cameron and Green (2012:335) advocate that cultures should be integrated and let people work together to achieve expected results.

The colleges should be regarded as holding environments where students can identify themselves with workspaces, discover their potential as human beings and acquire knowledge and skills as prescribed in the curriculum through study and practice (Petriglieri & Petriglieri, 2015:626).

As part of the learning programmers, the Academic boards have a responsibility to determine programmes leading to skills development for the young people. Stuart (2012:255) speaks about job loss in the intermediate and lower skills categories but yet the sector remained highly dependent on the intermediate or artisan skill level. It is further indicated that the programmes that should be determined should demonstrate to learners how skills training leads to jobs that allow continued development and higher pays (Stuart, 2012:255). The understanding of the learning programmes, the promotion of the curriculum and its implementation by the Academic Boards, will determine their success and effectiveness.

The Human Resource Development Council of South Africa conducted a research on career pathways of TVET colleges' graduates. The finding was that TVET colleges are facing challenges with regard to learning programmes and qualifications. For example; there is a lack of clarity regarding entry and exit routes, inadequate articulation between qualifications as well as programmes which span more than the sub-qualification from which leads to the dead ends for leaners, and that programmes and qualifications are complex to administer, difficult to understand and often poorly assured (HRDC, 2014:4). The FET College Round Table & Summit (2010:17) as recommended by Task Team 1 after the research, indicated that the DHET needs to intervene to change the current Programme Qualification Mix of some colleges over time so that they can be able to respond to community and labour market demand. The Summit further suggested that the colleges can offer additional programmes if they have a capacity to do so. The Academic Boards need to understand all the dynamics so that they can perform their responsibilities better.

2.3.2.6   IT/ICT governance

The acronym IT refers to the Information Technology which is used worldwide. One of the roles that should be played by the Academic Boards is to ensure that Information Technology exists in the colleges as one of the teaching offerings. This is in line with the assertion that says "modern organizations are dependent on IT networks and decision making support" (Brown, DeHayes, Hoffer, Martin & Perkins, and 2009:6).

King IV Report (2016:50) alludes to the fact that the board should comprise members who have the appropriate mix of knowledge, skills and experience including the business, commercial and industry experience. The business and industry experience obviously requires that the board member should possess the IT skills as required by the institutions to achieve the strategic objective including the TVET colleges (King IV Report, 2016:41). Blignaut, Hinostroza, Els and Brun (2010:155) propose that a policy on ICT should be developed and that policy will have to address the following issues:

a) Access to ICT resources
b) Support to teachers
c) Teachers professional development
d) Principals pedagogical vision and
e) Teaching and learning practices.

The development and implementation of such a policy will also create an environment conducive to e-learning or online education and give support to full time and distance education students, those working but wanting to study without being in full-time mode (Chifwepa, 2008:51). In other words, the Academic boards should engage the curriculum managers with the development of a programme that will be inclusive of the common modes of learning and programme delivery.

DHET (2013:53) indicates that, ICT access is still a challenge and it is "impossible for education to harness the potential of using ICT to support teaching and learning". The argument raised by DHET (2013:53) is that ICT access should be improved especially for students who opt for distance education.

It is affirmed that colleges should be providing e-learning programmes and be part of the globe. Liyanagunawardena, Adams, Rassool, and Williams (2014:835) agree that the lack of ICT infrastructure makes it difficult to afford and access learning programmes due to lack of computers and internet. Besides, e-learning is more appropriate for distance learning students, the colleges should adopt a philosophy that will make it compulsory for them to be IT-compliant so that almost all of their students should be having ICT knowledge.

The mining industry for example proposed that the learning programmes must be industry-influenced and adapted to new mining technologies as this would make it operate in a clean,

affordable and safe environment previously considered inaccessible (Mining Qualifications Authority, 2016:37).

2.3.2.7   Policy disregard

The members of the Academic Board should do things in accordance with policy and other legislations for compliance purposes and meeting the objectives of the institutions. For instance, the board should ensure continual monitoring of teaching and learning environment to create a space for academic performance (King IV Report, 2014:30). Disregard to this regulation by the board will make it be seen as being ignorant and ineffective.

Tahir (2007) as cited by Saeed, Zulfiqar, Ata and Rathore (2015:300) argues that a policy is like a roadmap that guides you towards accomplishing an objective. Policies that have been formulated should be implemented in the manner that they facilitate the realization of the institutional goals. Government policy should be implemented to evaluate and conduct research and development on the role of Academic boards in the TVET colleges (Shaw et al., 2006).

In terms of legislation, the board should have at least a minimum of four meetings per annum. (College Statute, 2009:7). The College Statute (2009:8) further indicates that the ineffectiveness of the board in terms of meetings as stipulated in the college will be shown if:

❖ Regular meetings to review the programmes activities policies and implementation thereof are not conducted.
❖ Procedures to conduct meetings are not clear.
❖ Attendance policy for board meetings is not available.
❖ Concise minutes to refer to at some point are not kept.
❖ There is no reporting on the Academic Board activities to management, College Council and other relevant stakeholders.

The College Statute (2009:9) is clear on the functions of the governance structurers including the Academic Boards and how they should be performed. The inability to execute those governance functions is the manifestation of the lack of capacity to execute them as the main challenge in South Africa which needs an intervention in order to empower the members (Xaba, 2011:208).

2.3.2.8   Functional sub-committees

The Academic Board needs to establish sub-committees that will be responsible for various academic functions and assist the board when it discharges its duties. The College Statute (2009:11) states that the Academic Board appoints an executive and any other committees as may be required. One of the committees that is the key in the college is the Curriculum Committee. In some instances, this committee is referred to as the Academic Committee. In Flavius Mareka College's Newsletter (2014:1) from the Free State, the Academic Board has established the sub-committees to assist in the discharging of the functions of the Academic Board. Consider the following examples from Flavius Mareka TVET College:

❖ Committee for Academic Planning, the committee is responsible for programme offerings and the resources attached to it.
❖ Committee for Quality of Service Delivery. Rowlands (2013:144) speaks about academic quality assurance which is the responsibility of this subcommittee. It looks at functions like assessments, moderations, examinations, retention rates, results and through-put rates.
❖ Committee for Student Administration that is responsible to oversee tuition fees, registration and other matters like capacity planning.
❖ Committee for Students Services that is responsible for the students' affairs which include student bursaries and academic support.
❖ Committee for Research that oversees research statistics that can be used in strategic decision making which can influence the college.

The responsibility of building capacity by the Committee for Student Administration is one of the components in an educational accountability system for proper registration of students for the relevant programme offering (Rodriguez, 2015:192). The proper appointment and size of the committees will obviously allow the Academic board to be effective in its functions.

Considering the academic performance, Powell (2016) indicates in his research study that a policy to address the youth who are neither in employment nor in education and training in South Arica should be a priority for the colleges and the department. The Human Resource Development of South Africa (2014:6) argued that policy interventions for the colleges are key to making them offer a sound general vocational qualification to school leavers or for entry level employment as well as self-employment. In this case, the Academic Boards have a responsibility to ensure the

development of relevant policies. The Academic Boards cannot succeed in their operations relying entirely on the sub-committees if they do not monitor how the committees function.

2.3.3   College-Industry partnerships

The South African government promotes that public and private entities join the powers to meet the needs of industry by providing qualified workers who can experience the industry through two-thirds of classroom skill development and one-third of on job training or apprenticeship (Stuart, 2012:255). Therefore, the Academic Boards of TVET colleges have a responsibility to ensure that partnerships between the public entities, the colleges in this instance, and private entities (industry) are forged. King IV Report (2016:41) emphasizes that partnerships should add value to both entities, bringing a sense of investment to both the colleges and the industries or companies.

 The companies invest in the colleges if they equip the training centres so that students could get trained in skills needed by those companies. The Academic Boards should therefore take that initiative of identifying the relevant industries and make them part of the colleges. The boards should not simplify issues thinking that the industries are compelled to forge partnerships with the colleges, they need to present to them and state why they should be in partnership before an agreement could be entered into.

DHET (2013:16) alludes to "college relationship with employers" in line with the mandate of TVET colleges to prepare students for labour market and self-employment. The National Planning Commission (2012:321) in the National Development Plan 2030 emphasizes the building of a strong relationship between the colleges and industry for the following reasons:

- The interaction of colleges with industry will assist the colleges to improve their quality of training.

- The college graduates will quickly get absorbed by the industry into the jobs.

Gawel (2014) promoted a concept of corporate social responsibility taking into consideration the business collaboration with the universities. He further postulated that cooperation between companies and the universities needed to exist as that represented the relationship between the

academia and business. When the colleges send the students and lecturers to companies for Workplace-based experience and Work Integrated Learning programmes, the companies always demonstrate a sense of corporate social responsibility by accepting those students with their lecturers. Industry-academic collaboration is a strategic necessity in today's fragmented and turbulent economy (Mandviwalla, 2015)**.**

Partnerships between TVET colleges and industry will make the industry to open up its doors for students to get real workplace exposure and internships, resulting in increased capacity to meet the needs of the labour market (DHET-NSDS III:2011). The colleges should strive towards having good relationships with other stakeholders like college committees, SETAs and employers, within and outside the colleges to forge sound partnership collaborations (DHET, 2013:16). The Academic boards need to align themselves with the initiative of the colleges regarding partnerships.

The colleges should consider amongst others the factors mentioned below in relation to forging partnerships with industry. The more partnerships the colleges will have, the stronger the effectiveness of the Academic Boards will be pronounced if those partnerships will impact positively on the academic performance of the colleges.

2.3.3.1 Employers representing industry

South African Concise Oxford Dictionary (2002:588) defines industry as "economic activity concerned with the processing of raw materials and manufacture of goods in factories or a particular branch of economic or commercial activity". The TVET colleges need to supply employers with the skilled labour force that will help them meet their economical requirements for their sustainability. The relevant employers or industries in terms of the learning programmes at the two TVET colleges in Mpumalanga amongst others are: Services industry (Business industry); mining industry or houses which have allocated significant amounts of money in South Africa to retain the artisans with special skills within the organisations (Schlechter, Faught & Bussin, 2014:3); electronics industry; agricultural industry and engineering industry where the artisans are defined as people working as "millwright, electricians, plumbers, boilermakers, mechanics, fitter and turners and pattern makers" (Schlechter, et al., 2014:6).

The colleges-industry partnerships initiative emphasizes collaborative relationships between colleges and companies to be successful in responding to socio-economic needs of the people in the country (National Business Initiative, 2004:9). The research study of Coetzee with the 50 colleges focusing on guest lectureships, lecturer placement in industry, as referred to in the TVET College Times (2016:47), found that DHET has "a set of guidelines on the implementation of industry-expert engagements that should support qualified and skilled experts being brought into the colleges as guest lecturers to enhance the relevance of college offerings".

2.3.3.2   Workplace-based experience (WBE)

Workplace-based experience is a project which was introduced as a result of the cooperation between Swedish Government and South African Government. The cooperation was called Swiss-South Africa Cooperation Initiative (SSACI). Under SSACI emerged a project called WBE of which its aim was to expose students to real workplace environment, develop basic job competence by applying the knowledge and skills they acquired in the college in the workplace (DHET, 2015:15). It should be indicated that the duration normally given to students to go to real workplaces for this experience is 5-15 days during the vacation period.

Colleges are therefore expected to engage the employers and forge partnerships with them so that employers can open up their doors for colleges' students to experience real workplace life (DHET, 2013:16). The colleges in this case should forge partnerships with a number of employers that will be able to accommodate the students to get experience in real workplace conditions. The Mining Qualifications Authority (2016:13) conducted a research on the work readiness of college graduates with some TVET Colleges and found that "many TVET Colleges' workshops have been inadequately equipped for the purpose of providing high quality practical training to students". It became imperative that students be placed at real workplaces to get exposed to workplace experience. It is therefore the responsibility of the Academic Boards to take the initiative of ensuring that partnerships exist at the colleges for students' placement.

2.3.3.3   Workplace Integrated Learning (WIL)

Workplace Integrated Learning, WIL in short, requires proper planning by the institutions. DHET (2015:5) argues that the "primary purpose of WIL in the TVET colleges is to develop the learner's occupational competency, the ability to apply knowledge and skills to the demands of a job and

the workplace". It should be emphasized that there is a need to get some employers involved so that students can be able to go and observe the procedures and processes at a workplace. It starts from the time when workers report to work in the morning, how they prepare themselves for work, do their work activities up till when they knock off. In this fashion, students will be able to integrate what they have learnt (theory) with the real life situation (practice). Therefore, students will acquire the skills needed by the employers related to the lack of workplace experience (DHET, 2013:64).

The colleges can also establish WIL departments whose focus will be on the implementation of the WIL programmes. Obviously, a number of employers that can mentor students and lecturers should be drawn in. Hoffman cited in the FET Colleges Times (2014:9) report that Boland college was successful to place students at workplaces of which 15 of them were placed within the college "in order to gain appropriate working experience relevant to their courses of study." The success of the WIL department will depend on its growth in terms of staffing, strategic resources like office equipment and formulation of departmental policies and procedures.
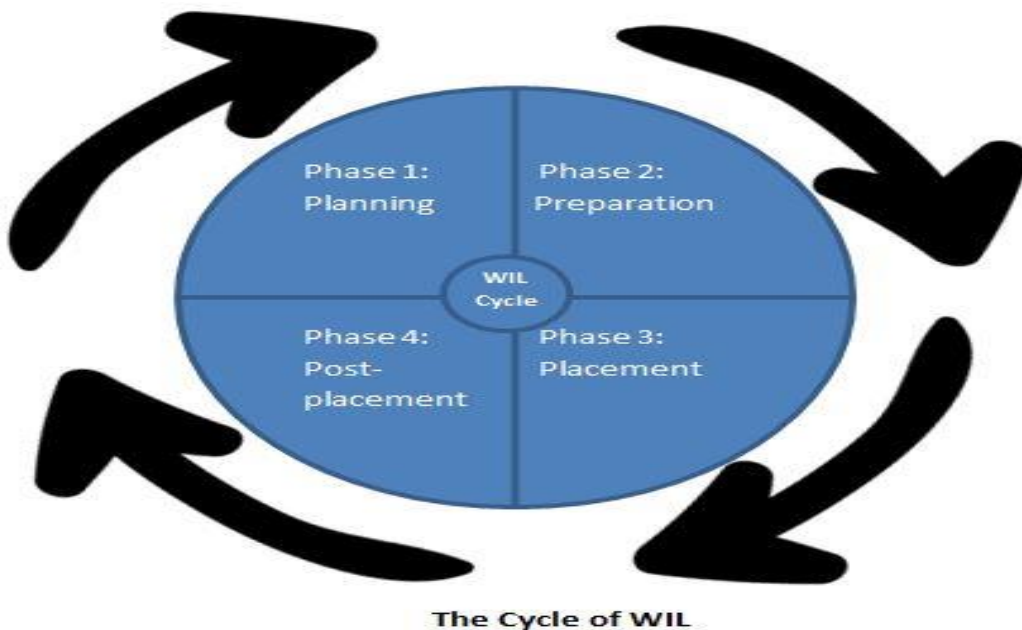
Figure 2.2: The Cycle of WIL. (Source: Implementing Work-Integrated Learning, 2015)

Brennon as cited in FET Colleges Times (2014) postulates that attention should be directed to strengthening the working relationships with employers and TVET colleges. The effectiveness of the Academic Boards in relation to industry partnerships will be determined by the extent to which the boards build partnerships with industry through the signing of a Memorandum of Understanding (MoU).

In his research study, Powell (2016:3) highlights a challenge where colleges are not successful in securing sufficient partnerships with industry following difficulties for students to get internship placement in various industries, the projects colleges have with industry are as little as three on average and the graduate employment rates are not improving. Powell (2016:3) further highlights the challenges the boards are facing regarding the partnership issue. The Academic boards need to play their huge role to secure many reliable partners who will accommodate as many students as they can for their placement.

2.3.4   Collaboration with other stakeholders

King IV Report (2016:17) defines stakeholders as "those groups or individuals that can reasonably be expected to be significantly affected by an organisation's business activities, outputs or outcomes, or whose actions can reasonably be expected to significantly affect the ability of the organization to create value over time". De Beer and Rensberg (2011:212) gave a classic definition of a stakeholder in their study as "any group or individual who can affect or is affected by the achievement of the organisation's objectives". Their theory is that the stakeholder relationship should balance the interests of collaborating stakeholders to achieve sustainable relationship.

The colleges through the role of the Academic Boards should be able to adopt a stakeholder-inclusive approach in the sense that the needs and interests of other stakeholders are recognized (King IV Report, 2016:41). This approach gives direction that the colleges through the Academic Boards as governance structures need to collaborate with other stakeholders and engage with issues that need the attention of those stakeholders (Dooley, 2007:20). The interests mentioned in this paragraph involve students as a focal point on the side of the colleges, and support to those colleges from the other stakeholders, and the interests of both entities on sharing best practices and implement them. The members of the boards operate from the colleges full time which may render

them unsuccessful to know what the interests of other stakeholders are as they would need to travel from one place to the other to engage those stakeholders.

Valk (2014) cited Freeman (2010:25) defining stakeholders as "any group or individual who can affect or is affected by the achievement of the firm's objectives". It is therefore imperative for the colleges to collaborate with other stakeholders because the business they run directly or indirectly affects one another in terms of achieving the objectives of the organization (Valk, 2014). Valk (2014) further pointed out that the main objective of collaboration between stakeholders was to achieve organizational goals in a satisfactory and effective manner.

According to Tossavainen (2013), the stakeholders need to collaborate and interact with each other for the improvement of service delivery by intertwining their processes. By so doing, an organizational value is created as customers will be involved, and long-term relationships with all the stakeholders will be established. Tossavainen (2013) further argues that a direct face-to-face collaboration was favourable in the sense that stakeholders would be able to share their best practices especially during their first interaction.

Collaboration as against partnership refers to working jointly with any other person on an activity or project (South African Concise English Dictionary, 2002). This section will deal with other stakeholders that relate directly to the operations of the TVET colleges and also assist the colleges to grow. These stakeholders include amongst others the following: SETAs, Universities, TVET colleges, Government and Community-based organizations.

2.3.4.1   The SETAs

The acronym SETA stands for Sector Education and Training Authority. The SETAs are expected to play the following roles as a way of collaborating with the TVET colleges which should be driven by the Academic Boards (Human Resource Development Council of South Africa, 2014:6)

➢ Assist in forging relationships between colleges and employers.

➢ Make provision to incentivize employers so that they can provide the college students with workplace learning opportunities.

➢ Open up operational offices in each college to run their programmes.

The Economic Development Department (2011:12) in the National Skills Accord argues one of the responsibilities of SETAs is to release the funding for Workplace Skills Plans (WSPs) for the development of the staff, in terms of skills training. The SETAs have a further responsibility for the disbursement of training levies payable to employers even the colleges for the development and implementation of an appropriate skills development plan for their sector (Turner, Halabi, Sartorius & Arendse, 2013:2). The ETDP-SETA Report (2014/15:125) speaks about the requirement for SETAs to "contribute funds to the National Skills Fund for TVET college infrastructure development." The researcher is strongly for the idea of colleges building good relationships with the SETAs as a gateway to allowing the colleges ascend the stage of growth. Through working together with the SETAs, colleges will access sufficient funding that will make them realize the increase in the enrolment of students.

The HRDCSA (2014:6) conducted a study with TVET colleges on pathways work stream and the finding was that with regard to student placement by the SETAs, the colleges did not have a tracking system to trace the students' progression into employment. The MQA (2016b:16), one of the SETAs, found that more stakeholders need to be engaged so that employers can influence the college curricula to keep up-to-date with changing technology to make the college graduates employable.

2.3.4.2   Universities

The Minister of Higher Education and Training emphasized the fact that the colleges and the universities of technology especially, should work together in terms of curricula articulation (FET College Times, 2014:9). Universities, according to DHET (2013:27) in the White Paper, "educate and provide people with high-level skills for labour market, produce new knowledge and can validate the same knowledge they produced". TVET colleges should collaborate with the universities for the sake of knowledge acquisition by college students, and also for learning programme articulation. It is still a serious challenge for universities to admit students from TVET colleges due to lack of programme articulation. The Academic Boards are responsible to initiate the processes of establishing the relationship with the universities as emphasised by the Minister of Higher Education and Training in the FET College Times (2014:9).

2.3.4.3 TVET Colleges

There are 50 colleges as a result of the merger of 152 former technical colleges. Their common responsibility is to cater for those who are no longer in the schooling system, but wish to complete the system by doing vocational training at those colleges (DHET, 2013:11).

There is a need that these colleges share good practices in order for them to perform their academic functions of helping the students to learn and get the relevant qualifications and be certificated graduates. The colleges in Mpumalanga can benefit a lot if they are in collaboration with other colleges as they will be able to adopt and implement best strategies that worked well for those colleges.

2.3.4.4 Government

The TVET colleges are bound to collaborate with Government departments for various reasons like placement of students during WBE programme. The Academic Boards should ensure that the good relationship is built with all departments. The colleges receive their subsidy from the government fiscals. The National Development Plan at the level of government identified a priority to increase student access, increase student funding and improve academic support (Nkomo, 2015:251). Government provides funding to the colleges for infrastructure tuition of deserving students through the National Student Financial Aid Scheme (NSFAS) in a form of bursaries.

Government should also provide the colleges with funding for other projects like attending to overcrowding in classes as that result in poor teaching and learning activities. The researcher believed that the issue of human resource need attention as well and that should be catered for by government.

2.3.4.5 Community involvement

The question that can arise is; to what extent does the Academic Board involve the community in the academic affairs of students in the college. Community refers to a group of people living together representing various structures in a form of amongst others, women organizations, civic, youth, elderly people, people with disabilities, and cooperative (National Skills Accord, 2011:1). Colleges are located within the communities and they cater for the students hailing from those communities. The colleges have a responsibility also to train the community members in various

skills so that they can be able to generate livelihoods in a meaningful way (National Skills Accord, 2011:3).

The researcher believes that community-based organizations should support and protect the colleges every time. They should jointly tackle the community projects that will benefit them both. The members of the communities should be convinced to take ownership of the colleges especially the campuses that are located in their areas and their community skills should be developed through bridging programmes (MQA, 2016b:25).

The remarkable and impressive outcome of these collaborations in terms of positive performance of the colleges will be a manifestation of the effectiveness of the Academic Boards of the colleges.

2.3.4.6   Working relationships

The effectiveness of the Academic Boards will be described through their working relationships with various stakeholders, be it internal or external stakeholders. It is likely that the quality of education in the academic institutions, the processes of teaching and learning can improve through discussions and sharing of policies and information and standards with other stakeholders (Dooley, 2007:14). For example, the good working relationship between the TVET Colleges and the University of Mpumalanga can open the way to start negotiations for the programme articulation. The Academic Board should take this type of initiative as it affects the academic activities.

Key to relationships with stakeholders is the maintenance of high standards of communication between the board and the relevant stakeholders (Vilkinas & Peters, 2014:21). The assumption in this regard is that open communication leads to building the needed working relationships. In summary, the Academic boards should have profound relationships, on behalf of the colleges, with the public community, the politicians who are policy makers defining and measuring objectives and actions for improvement, organizational providers who deliver educational services and lastly the lecturers who directly teach the students (Rodriguez, 2015:192).

2.4   CONCLUSION

The main purpose of this chapter was to indicate the concepts that should be taken into consideration to determine the effectiveness of the Academic boards. The conclusion and

deduction regarding the managerial role of management and Academic Governance of the boards at TVET colleges was clearly presented for the understanding and insight of the reader of this research study. It was for this reason that the relevant literature be brought to the fore and be studied so that one can have an insight in the role and functions of the Academic Boards.

The literature review discussed research on the topic. The chapter has attempted to present arguments about how the South African researchers view the roles and responsibilities of the Academic Boards as against the views of some international researchers on the same matter.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3. 1   INTRODUCTION

An investigation into the effective of the Academic Boards in the governance of the TVET colleges entails the conduction of empirical research as the review of literature will not provide the reality of the situation and the problem. The purpose of this chapter is to describe and provide justifications for the research design and methodology used in the research study. It also gives an understanding of the approach that was applied in order to get the results related to the objectives of the research study. It also describes the specific methods of collecting and analysing data related to the research study.

The chapter also presents the research approach and research strategy used in the research study. It also discusses the following: the population and sample; collection of data; the sample and population; design of questionnaire and also the ways of evaluating the validity and reliability of results obtained through this research study. The ethical aspects are also discussed.

3. 2   RESEARCH DESIGN

According to Mouton (1996: 176); "the aim of the research design is to employ various measures to control for system bias, confounding variables and other sources of error". The researcher used a pragmatic paradigm because both qualitative and quantitative approaches used in this research aimed at obtaining data that would be instrumental in attaining the results that respond to the research objectives. Cresswell (2003) argues also that "pragmatism is concerned with mixed methods in the sense that the researcher considers both quantitative and qualitative assumptions" when conducting the research. He further describes pragmatism as a theory concerned with consequences of actions and problem-centred as well. The researcher in this research has used the mixed methods related to pragmatism in that data collected provided an in-depth understanding of the research problem.

According to Mouton (1996:8), Pragmatic means "to do" any activity that considers the theoretical elements and practical element as well. For this research, the respondents were expected to provide information through the use of questionnaires. In addition to the use of questionnaires, interviews were conducted to complement the research questionnaire information related to the research objectives. Gomm (2004) also emphasizes the fact that to be pragmatic means that people should be assessed on the basis of what they do, not what they say. The respondents in this research through the questionnaires were encouraged to reflect on what they do and their roles as members of the Academic Boards as well. Heron (1996:16) argues that pragmatism refers to a "theory of truth" since the respondents were expected to provide information that was reliable and valid.

For example, Albashiry et al. (2015:428) regarding the TVET curriculum, declared that stakeholders like students, teachers and employers should be involved in the design of a curriculum as they would be able to express their ideas that should respond to the social and labour needs. The interpretation was that all stakeholders should be involved in the design of the curriculum which manifests a paradigm shift from relying on other people in the production of a curriculum that addresses their needs requirements. This approach also created an opportunity to determine the efficiency and effectiveness of Academic Boards in their managerial role at TVET colleges. By investigating this, the data collected could be used to improve the conditions and practices in a particular environment within the colleges.

The researcher in this research study used a mixed methods approach. Mixed methods refer to combined methods associated with both quantitative and qualitative research of allowing the quantitative and qualitative methods to supplement each other as the aim (Du Plooy-Cilliers in du Plooy-Cilliers, Davis and Bezuidenhout, 2014:14). At least 10 people were identified as respondents and were subjected to respond to the designed questionnaires. Interviews were conducted to the same number of respondents to understand and describe their behaviours in terms of for example leadership, planning, organising and monitoring. The researcher accessed information from the respondents themselves during interview sessions through probing.

The researcher used a strategy of multiple case study. The two colleges were considered as two cases to be studied with their uniqueness and their features in terms of operations and size.

A particular project within a programme might be identified as a case due to its peculiar nature. A case can be selected to be studied, hence a case study of which its purpose is to study in-depth that

particular case (Litchman, 2006). According to Cresswell (2003), a researcher uses a variety of data collection procedures to collect the detailed information of cases.

A case can be selected on the basis of its typical nature, model or its uniqueness (Litchman, 2006). In the context of this research study, two TVET colleges were selected as two separate cases to be studied. These two cases fall under a typical case as educational institutions that have not been able to produce enough required certificated graduates with employability skills for the past three consecutive years, to meet the needs of the labour market. These colleges have each established an Academic Board which is responsible for the coordination of the academic activities like curriculum delivery within the colleges. The appropriate strategy used was to identify the Academic Boards of the two colleges as two separate case studies in the multiple-case study. The role and effectiveness of the Academic Boards in Academic Governance was the purpose of this study.

3. 3   RESEARCH CONTEXT AND SAMPLING

It was imperative for the researcher to identify a sample from the members of the Academic boards through which the information about the role of the boards would be gathered. Mpumalanga is one of the nine provinces in the Republic of South Africa. It has two international borders - Mozambique and Swaziland. It is rich in agricultural produce and minerals. It boasts a popular tourism attraction, the Kruger National Park. It has three districts i.e. Ehlanzeni District with a population of about 1.5 million, Gert Sibande District with a population of 900 000 and Nkangala District with a population of just over a million.

Source: https://malariajournal.biomedcentral.com/articles/10.1186/1475-2875-11-19
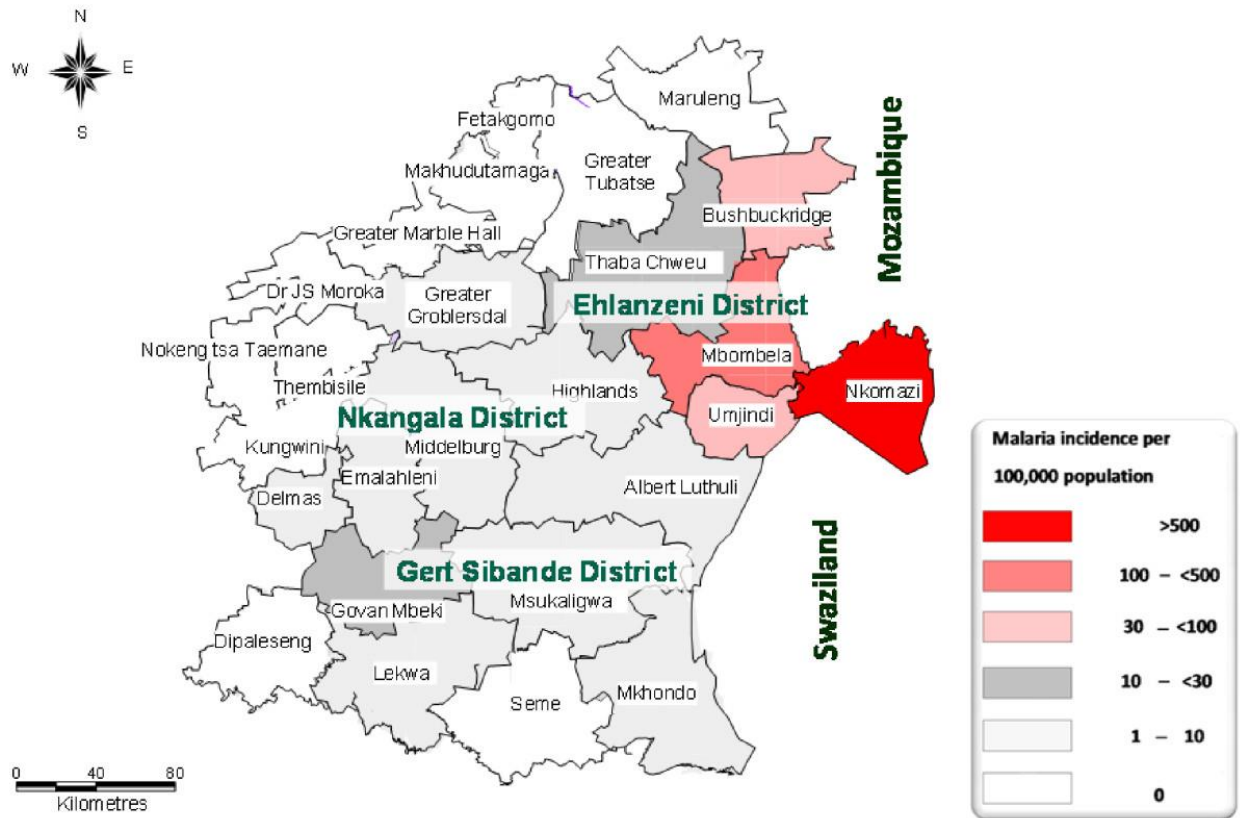
Figure 3.1: Study Location

3.3.1   Sampling

Du Plooy-Cilliers et al. (2014:97) define a sample as people drawn from a population that a researcher "can gain access to" as he conducts the study for information to solve a particular problem. The respondents were recruited from the colleges and they were given an opportunity to participate voluntarily but could withdraw had they wished to do so.

3.3.1.1   Purposive sampling

According to Blanche, Durrheim and Painter (2006: 139), purposive sampling refers to a selection of respondents that have "cases of a typical population". Purposive sampling was used as a sampling technique to select 10 board members as research respondents as a sample size from both colleges. A sample of 5 respondents from each college, totaling 10 respondents in all were drawn.

From college A, there were 1 senior manager, 1 middle manager, 1 Senior Education Specialist and 2 lecturers. From college B, the respondents were 1 senior manager, 2 Senior Education Specialists representing Business Studies and Engineering Studies respectively, and 2 lecturers representing different teaching offerings from both colleges. All these members are directly involved in the Academic Governance of the colleges in terms of teaching and learning activities.

The sample population in the case of this study comprised the members of Academic Boards of the two identified TVET colleges in the Province. A total number of 44 members of the two Academic boards as recorded, made up of members from Senior Management, Student Representative Councils (SRCs), Senior Education Specialists (SES's) and lecturers emerged as population. Of the 44 members, 9 were inactive or resigned from participation. Out of the 44 recorded members, only 10 members were selected to be the research respondents.

3.4   RESEARCH METHODOLOGY

Research methodology concerned the data collection methods, data analysis and the data collection process. The data collection methods are concerned about the methods that should be used to collect the information required to respond to the research questions within the study. This research has used a multiple-methods approach due to the use of three methods which are document analysis, interviewing and use of questionnaires. It was through these methods that the researcher managed to collect the required information for the study.

The inclusion of multiple sources of data collection increased the level of reliability of the instruments used. This observation led to the validity of the information gathered. These methods complemented one another as they were used in a single study.

3.4.1   The data collection methods and instruments

Discussion about each method, what it is, how it was used and why it was used has been presented in the table and detailed descriptions thereafter as shown below.

Table 3.1 below indicates the process considered to collect the information in relation to this research study. The aspects considered were:

- Research questions

- Methods used to collect data

- Instruments used in the collection of data

- Purpose of the process

Table 3.1   How data was collected based on research questions

Research questions	Data collection methods	Instruments	Purpose
What are the roles of Academic Boards in the Academic Governance of the TVET colleges?	Document analysis	Policy documents from Government and the colleges like the White Paper, College Statutes, FET Act 2006, CET Act, NDP, minutes, etc.	To get more insight and information on how the Academic Boards should operate and perform their duties.
	Interviews	Interview schedule	To be able to probe participants for more information on the role of the Academic Boards
	Use of questionnaires	Questionnaires schedule	
How effective are Academic Boards in the Academic Governance of the TVET colleges?	Document analysis	Policy documents from Government and the colleges as mentioned above	To get more insight and information as indicated above
	Interviews	Interview schedule	To be able to probe participants for more information as indicated above

	Use of questionnaires	Questionnaires schedule	
Why do the Academic Boards have the particular effectiveness in the Academic Governance of the TVET Colleges?	Document analysis	Policy documents from Government and the colleges	To get more insight and information as shown above
	Interviews	Interview schedule	To be able to probe participants for more information
	Use of questionnaires	Questionnaires schedule	

3.4.1.1   Document analysis

According to Henning (2004:3), documents are collected as entities of data that should be interpreted in the same way as data collected from interviews or through questionnaires. Indeed, the researcher in this study requested documents related to the study as source of data, from the colleges' management. The main purpose was to study them to get information about the effectiveness of the Academic Boards by looking at their role in the academic governance of the TVET colleges. That information was linked to the information collected from the respondents during interviews and interpretation of questionnaires. The information from these documents responded to the research questions as it provided an insight in terms of the effectiveness of the Academic Boards.

The primary documents used to illustrate the role of the Academic Boards were the College Statutes of the two colleges based on the Further Education and Training Act of 2006 as amended.

The College Statute was more relevant because it clearly indicated the functions of Academic Board, the composition thereof, procedure in terms of meetings, and committees there-of.

The other documents requested included:

- Official documented lists of members of the Academic Boards.

- Meeting schedules.

- Agenda of meetings.

- Minutes of the board meetings.

These documents were valuable sources of information as they were all related to the research questions. So what were you looking for in each of these documents….

3.4.1.2   Interviews

The purpose of conducting an interview is to gather information about the topic under study, from the respondents (Litchman, 2006). Of the population of the 44 of the recorded members of the Academic Boards, 6 were subjected to a trial run to check on the validity and reliability of the interviewing method. The responses of the 6 were used to review and refine the questions. Finally, the 10 respondents were selected and the interviews were then conducted with them.

Interviews are one of the approaches or tools that were relevant for the collection of data for this study.   A programme of action scheduling how interviews would be conducted was developed so that it could be used as a guideline to source knowledge from the interviewees. The nature of these interviews was such that they allowed for probing and follow-up questions in an orderly fashion. The researcher constructed a semi-structured interview schedule (See Appendix A for a copy) where respondents were asked questions and the answers recorded during the interview with the permission of the respondents (Jooste, 2009).

According to Henning (2004:3) as she focuses on the interviews, "there is much freedom and natural development of action of respondents in the qualitative approach, allowing enough space to capture as much data required for the investigation of the problem". For this research study, the researcher had a face to face conversation with the respondents. They were able to freely respond to all the questions asked to them. Interview dates were communicated with the

respondents prior. On the day of the interview, a rapport was developed to get the respondents have trust in the researcher so that they could easily open up to him, and to make them feel comfortable as well.

Through the use of interviews, the researcher was able to obtain a richness and depth of data as he engaged in a face-to-face conversation with respondents (Du Plooy-Cilliers et al. 2014:188).

This type of an interview as a qualitative data collection method was used because it created a space for the researcher to have a direct conversation with the respondents. Through the questions posed to them, they were able to air their views, opinions and beliefs about the topic under study.

3.4.1.3   Questionnaires

A questionnaire is one of the instruments used in a quantitative research method to collect data. The questionnaires always present closed-ended questions, checklists and rating scales (Du Ploy-Cilliers et.al, 2014:151).

A pilot study was conducted to pre-test the validation of the questionnaire. Litchman (2006) states that validation also means credibility of results as evaluated from the point of view of the respondents. The questionnaires were given to 4 members of the boards (who were not participating in the research) to respond to questions and they were all returned. This exercise gave an idea of whether the questions formulated in the questionnaire validated the intended measurements of each objective. Through their responses, adjustments were made to the questionnaire. For example, the respondents were asked why they were having the Academic boards. They responded that they had them because they were complying with the CET Act and the college statutes. The intention of the question was to ask them to indicate the role of the boards. The question was then phrased as "What is the role of the Academic Board?" and they responded by mentioning a number of responsibilities of the boards as expected. Secondly, they were asked "Why the industry was not employing the college graduates?" The responses indicated that some companies feel colleges do not produce the graduates they are looking for. The question was then paraphrased as follows "Is curriculum at TVET colleges able to address the needs of the labour market?"

Ten questionnaires were sent out to 10 respondents used in this research study and they were all returned for data analysis. The informed consent letter was sent to the respondents prior to

distributing the questionnaires to them. The consent letter was meant to solicit permission from the respondents that they would be participating willingly and voluntarily. The researcher physically where possible, and electronically distributed to the respondents. He physically collected the questionnaires from the respondents from both colleges. (See Appendix B for a copy of the questionnaire)

According to the argument of Blanche, Durrheim and Painter (2006:487), this instrument was used because of the following advantages:

Questionnaires are quicker and cheaper to administer. Responses from the respondents were simplified and quantified. The respondents showed an interest and willingness to complete them because they were simply ticking boxes in most parts of the questionnaires - convenient for them. The study used a mixed method approach, qualitative and quantitative, of which the questionnaires are a quantitative research instrument. The questionnaires caused the respondents to engage in effective thinking. The open ended questions allow the respondents to express their opinions about specific issues in their own words. The closed questions elicit a standardized set of responses from the respondents for easier comparative data analysis.

Collecting quantitative and qualitative data from the interviews and questionnaires was done. . Questionnaires were distributed prior to the interviews so that they could be collected on the day of the interviews. The quantitative research method was used to collect data using the questionnaires. The questionnaires were constructed and distributed to respondents so that they could complete them by answering the questions.

The questionnaire used open-ended questions allowing the respondents to express themselves in writing when answering the questions. The questions were related to the questions in the interview schedule. The questionnaire consisted of seven sections of which six of them were responding directly to the study objectives.

3.4.2   Data collection process

The procedure the researcher followed to collect data has been illustrated in Figure 3.2 below:

```
┌─────────────┐     ┌──────────────┐     ┌─────────────────┐     ┌──────────────┐
│ Sampling of │ ──▶ │ Request the  │ ──▶ │ Informed consent│ ──▶ │ Forward      │
│ respondents │     │ respondents to│     │ letters to      │     │ questionnaires│
│             │     │ participate  │     │ respondents for │     │ for completion│
│             │     │ voluntarily  │     │ interviews and  │     │              │
│             │     │              │     │ questionnaires  │     │              │
└─────────────┘     └──────────────┘     └─────────────────┘     └──────────────┘
                                                                        │
                                                                        ▼
┌─────────────┐     ┌──────────────┐     ┌─────────────────┐     ┌──────────────┐
│ Coordination│ ◀── │ Interviews - │ ◀── │ Collection of   │ ◀── │ Secure       │
│ of data/    │     │ use of       │     │ completed       │     │ documents for│
│ information │     │ recording    │     │ questionnaires  │     │ supplementary│
│             │     │ device       │     │                 │     │ information  │
└─────────────┘     └──────────────┘     └─────────────────┘     └──────────────┘
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Figure 3.2: Data collection process (Source: own)

The researcher developed a plan to follow for the process. The plan showed the selected respondents and the dates on which questionnaires were distributed to them and dates on which each was interviewed. The relevant documents for the required information needed for the study were requested on the day of the interviews. The selected respondents were interviewed at their specific and convenient work places as per the work plan. The questionnaires were also collected from the respondents on the day of the interview. Permission was sought from them to use a recording device to capture the conversation which was later transcribed and analysed together with the data collected using the questionnaires and the relevant documents.

3.4.3   Data analysis

The qualitative and quantitative data collected through the research methods used was reduced to electronic data. The data was analysed using qualitative and quantitative data analysis methods. The qualitative data was analysed according to the conceptual framework used for academic governance, which focused on leadership, college-industry partnerships, policies and procedures, and collaborations with other stakeholders. The quantitative data was related to the frequency of the positive responses that each respondent gave to the criteria under each concept.

3.4.3.1   Documentation Analysis

The information found in the documents like the minutes of the Academic Boards was used to supplement the information provided by the respondents through interviews and questionnaires. The researcher looked at the frequency of meetings in terms of dates and the way in which they were managed. The College Statute was read to ascertain whether the minutes were in line with requirements as indicated in the statutes. The minutes secured were corresponding with the agendas. The content of the minutes was mixed in that some part was about teaching and learning and the other was about the entertainment of students which was not linked to academic issues. The White Paper and the NDP provide information with regard to the role of the colleges and their Academic boards in terms of preparing students for the world of work, engaging the industry and other relevant stakeholders whose contribution to the life of the college would be paramount. The acts mentioned above highlighted the establishment of governing structures and their responsibilities as policy matters.

3.4.3.2   Interviews

This data was coded and themes were developed within each of the concepts of the conceptual framework. This was based on the responses of the respondents about how the Academic Boards should operate as a statutory body.

3.4.3.3   Questionnaires

The questions asked are related to the objectives of the study and those asked in the interview schedule. The questionnaires were physically collected by the researcher from the respondents after having been distributed to them both physically and electronically. The sections in the questionnaire consisted of questions clustered under each concept as taken from the policy document. The positive responses of each respondent to the questions were indicated by means of a tick. The number of ticks for each respondent under each section were totalled to give a frequency and this was used indicate the respondents understanding of the effectiveness of the Academic Boards.

3.5   ETHICAL CONSIDERATIONS

The confidentiality of data should at all times be upheld. The researcher was therefore obliged to ensure that the respondents confidently put their trust in him regarding the information they provided. The information was kept confidential from other people and guarded against divulging such to some people. The researcher was also careful not to mention respondents' names in his records. Henning (2004) argues that the respondents should give consent to participate thereby assuring that their secrets will not be publicized and their privacy will also not be violated. Much background information was gained through consulting such documents as the Helsinki Declaration (1964) and The Nuremburg Code (1949) and helped understanding why ethical considerations were needed in Qualitative Research.

The researcher informed the respondents about the research in the interview sessions. The respondents were also informed that their privacy and sensitivity would be protected.

Permission was sought from the relevant authorities to conduct the investigation. The topic of this research study evoked much interest and automatically invited massive support from the DHET and TVET colleges' officials. Therefore, a request to conduct interviews, the need to peruse some college documents related to the study and distribute questionnaires to relevant members of the Academic Boards received a positive response from the management of the colleges

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3.6   RESEARCH RIGOUR

Research rigour for qualitative data concerns the four criteria of trustworthiness: credibility, transferability, dependability and confirmability. Lincoln and Guba's (1985:235) model of trustworthiness will be explained in the table below:

Table 3.2

Strategy	**Criteria**	**Application**
Credibility	Triangulation	Data collection methods included interviews and questionnaires. Literature review by researcher.

Transferability	Dense description	The researcher will densely describe the responses from each respondent. Verbatim quotes will be discussed from interviews.
Dependability	Triangulation Dense description of research methodology	The use of different data gathering methods. The research methodology will be fully described in the study.
Confirmability	Triangulation	The use of different data gathering methods.

3.7   CONCLUSION

This chapter was meant to focus on the methodology of the research study and design with special emphasis on the methods of collecting data. The three data collecting tools used were document analysis, interviews and use of questionnaires. The processes of collecting and analysing the data proved to be user-friendly worth implementing to work with the data that was worth reading. The reliability and validity of the data collected was presented in the chapter. The following chapter will focus on the presentation of the research findings.

CHAPTER 4

PRESENTATION OF THE RESEARCH FINDINGS

4. 1   INTRODUCTION

This chapter presents the findings based on the data collected from the members of the Academic Boards. These members belong to two different Academic Boards attached to the two different colleges under study, identified as College A and College B respectively. The findings of the two Academic Boards will be presented separately not for comparison purposes but, to merely show that the boards belong to different environments and scenarios. One similar comprehensive table that represents the feelings and responses of respondents and the colleges and, competencies of the Academic Boards and the analysis of data, has been used for both colleges on separate occasions. The previous chapter discussed the techniques that were used to collect and interpret the raw data. This chapter outlines the data analysis methods used, discusses the demographic details of the respondents followed by the responses related to the research objectives.

4. 2   FINDINGS ON COLLEGE A

This section will present the findings based on the responses of the respondents from the college. It has taken into account the descriptive account of the college, the thematic analysis of the findings under each research objective.

4.2.1   The descriptive account of the contexts of College A

This section presents a description of College A in terms of the number of campuses, number of staff both teaching, programmes that are taught, support staff and the enrolment as well. It also reflects on the biographical data of the respondents who are the members of the Academic Board.

This college was identified together with another college, to form part of the research study.

4.2.1.1   The description of the college.

The college comprises more than three campuses of which three are said to be big campuses and the others are regarded as small campuses. The number of students that enrol every year under normal circumstances are more than twenty thousand in a year. The staff members are above two hundred and the administration staff are above a hundred.

The college offers various learning programmes meant to equip students with employability skills to meet the demands of the labour market. They represent different qualifications like National Certificate (Vocational), NC (V), Report 191 and skills found at TVET colleges. The programmes are shown in Table 4.1 below:

Table 4.1: College A Tabularized of college learning programmes (Source: DHET, 2015)

QUALIFICATION	STREAM	PROGRAMME
NC(V)	Business Studies	Office Administration
		Finance, Economics and Accounting
		Education and Development
	Engineering Studies	Engineering and Related Design
		Electrical Infrastructure Construction
		Civil Engineering
Report 191	Business Studies	Hospitality
		Tourism
		Management Assistant
		Human Resource Management
		Generic Management
		Business Management

	Engineering Studies	Electrical
		Mechanical
		Building Science
		Tool and Die making
Occupational Programmes	Engineering Studies (Apprenticeships and skills)	Welding
		Fitting and Turning
		Electrical

4.2.1.2 Biographical Data of the Academic Board members

The biographical data of the five Academic board members is presented in Table 4.2 below.

Table 4.2 Biographical data of Academic board members

RESPONDENTS	QUALIFICATIONS	NUMBER OF YEARS OF EXPERIENCE AS COLLEGE OFFICIALS	ROLES AND ACTIVITIES IN THE BOARD AND IN THE COLLEGE AS WELL
1	Further Diploma in Education	12 years	Manages and coordinates all academic activities from registration to examinations. Member of Senior Management and also a member of the Academic board.

2	BA Degree, BA Hons. Higher Education Diploma, Further Diploma in Youth Preparedness, Qualified Assessor and Moderator, Certificate in Project Management.	18 years	Serves as a senior lecturer, responsible for SRC activities, responsible for stakeholder meetings, Examination Manager and member of Academic board.
3	Honours in Education	16 years	Education Specialist teaching Computerized Financial System, Member of the Academic board, coach of netball players.
4	Diploma in Education, Advanced Certificate in Education (ACE), Assessor, Moderator, Certificate in Development of OBE Assessments.	6 years	Lecturer, Member of the Academic board, Union
5	BSc, HED, Certificate in Project Management	28 years	Acting Campus Manager, Senior Education Specialist, Secretary of Academic board and Academic Committee, lecturer for Computer Practice N5-N6.

4.2.2   Quantitative Responses of Academic Board members to the research instruments

There are two aspects that were considered in order to make the table understandable in terms of the respondent's responses to the criteria identified for the concepts. The two aspects are: Criteria & Questions and Respondents section. The Criteria & Questions aspect highlights the sections in the conceptual framework of the study. The sections encompass questions from both the questionnaires and interview schedules with relevant answers to each. The second aspect, the Respondents, reflects the responses of each respondent to each question. The (x) in the table shows the knowledge of the respondents and the (-) is the opposite (lack of knowledge). In essence, the data and information in the table has been used to measure the effectiveness of the Academic Board members in the Academic Governance of the college. As much as individuals responded, it is a collective indication of the responses of the Academic Board based on the questionnaire, the interviews and related documents.

Table 4.3   Responses of respondents

CRITERIA AND QUESTIONS	Respondents				
A. ACADEMIC BOARD (Leadership)	R1	R2	R3	R4	R5
1. Role of Academic Board					
1. 1 Responsible for supervision and development of academic activities.	x	x	-	-	-
1. 2 Determines all matters related to learning programmes and subjects, admission of students and assessments.	x	-	-	x	x
1. 3 Formulation of policies, rules, guidelines procedures for academic activities.	x	x	-	-	-
1. 4 Determines terms and conditions of awards to recognize achievers in academic matters (motivation).	-	-	-	-	-
1. 5 Plays an active role in assuring the quality of teaching and learning	x	x	-	x	-
1. 6 Reports to College Council decisions of the Academic Board for approval and implementation.	-	-	-	x	x
	4/6	3/6	0/6	3/6	2/6

2. Appointment as member to Academic Board.					
2. 1 Appoint in terms of FETC Act 16 of 2006.	x	-	-	-	x
2. 2 Appoint formally by the College Council and the Minister.	-	-	-	-	x
	1/2	0/2	0/2	0/2	2/2
3 Duration in the Academic Board					
3. 1 Members can hold office for a maximum of five years.	x	-	-	-	x
	1/1	0/1	0/1	0/1	1/1
B. POLICIES AND PROCEDURES					
4. Number of members in the Academic Board					
4. 1 10 0r less	-	-	-	x	-
4. 2 11-20	x	-	-	-	x
4. 3 21 and more	-	x	x	-	-
5. Meetings					
5. 1 By law, Academic Boards should conduct meetings.	x	x	x	x	x
5. 2 At least once a quarter.	x	-	-	-	-
5. 3 Emergency meetings are counted.	x	-	-	-	x
5. 4 Keeping minutes for each meeting.	x	x	x	x	x
5. 5 Minutes content- academic activities.	-	-	x	x	-
5. 6 All members always attend meetings.	-	x	-	-	-
5. 6. 1 Actively participate at meetings.	-	-	-	-	-
5. 6. 2 Discuss teaching and learning at meetings.	x	-	x	x	-

5. 6. 3 Establish resolutions to be implemented.	-	-	x	x	x
	5/9	3/9	5/9	5/9	4/9
C. ACADEMIC PERFORMANCE					
6. Is curriculum able to address labour market needs?					
6. 1 Graduates at colleges get employed.	-	x	-	-	-
6. 2 Achieves meaningful learning objectives.	-	-	x	-	
6. 3 Students acquire knowledge and skills needed by the labour market.	-	x	x	-	-
	0/3	2/3	2/3	0/3	0/3
7. How was the certification rate in the past three years?					
7. 1 The target was set at 50% and above	-	-	-	-	-
	0/1	0/1	0/1	0/1	0/1
8. Which strategies does the Academic Board use to improve the academic performance of the college?					
8. 1 The use of online technology (e-learning)	-	-	-	-	-
8. 2 Advice and guide academic staff how to better perform their functions of teaching.	-	-	-	x	-
8. 3 Engage and actively work together with lecturers in order to achieve the organizational goals of teaching and learning.	-	-	-	x	x
8. 4 Organise extra classes for students.	-	-	-	-	-
8. 5 Organise development programmes for teaching staff.	-	-	-	x	x
8. 6 Motivate both teaching staff and students.	-	-	-	-	x
8. 7 Communication – engage Council and give constant feedback to campuses on resolutions taken at meetings.	-	-	-	x	x
	0/7	0/7	0/7	4/7	4/7

D. COLLEGE – INDUSTRY PARTNERSHIPS					
9. Do you think college-industry partnerships are necessary?					
9. 1 Partnerships prepare students for labour market and self-employment.	x	-	-	x	x
9. 2 They assist the colleges to improve their quality of training.	x	-	-	-	x
9. 3 College graduates quickly get absorbed by the industry into the jobs.	x	-	-	x	x
9. 4 Students get exposed to real workplace environment (WBE).	x	x	-	x	x
9. 5 Lecturers get exposed to new machinery needed by the industry.	x	x	-	-	-
	5/5	2/5	0/5	3/5	4/5
10. What is the role played by the Academic Board in college – industry partnerships?					
10.1 Identify industries to forge partnerships with.	-	x	-	x	-
10. 2 Secure a buy-in of industries in terms of learning programmes of the college.	-	-	-	x	-
10. 3 Engage the industry to assist with skills training to the students.	-	-	-	-	-
10. 4 The Academic Board initiates face-to-face meetings with industries to share information.	-	-	-	x	-
10. 5 Initiate the signing of Memorandums of Understanding.	-	x	-	-	-
	0/5	2/5	0/5	3/5	0/5
E. COLLABORATION WITH OTHER STAKEHOLDERS					
11. Do you think it is necessary for colleges to collaborate with other stakeholders like sister colleges and universities?					
11. 1 The business they run directly or indirectly affect one another to achieve the objectives of the organizations.	-	-	-	-	-

11. 2 They need to interact for the improvement of service delivery by intertwining the processes.	-	-	-	-	
11. 3 Sharing of best practices/resources.	x	x	x	x	x
11. 4 Collaboration facilitates guest lecturing for the college.		-	-	-	-
11. 5 Good for knowledge acquisition and learning programme articulation.	-	-	x	-	x
	2/5	1/5	2/5	1/5	3/5
12. How can other stakeholders help the college to address poor performance?					
12. 1 Sharing best practices and resources.	x	x	x	x	x
12. 2 Adopt and implement best strategies that will work well for the college.	x	-	-	-	-
12. 3 Interpret and implement the relevant curriculum.	-	-	-	-	x
12. 4 Universities occasionally provide guest lecturers for students.	x	-	-	-	-
12. 5 SETA's provide funding to colleges to increase enrolment of students and for learnerships.	-	-	-	-	-
	3/5	1/5	1/5	1/5	2/5

4.2.3   The role of the Academic Board in the Academic Governance of the college

This section presents the research findings related to the role of the Academic Boards in the Academic Governance of the TVET Colleges. The role encompasses a variety of aspects or concepts which give rise to a conceptual framework of the study.

The responses of respondents (data) were grouped into themes and sub-themes as indicated in table 4.4 below:

Table 4.4: Themes and sub-themes - College A

THEMES	SUB-THEMES
1. Leadership role	- Understanding the role of leadership - Responsibility of members - Effectiveness
2. Implementation of policies	- Types of policies and procedures - Appointment of members - Duration, experience and nature of membership - Meetings
3. Stakeholders	- College industry partnerships - Collaboration with stakeholders
4. Academic activities	- Academic performance - E-learning - Certification - Relevance of the programmes
5. Lecturer and student performance	- Motivation - Efficient and effective

These themes and sub-themes are discussed in the following paragraphs.

4.2.3.1. Theme: Leadership role

The first question in the questionnaire asked to the respondents was: "What is your role in the Academic Board?" The role of the Academic board was interrogated to examine the effectiveness of the board. The respondents were asked during the interviews the following question: "What is the role of the Academic Board in the college?" The responsibilities come to the picture when talking about the role that needs to be played.

4.2.3.1.1 Understanding the role of Leadership

The question is in line with this theme arrived at during the interviews as the respondents kept on referring to the leadership role of the Academic Board when interrogating what was supposed to be done by them. The respondents responded as individuals though they are members of the Academic Board. Their responses in a way represented the feeling of the entire board. The finding is that 3 out of the 5 respondents indicated that their role was to prepare, formulate and implement policies and guidelines.

Individual members were asked to briefly describe their role in the Academic Board. There were 2 respondents who indicated that they present issues that affect students and the academic staff in their work, 1 respondent said he gives advice and makes recommendations on how the academic staff can be utilized, presents also the results of the students and assist the staff members to improve in their academic performance at campus level. Only 1 of the 2 remaining respondents described her role as that of a secretariat to the Academic Board, sending out notices for meetings and take minutes during meetings. There were 2 respondents who simply said they were just members but could not elaborate much on their role.

4.2.3.1.2 Responsibility of members

The members were further asked to respond as individual members of the board to the following question: "What is the responsibility of the members of the Academic Board?" One respondent said members approve learning programmes that should be presented to the College Council for endorsement. Two respondents mentioned that the role they played was to discuss the challenges affecting the staff and students and look at the ways of trying to resolve the, and also submit the

resolutions of the board thereon to the College Council for endorsement. There were 2 respondents who indicated that members present to Council resolutions and recommendations of the curriculum committee about academic issues so that they can be endorsed before implementation. There was 1 respondent who said their responsibility is to formulate ideas how to improve results, give ideas regarding curriculum delivery, report to campuses on resolutions, policies and implement them.

They also indicated that they give guidance in curriculum issues such as performance of students and staff, and introduction of new programmes as well. There was 1 respondent who further mentioned during the interview session issues around policies and programmes as being part of the responsibility of the board as follows:

 "I think the Academic Board is supposed to be more part of what is happening on the floor, their role is not clear at the moment because what is supposed to be done is to make sure that whatever decisions are taken and policies, are implemented at campus level and make discreet decisions on the academic matters of the college" (r1).

It was imperative for the researcher to ascertain whether members were actively participating in the activities of the board. The question asked was: "Do all members play their particular role in the Academic Board?" There were 2 respondents who indicated that the members were not playing their role as expected. The reasons given are that the lecturers and the SRC members that serve on the board do not participate in the discussions during meetings and the fact that resolutions taken at the meetings are not implemented as it is those members that should implement them at campus level. At least 3 respondents agreed that they were playing their particular role. They respectively gave the following reasons for their response: their presence in the meetings shows their willingness to be part of the discussions, members submit to the board matters that affect their learning programmes to get a solution thereof and the fact that there are discussions taking place even if not all members are active in such discussions. This is data derived from the questionnaires as further responses of the respondents.

4.2.3.1.3 Effectiveness

Of the 5 respondents, 1 respondent mentioned that their responsibility is to ensure effective teaching, ensure the academic performance of the college is up to standard and establish internal

monitoring mechanisms as well. At least 1 respondent thought their responsibility was to discuss challenges faced by the college and 1 respondent could not answer to the question. The various interpretations of the responsibility of the members show a lack of coordinated effort to address a particular challenge. The scenario cannot therefore allow a space for the Academic Board to be effective since their direction of thinking is different.

The researcher, during the interviews, asked the respondents on how effective their Academic Board as the effectiveness of the institution depends on them. The respondents were negative and one openly cited the following: "The Academic Board was not very effective, as the college is going through transition, we did not have meetings like before, because we have lost some staff members through promotions and transfer" (r4). The obvious message which was put across by respondent 4 is that the Academic board is not playing its role as it should be.

The respondents were further asked: "Do you think members of the Academic Board can demonstrate efficiency and effectiveness in the work that they do?" There was 1 respondent who said the members cannot demonstrate efficiency and effectiveness because they are always absent from meetings therefore, they cannot display that. There was 1 respondent who was not sure whether to say the board was effective or not and he could not give any explanation to that effect. Three respondents agreed to the notion that they can be efficient and effective. Of the 3, 1 respondent said the Academic Board is driven by the managers. It is expected of managers to be efficient and effective and to do things professionally.

The staff members and the SRC representatives have been entrusted to the Academic Board by their constituencies therefore, they are obliged not to let them down. The respondents further cited the following regarding the efficiency and effectiveness of the Academic board, members are willing to participate, it's just that they do not implement the resolutions taken at the board meetings. The members have vast experience as college officials and understand the problems, strengths and weaknesses of the college, therefore, they can relate and initiate solutions to challenges faced by the college.

4.2.3.2   Theme: Implementation of policies

The respondents were also asked how they played their role in ensuring academic performance. This was an indirect call for the policies and strategies that should be used by the Academic Board.

4.2.3.2.1 Types of Policies and procedures

The College Statute emphasizes the theme which is about the implementation of the policies as a sub-theme. Related to the policy, consider the response of the following respondent in terms of direct communication: "In my opinion, the Academic Board should operate in this fashion, it shouldn't be in the meeting where presentations are made, but senior management from central office should visit the campuses so that they will report back to the Academic board about what they saw and felt at campus level" (r4).

At least 1 of the respondents raised some doubts that members can be able to communicate the resolutions back with lecturers as the majority of the members are either absent at meetings, if present, they do not make any input on discussion items. There was 1 respondent who disputed the fact that there was any specific strategy on the side of the board. There was 1 respondent who said important issues regarding performance are discussed resulting to resolutions which are communicated with staff on campuses, 2 respondents said lecturers should be motivated to perform to their best by being given incentives and be provided with the necessary equipment and material to work with.

4.2.3.2.2 Appointment of members

The respondents were asked the following question: "Are members appointed to the Academic Board?" The manner of appointment was also a question mark to many respondents as they could not respondent convincingly. Only 2 replied that members were appointed according to legislation and also by virtue of being a senior manager of the campus one is attached to. The other 3 respondents did not answer at all. It is a reflection to say those respondents were not formally appointed as per the requirement of the College Statute. All the same, they have been appointed to serve on the Academic board irrespective of the manner of appointment. The follow-on question posed to respondent is: "How are members appointed?" The only 2 (40%) cited the legislation issue and the appointment of every senior manager of each campus by virtue of their position as campus managers. The legislation indicates that the College Council determines how members should be appointed. "It is supposed to have the College Principal, the Academic Head, must be there then there must be the HODs from Engineering and Business Studies and lecturers representing certain programmes (r1). "Uhm… members of central management …where academic performs uhm… members of management from the campus,

lecturers from post level, SRC members also should be present" (r1). The statements above are an indication that the members of the Academic Board are aware of the policy, but do not know what the policy says inside.

Under this sub-theme, the following question through the questionnaire was asked to the respondents: "Briefly describe how you became a member of the Academic Board." This is a policy matter which gives guidelines as to who should be members of the Academic Board. According to the College Statute, some members are appointed by the Minister and some appointed by the College council. At least 1 respondent said he was invited by the Vice Principal to attend the meetings. The interpretation is that there was no specific procedure followed to appoint the respondent. There was 1 respondent who cited their positions in the college that made them qualify to become members, i.e. being responsible for academic affairs, being a campus manager and being head of academic affairs in the college SRC. One respondent said that he took over from the previous incumbent in the acting position at work, 1 was nominated by staff members according to the learning programmes being offered, and 1 indicated that they received emails requesting that all lecturers in the Management Faculty should attend meetings of the Academic Board. Indeed, the process of appointment has not been done accordingly. It then leaves some doubts that the management of the college by the Academic Board cannot be that effective considering the manner of appointing members.

4.2.3.2.3 Duration, experience and nature of membership

The term of office gives members valuable experience in the work that they do. The more experience a member is on the committee, the more matured he will be to make an impact in committee meetings as he will serve with confidence. Respondents were asked the following question: "How long are you in this position in the Academic Board?" From the respondents, 2 served on the board for 5 years and 3 indicated that they had served for a year to date. The College Statute indicates that members appointed in terms of section (17) (1) (a), (b) and (c) may hold office for a maximum of five years as long as they are still employed by the college.

It was also vital for the researcher to ascertain the duration of the board members during the time when they have been serving on the board. The question that was asked to the respondents is: "How long are you in this position in the Academic Board?" Serving on the structure of any organization allows one to gain confidence and experience in the work that one does. The

responses show that 3 out of 5 respondents served on the Academic Board for a year each and only 2 that served for 5 years. It is only 2 of the respondents that have the highest level of experience which can make the Academic Board to have an idea of what they expected to do in the Academic Board. Members with experience possess knowledge, skills, behaviours and attitude enable them to have greater influence.

The Academic Boards should be composed of people whose intentions are to achieve the organizational goals of the colleges. The College statute indicates that members of the Academic Board should be appointed as determined by the College Council. All respondents were not sure as to how the members of the Academic board were appointed. This is an indication that college policies are not regularly read and interrogated by the members.

The members were requested to also indicate the number of members of the Academic Board with whom they serve. One respondent was not sure of the numbers but indicated a range of 10 or less, 2 indicated a range between 11-20 members and 2 indicated a range of 21 plus which reflected the reality since the members are 26 in terms of the records of the institution.

 4.2.3.2.4 Meetings

Regarding the way in which meetings are conducted, the question which was asked is: "Does the Academic Board conduct meetings?" All 5 respondents agreed that meetings were conducted. In terms of the policy, the Academic Board meetings should take place at least once a quarter. At least 1 respondent said meetings take place once per term or more in case of emergencies and the other one said the frequency of meetings is not according to the developed schedule of meetings. The respondents also responded to a question: "How regularly do meetings of the Academic Board take place?" The College Statute states that the procedure applicable to Council meetings is applicable to the meetings of the Academic Board. At least four ordinary meetings during each academic year should take place. A special meeting can be convened anytime by the chairperson when necessary. The responses were as follows: 1st Respondent – meetings can happen once per term or more than once. Sometimes there are no meetings during each term in a particular academic year. 2nd Respondent –meetings take place twice per year. 3rd Respondent- once a year. 4th Respondent- twice per annum. 5th Respondent- frequency of meetings is not according to the programmes.

The different responses of the respondents within the same structure shows that meetings of the Academic Board are not held as per the policy. The situation therefore exposes the ineffectiveness of the Academic Boards in conducting meetings and also to raise issues that need attention and resolutions.

4.2.3.3 Theme: Stakeholders

The National Planning Commission in the National Development Plan 2030 emphasizes that the building of a strong relationship between the college and industry is very important. There are two reasons mentioned why the college industry relationship should exist: the relationship will assist the college to improve their quality of training and the, college graduates will quickly get absorbed into jobs by the industry.

4.2.3.3.1 College-Industry partnerships

The respondents were asked a question from both the questionnaire and the interviews; "Do you think college-industry partnerships are necessary for colleges?" All respondents agreed that college-industry partnerships are necessary for colleges. The general question that remains is to what extent did the Academic Board forge such partnerships, and how many. The subsequent question requires the respondents to give a reason why they think such partnerships are necessary. All respondents in their responses said it was easy for the college to place students for Workplace-based experience (WBE) and Work Integrated Learning (WIL) for both students and lecturers. Other reasons mentioned by the respondents in response to the above mentioned question included amongst others the following: The colleges get the "latest trends or development in the industry" (r1), "the employers use the opportunity to identify potential employees from the students" (r5), "students get motivated to work harder" (r3), "they are able to practically combine theory and practice" (r4), "possibilities for the college to be funded by different industries are high" (r5).

The college in this case is hands-on and active as the result of involvement of the senior management because of the number of industries to which students go for WBE and lectures for the lecturer development. The evidence of this positive action is seen in the signing of the Memoranda of Understanding (MoUs) the college has signed with various industries. The colleges concerned were able to produce the signed MoUs.

The issue about the establishment of college-industry partnerships was considered and the following two questions were asked: "What is the role played by the Academic Board in college-industry partnerships?" and "How is the role played? Elaborate". There was 1 respondent who indicated that it is only the Principal and Vice Principal who establish partnerships, not the Academic Board directly. The respondent further emphasized that Extended Learning Unit (ELU) Manager is one who deals with industries than anyone else other than the senior management of the college. At least 1 respondent indicated that the Academic Board is supposed to be recruiting potential employers to form partnerships with but, it is not happening instead it is the campuses that scout for the companies with whom to forge partnerships. There was 1 who did not respond to the question at all. At least 2 respondents said they were not sure of the role because they did not observe anything to suggest the role of the Academic board in the college-industry partnerships. Regarding the second question, 3 respondents did not respond at all. Out of the 5 respondents, 1 respondent cited the ELU manager as the only official that looks for the companies for the purpose of forging partnerships. At least 1 respondent said the Principal and the Vice Principal invite the companies to a breakfast session to give information about the college, the entire profile and the intention to establish partnerships with them.

4.2.3.3.2 Collaboration with stakeholders

The other question asked is: "Do you think it is necessary for the college to collaborate with other stakeholders like sister colleges and universities?" All 5 respondents agreed that colleges should collaborate with other stakeholders like sister colleges and universities. The 5 respondents were therefore requested to provide reasons for their responses. All respondents said that collaboration was necessary so that the college could share best practices amongst themselves and with other institutions like the universities. At least 1 respondent further said that collaboration could facilitate even the sharing of resources like sending some students to a university's Physical Science laboratory for experimental exercises. With regards to collaborating with other stakeholders, 1 of the respondents said: "The Universities of Technology can be collaborated with because we don't have the equipment which they use for their learning programmes" (r2).

The collaboration of sister colleges in Mpumalanga is good example and evident owing to the establishment of Mpumalanga Colleges' Curriculum Committee where issues of common

interest related to academic affairs are discussed. It was evident also that collaboration with universities was still lacking as cited by 1 respondent. The other 4 respondents added some reasons each as follows: collaboration proves a way for the development of colleges lecturers, it brings uniformity to the learning programmes and allows the sharing of resources such as in guest teaching where lecturers from a university comes to teach a particular subject to students. The responses are based on the responses given in the questionnaire.

Collaboration with other stakeholders was another section in the questionnaire. The intention was to examine the extent to which the Academic boards draw into the college stakeholders like universities, sister colleges, NGOs, the public and so on, to work with. The following two questions were asked to the respondents: "What is the role played the Academic Board in collaborating with other stakeholders?" and "How is the role played? Elaborate". In response to the first question, 2 respondents said there was no role played by the board, 2 did not respond to the question. Only 1 respondent indicated that the Academic Board communicate with the stakeholders about the college in general. In response to the second question, 4 out of 5 respondents did not respond. At least 1 of the respondents indicated that the Academic Boards ensure that stakeholders understand the college learning programmes.

4.2.3.4   Theme: Academic activities

The respondents were asked the following question: "What is the role played by the members of the Academic Board in terms of the academic performance of the college?" This question is also relevant for the college leadership and management to respond to.

4.2.3.4.1 Academic performance – Lecturers and students

There were 2 respondents who came out clear to say for the academic performance of the students, members set targets for pass and certification rates per the programmes, develop intervention strategies, strategize to employ qualified lecturers and also discuss ways and means of lecturers' development in terms of teaching skills. Regarding academic performance, one of the respondents during the interview session said: "The Academic Board has to look at the certification rate as per the programmes that are offered in the college, two, the retention rate of students, thirdly, they must look at the percentage pass rate as per the set target that is higher…

look into staff development as per skills development programmes and then again develop the support system" (r4).

Regarding the academic performance under this theme, 2 respondents mentioned that the board should assist the lecturers to improve their performance and give them incentives to motivate them to do more and assist students when necessary. Some of the respondents agreed to the notion that the Academic Board can visit the campuses to motivate them to improve teaching and learning process: "The Academic Board is supposed to go down to the campuses because the lecturers have to be informed about the solutions reached and the resolutions that need to be implemented" (r1). "I would love the Academic Board to intervene where there is a problem and must go to that campus to sort it out" (r5). "We need the structure to have power, be active, they must be involved in anything, make follow-up, must be there at all time, be hands-on as an important role" (r3). This is a suggestion to say the Academic Boards must visit the campuses to engage the academic staff to solve problems they face when teaching. One respondent had a strong feeling to say: "The Academic Board should operate such that it should not be in the meeting where presentations are made, but senior management from Central Office should come down and visit campuses" (r4).

There was 1 respondent who said that there was no role played by the Academic board at all in terms of academic performance of the students. The other 2 respondents said with regard to academic performance, members discuss resolutions taken at the meeting of the board and discuss also proposals and intervention strategies that should be implemented.

The Academic Board in consultation with the college management is expected to play a major role in terms of the academic performance of the college. Consider the following citation by one of the respondents: "The role of the Academic Board is to assist by using internal methods that we can discuss…so that we can improve on the results, overall performance of our campus and of the college" (r2). Lecturers have an obligation to teach and students are obliged to learn so they can perform to the highest standard.

The question asked was: "How is the role played?" At least 1 respondent mentioned that the role was not well played as many members had no clue of what was happening within the board meetings. One respondent indicated that there was no effective role played because the majority of members are passive at meetings and are not making any input and 1 respondent said members

engage in meetings and come up with resolutions and thereafter recommend to College Council for endorsement and implementation. There was 1 respondent who mentioned that skills audit for lecturers are conducted to determine the skills gap of the lecturers.

4.2.3.4.2 E-Learning

The Academic boards are also expected to assist the colleges to attain good academic performance. It is ideal that initiative such as the introduction of e-learning should serve as a key factor to enhance teaching and learning. It is the responsibility of the board to provide the ICT infrastructure and make e-learning programmes accessible to students. One respondent said: "They are the Academic boards that are supposed to already discuss what to do. For instance, in e-learning we need to give our leaners tablets" (r5). One respondent indicated that, the members play the role by promising incentives for the best performance and, 1 respondent did not make any comment or input to this effect.

4.2.3.4.3 Certification

The sub-theme "academic performance" is overt in this paragraph where the performance targets were set by the college. There is a lack of a convincing approach with regards to how the Academic Boards perform their roles in terms of academic performance. The researcher therefore asked the respondents to indicate whether the colleges met their targets in terms of certification rate in the past 3 years. The following responses were received from the respondents; "On campuses it improved, at college level, I'm not sure. We did not reach the 50% but we are improving every year" (r2). "I think we started very low like 30 something I am not very sure. We set the target for 50% but we reached about 40% and this year we are around 50s" (r1).

4.2.3.4.4 The relevance of the programmes

On academic performance, the respondents were asked the following question: "Is curriculum at TVET Colleges able to address the needs of the labour market?" In response to the question about curriculum, 2 respondents agreed, 2 did not agree and 1 did not respond to the question. Those who did not agree cited reasons like: no research has been conducted to determine the market needs that should inform the curriculum, the learning programmes are such that they do not prepare students to specialize for a career path. The 2 respondents that agreed, 1 mentioned that only report 191 programmes are relevant as students doing Engineering N2 can do trade testing and thereafter

be absorbed by the industry. At least 1 respondent was not sure although he agreed. The fact that the NC (V) graduates do not get employed is an indication that the curriculum is not user friendly to the industry as it does not produce the skilled labour force, the learning programmes are not goal-directed in terms of labour, the labour market knows too little about NC(V) programmes hence they prefer to employ students qualified in Report 191 programmes.

The curriculum should be such that it also gives students the necessary skills needed in the world of work.

4.2.3.5   Theme: Lecturer and student performance

Motivation is indeed another factor which the Academic Board should consider in the role that they play. As a structure that plays a leading role, the Academic Board should motivate both the teaching staff and the students. Through this method, the employees are destined to perform to their best.

4.2.3.5.1 Motivation

One of the respondents said: "Students who have only 4 subjects don't have much stress. So, with the 4 subjects and hard work and motivated lecturers, definitely for sure they will hit the mark" (r4). As one of the strategies that is used, the respondents said: "We motivate and encourage students to attend regularly in preparation for the examination" (r4). "I don't know what the feeling of other lecturers on their campuses is because I don't know how motivated the staff is, maybe we should start to motivate them" (r2). Only 2 of the 5 respondents alluded to motivation of lecturers as strong point to consider especially when they are perceived not to be making an impact on their work. One of the two respondents presented the issue as still being contemplated to be done. It is obvious that the motivation factor is farfetched from the Academic Board, not effective in this area.

Institutions or organizations are constituted by people. People in an educated institution will always refer to lecturers and students. The lecturers and students should be motivated to be effective and increase the level of their performance to influence the high effectiveness of the Academic board. It is the Academic Board that should motivate them so that they can perform in the academic activities. The Academic Board too needs self-motivation in order for them to be effective as determining factors of effective institution in the academic activities.

4.2.3.5.2   Efficient and effective

Under the theme and the sub-theme "Motivation", a direct question was asked to the respondents as follows: "Do you regard your work in the Academic Board efficient and effective?" This was an open question for the respondents to express their gut feelings about their responsibility on the board. At least 4 respondents said they were not and 1 respondent further went on to say: "There is improvement, we can improve by appointing motivated members there which will make it easier to motivate lecturers and students. Apart from the meetings, there is no drive between the members. We don't keep contact and there is no specific duty allocated to each member, to make members to communicate with other board members that you feel obliged to do" (r1).   They gave the following reasons: they exert no influence on the board even if they participate in the discussions, there is no collaboration between the activities of the board and that of management, other commitments prevent them from doing the work of the Academic Board and majority of members have no knowledge of the responsibilities of the Academic Board.   There was 1 respondent who agreed that their work was efficient and effective. The major reason given for agreeing is that the frustrations of colleagues are presented to the board for solutions and they put effort to communicate with colleagues the DHET policies for implementation.

4.3   FINDINGS ON COLLEGE B

The name of the college will not be mentioned for ethical reasons just like in College A as presented in 4.2. The approach used to present the findings on College A has also been applied to the situation of College B. At some point it appeared as if there was a duplication or repetition of information and that was due to the similar circumstances of both colleges. This section presents therefore a descriptive account of the college in terms of its size regarding the number of campuses, the thematic analysis of the findings under each research objective.

4.3.1   The descriptive account of the contexts of College B

College B just like College A, for ethical reasons, is one of the 50 colleges in South Africa in Mpumalanga Province. The college was identified together with another college in the same province to form part of the research study.

4.3.1.1   The description of the college.

The college is composed of more than four campuses. The number of enrolled students are between eight thousand and ten thousand in a year. The staff members are above two hundred and the administration staff are above a hundred like in College A.

Like at College A, the college offers various learning programmes to the youth of the country. The main aim of the college through these programmes is to prepare the youth for employability and the world of work. The programmes represent different qualifications like National Certificate (Vocational), NC (V), Report 191 and skills found at TVET colleges. The programmes are shown in Table 4.5 below:

Table 4.5 College B Tabularized of college learning programmes: (Source: DHET, 2015)

QUALIFICATION	STREAM	PROGRAMME
NC(V)	Business Studies	Office Administration
		Finance, Economics and Accounting
		Management
	Services	Hospitality
	Engineering Studies	Engineering and Related Design
		Electrical Infrastructure Construction
		Civil Engineering and Construction
		Primary Agriculture

		Information and Communication Technology
Report 191	Business Studies	Management Assistant
		Human Resource Management
		Business Management
		Financial Management
		Public Management
	Engineering Studies	Electrical
		Mechanical
		Civil
	Artisan Development	Motor Mechanic

4.3.1.2   Biographic Data of the Academic Board members

Table 4.6   Biographic Data

RESPONDENTS	QUALIFICATIONS	NUMBER OF YEARS OF EXPERIENCE AS COLLEGE OFFICIALS	ROLES AND ACTIVITIES IN THE BOARD AND IN THE COLLEGE AS WELL
1	STD, BA	12 years since inception of TVET colleges	Manage and conduct all academic activities from registration to examinations. Member of Senior Management and also a member of the Academic Board.
2	Diploma in Higher Education, Further Diploma in Education in Business Studies	33 years inclusive of service at former Technical Colleges	College Council member, Academic Board member, Curriculum Committee member, Head of Department

			(business Studies), Marking centre manager.
3	Further Diploma in Teaching, Assessor, Moderator	13 years	Education Specialist teaching Computerized Financial System, member of the Academic Board, member of Irregularity Committee, Assistant Chief Invigilator during examinations.
4	National Diploma in Education, BTech	9 years	Lecturer, Member of the Academic Board, responsible for the registration of students, supervise other lecturers, moderates the Portfolios, manages the examination centre, organizes and monitors WBE placements.
5	STD (Electrical), National Diploma, BTech (Management)	23 years includes experience at Technical Colleges	Senior Education Specialist, Curriculum Committee member, Member of Academic Board, Chairperson of Skills Committee, campus management member

4.3.2   **Quantitative Responses of Academic Board members to the research instruments**

There are two aspects that were considered in order to make the table understandable in terms of the respondent's responses to the criteria identified for the concepts. The two aspects are: Criteria

& Questions and Respondents section. The Criteria & Questions aspect highlights the sections in the conceptual framework of the study.   The sections encompass questions from both the questionnaires and interview schedules with relevant answers to each.   The second aspect, the Respondents, reflects the responses of each respondent to each question. The (x) in the table shows the knowledge of the respondents and the (-) is the opposite (lack of knowledge). In essence, the data and information in the table has been used to measure the effectiveness of the Academic Board members in the Academic Governance of the college. As much as individuals responded, it is a collective indication of the responses of the Academic Board based on the questionnaire, the interviews and related documents.

Table 4.7   Responses of respondents

CRITERIA AND QUESTIONS	Respondents				
A. ACADEMIC BOARD (Leadership)	R1	R2	R3	R4	R5
1. Role of Academic Board					
1. 1 Responsible for supervision and development of academic activities.	-	-	-	-	-
1. 2 Determines all matters related to learning programs and subjects, admission of students and assessments.	-	-	x	-	-
1. 3 Formulation of policies, rules, guidelines procedures for academic activities.	x	x	-	-	x
1. 4 Determines terms and conditions of awards to recognize achievers in academic matters (motivation).	-	-	-	-	-
1. 5 Plays an active role in assuring the quality of teaching and learning	-	x	-	x	-
1. 6 Reports to College Council decisions of the Academic Board for approval and implementation.	x	x	x	x	-
	2/6	3/6	2/6	2/6	1/6

2. Appointment as member to Academic Board.					
2. 1 Appoint in terms of FETC Act 16 of 2006.	x	-	x	-	-
2. 2 Appoint formally by the College Council and the Minister.	x	x	x	1	-
	2/2	1/2	2/2	1/2	0/2
3 Duration in the Academic Board					
3. 1 Members can hold office for a maximum of five years.	x	x	x	x	x
	1/1	1/1	1/1	1/1	1/1
B. **POLICIES AND PROCEDURES**					
4. Number of members in the Academic Board					
4. 1 10 0r less	-	-	-	-	-
4. 2 11-20	x	x	x	x	x
4. 3 21 and more	-	-	-	-	-
5. Meetings					
5. 1 By law, Academic Boards should conduct meetings.	x	x	x	x	x
5. 2 At least once a quarter.	-	x	-	-	-
5. 3 Emergency meetings are counted.	-	-	x	x	-
5. 4 Keeping minutes for each meeting.	-	-	-	-	-
5. 5 Minutes content- academic activities.	x	x	x	x	x
5. 6 All members attend meetings.	x	-	-	-	x
5. 6. 1 Actively participate at meetings.	-	-	-	-	-
5. 6. 2 Discuss teaching and learning at meetings.	-	x	-	x	x

5. 6. 3 Establish resolutions to be implemented.	x	x	x	-	x
	2/9	4/9	4/9	4/9	5/9
C. ACADEMIC PERFORMANCE					
6. Is curriculum able to address labour market needs?					
6. 1 Graduates at colleges get employed.	-	-	-	x	-
6. 2 Achieves meaningful learning objectives.	-	-	-	-	-
6. 3 Students acquire knowledge and skills needed by the labour market.	-	-	-	x	-
	0/3	0/3	0/3	2/3	0/3
7. How was the certification rate in the past three years?					
7. 1 The target was set at 50% and above	-	-	-	-	-
	0/1	0/1	0/1	0/1	0/1
8. Which strategies does the Academic Board use to improve the academic performance of the college?					
8. 1 The use of online technology (e-learning)	-	x	-	-	-
8. 2 Advice and guide academic staff how to better perform their functions of teaching.	-	-	-	x	-
8. 3 Engage and actively work together with lecturers in order to achieve the organizational goals of teaching and learning.	-	x	x	x	-
8. 4 Organize extra classes for students.	x	x	-	-	-
8. 5 Organize development programmes for teaching staff.	-	-	-	-	
8. 6 Motivate both teaching staff and students.	-	-	x	-	x

8. 7 Communication – engage Council and give constant feedback to campuses on resolutions taken at meetings.	x	-	x	x	x
	1/7	3/7	3/7	3/7	2/7
D. COLLEGE – INDUSTRY PARTNERSHIPS					
9 Do you think college- industry partnerships are necessary?					
9. 1 Partnerships prepare students for labour market and self-employment.	x	x	x	-	-
9. 2 They assist the colleges to improve their quality of training.	-	-	-	-	-
9. 3 College graduates quickly get absorbed by the industry into the jobs.	x	-	-	x	x
9. 4 Students get exposed to real workplace environment (WBE).	x	x	x	x	-
9. 5 Lecturers get exposed to new machinery needed by the industry.	x	x	-	x	x
	4/5	3/5	2/5	3/5	2/5
9. What is the role played by the Academic Board in college – industry partnerships?					
10.1 Identify industries to forge partnerships with.	-	-	-	-	-
10. 2 Secure a buy-in of industries in terms of learning programmes of the college.	x	-	-	-	-
10. 3 Engage the industry to assist with skills training to the students.	-	-	-	-	-
10. 4 The Academic Board initiates face-to-face meetings with industries to share information.	-	-	-	-	-

10. 5 Initiate the signing of Memorandums of Understanding.	-	-	-	-	-
	1/5	0/5	0/5	0/5	0/5
E. COLLABORATION WITH OTHER STAKEHOLDERS					
10. Do you think it is necessary for colleges to collaborate with other stakeholders like sister colleges and universities?					
11. 1 The business they run directly or indirectly affect one another to achieve the objectives of the organizations.	-	x	-	-	-
11. 2 They need to interact for the improvement of service delivery by intertwining the processes.	-	-	-	-	x
11. 3 Sharing of best practices/resources.	x	x	x	x	x
11. 4 Collaboration facilitates guest lecturing for the college.	-	-	-	x	-
11. 5 Good for knowledge acquisition and learning programme articulation.	x	-	x	x	x
	2/5	2/5	2/5	3/5	3/5
12. How can other stakeholders help the college to address poor performance?			-		
12. 1 Sharing best practices and resources.	-	x	-	x	-
12. 2 Adopt and implement best strategies that will work well for the college.	x	-	-	-	-
12. 3 Interpret and implement the relevant curriculum.	-	-	-	-	-
12. 4 Universities occasionally provide guest lecturers for students.	x	-	-	-	-

12. 5 SETA's provide funding to colleges to increase enrolment of students and for learnerships.	-	-	-	-	-
	2/5	1/5	0/5	1/5	0/5

4.3.3   The role of the Academic Board in the Academic Governance of the college

This is an introductory information which has been presented for College A as well. It will appear as a replica of College A and it seems so because of the similar situations and conditions the two colleges find themselves in. This section presents the research findings related to the role of the Academic Boards in the Academic Governance of the TVET Colleges. The role encompasses a variety of aspects or concepts which give rise to a conceptual framework of the study.

The data collected through the interviews as expressed in the transcripts of the respondents, was coded in accordance with the conceptual framework. The frequent use of certain words and phrases by the respondents during the questioning session was taken into consideration. The respondents expressed common issues through those words and phrases from which the themes of the study were derived, hence thematic approach as one method used to analyse data. According to Ryan and Bernard (2003:85)), a theme is a concept that occurs most frequently in a text.

The responses of respondents were grouped into themes and sub-themes as indicated in table 4.8.

Table 4.8   Themes and sub-themes for College B

THEMES	SUB-THEMES
6. Leadership role	- Understanding the role of leadership - Responsibility of members - Effectiveness
7. Implementation of policies	- Types of policies and procedures - Appointment of members - Duration, experience and nature of membership

	- Meetings
8. Stakeholders	- College industry partnerships - Collaboration with stakeholders -
9. Academic activities	- Academic performance - Certification - Relevance of the programmes
10. Lecturer and student performance	- Motivation - Efficient and effective

The themes and sub-themes are discussed in the following paragraphs.

4.3.3.1. Theme: Leadership role

The questionnaire was the first research instrument to be used to collect the data from the respondents. The questionnaire comprised a number of questions which sought to gather as much information that should elucidate the role of the Academic Boards of the TVET Colleges under study.

4.3.3.1.1 Understanding the role of Leadership

All 5 respondents responded to the question: "What is your role in the Academic Board?" The role of the Academic Board was interrogated through the role of individual members, to examine the effectiveness of the board. The respondents were asked during the interviews the following question: "What is the role of the Academic Board in the college?" The respondents responded as individuals though they are members of the Academic Board as follows: "My understanding of the role of the Academic Board is that the Academic Board is responsible for approving programmes that need to be presented by the college" (r1). "In my opinion regarding the Academic Board, it is a body that is responsible for taking care of the academic activities at the colleges, for example, it has to see to it that policies are implemented, programmes are also implemented and new programmes if there is a need, are also implemented" (r4). "My understanding of how the Academic Board should operate at the college is that the Academic Board should be a body that is

going to operate at the highest level, a body that will interact with stakeholders, a body that will make sure that all programmes that are offered by the college are known by the stakeholders like the companies and the institutions outside the college" (r3).). "I think when it comes to the meeting, their responsibility is to give inputs and to be part of the discussions and be part of the solutions so that when we walk out there we know if we have taken the resolution on something that is important for academic matters" (r2). At least 2 respondents indicated that members present to Council resolutions and recommendations from Curriculum Committee about academic issues for endorsement before implementation. There was 1 respondent who said their responsibility is to formulate ideas how to improve results, give ideas regarding curriculum delivery, report to campuses on resolutions, policies and implement them.

Out of the 5 respondents, 1 respondent thought their responsibility is to participate in any academic matters related to their specific subjects and in line with academic students' support.

4.3.3.1.2 Responsibility of members

The researcher also wanted to ascertain the influence and the impact the members might be having on the activities of the Academic Board emanating from their serving tenure on the board. The question asked to them was: "How long are you in this position in the Academic Board?" Members who serve on the structure of any organization for a longer time sometimes are matured compared to those who might be having lesser years serving on the structure. With the relevant experience coupled with confidence, members can be effective in their work as they have already gained confidence due to the experience in the organisation. Responding to the question, out of the 5 respondents, only 1 served for a year already, 1 for two years, 1 for four and 2 respondents have served for five years. It is only 2 of the respondents that has highest level of experience. Members with relevant experience in a particular job possess knowledge, skills, behaviours and attitude that make them to be effective in those jobs.

The following question was asked to the respondents to ascertain the effectiveness of the Academic board: "Briefly describe how you became a member of the Academic Board". In terms of appointing members to this leadership role, some members are appointed by the Minister and some are appointed by the College Council as stipulated in the College Statute. One respondent said he was invited to become a member by virtue of being a campus manager. There was no specific procedure followed to appoint the respondent. Another respondent said that he was elected as a

member to the Academic board by the previous board members. At least 1 respondent said he was appointed by the principal who is the head of the institution and chairperson of the board, 1 was nominated by staff members according to learning programmes that are offered in the college, and 1 indicated and confirmed that his position as a Senior Education Specialist earned him a position as a member of the board.

Indeed, the process of appointment has not been done in accordance with the College Statute. It therefore gives an idea that the members serving on the board may not necessary mean that they qualify to be on the board, which can render them ineffective on the structure.

The term of office affords members to accumulate valuable experience in the work that they do. The more experience a member is, the more mature he will be to perform his duties confidently. Respondents were asked the following question: "How long are you in this position in the Academic Board?" The respondents showed that the number of years they spent serving on the board vary. One respondent has already served for 2 years to date, 1 respondent is 1-year-old on the board, 2 served on the board for 5 years and 1 respondent has served on the board for 4 years. The College Statute indicates that members appointed in terms of section (17) (1) (a), (b) and (c) may hold office for a maximum of five years as long as they are still employed by the college.

4.3.3.1.3 Effectiveness

A question was posed to the respondents as follows: "Do you regard your work in the Academic board efficient and effective?" This was an open question for the respondents to express their gut feelings about their responsibility on the board. Of the 5 respondents, 3 respondents said no, they were not. They gave the reason that the performance of campuses and the entire college is not pleasing, 1 respondent agreed that their work was efficient and effective but quick to indicate his doubtfulness. One respondent said the members take full responsibility to participate and through their experience and knowledge, are able to input to the activities of the Academic Board. The researcher, during the interviews, asked the respondents on how effective their Academic Boards are as the effectiveness of the institutions depends on them. The respondents openly cited the following: The obvious message which was put across by the respondents is that the Academic board is no longer effective as it used to be. "It is partly effective because for me the recommendations that come from the curriculum committee are hardly implemented, but it is not

fully effective as it used to be" (r3). "It is not that effective……" (r4). These were the comments made by the respondents during the interview.

4.3.3.2   Theme: Implementation of policies

This section comprises the types of policies and procedures, appointment of members, duration, experience and nature of membership and meetings.

4.3.3.2.1 Types of policies and procedures

In terms of the College Statute members ought to be formally appointed to serve on the Academic Board. At least 4 respondents agreed that members were appointed except but 1 respondent who said they are not appointed. There was no reason given for such an answer by that 1 respondent.

4.3.3.2.2 Appointment of members

The first question meant to address the objective is: "Are members appointed to the Academic Board?" This is a question that reflects on the theme "Implementation" and the sub-theme "Policies". The respondents were asked to indicate whether they knew the policies that talk about the composition of the Academic Board. Consider the following sentiments: "Yes, there is a policy. It is the FET Act Policy that tells us how the Academic Boards should be composed of" (r3). "The policy that I know of is the FET Act which gives the guidelines how to formulate an Academic board" (r4). As much as the respondents are aware of the policy, but it is not adhered to when it comes to the composition. The interpretation thereof differs from one member to another for example, "The fact that I'm the HOD according to that policy I do sit in the Academic Board" (r4).

The respondents were asked the following questions: "Are members appointed to the Academic Board?" and "If yes, how are they appointed?" The manner of appointment was also a question mark owing to dubious responses of many respondents. One respondent replied that members were appointed in writing. Another respondent agreed that members were appointed, but members were elected by suggesting names from campuses and get appointed by the principal in writing. There was 1 who said members are appointed in writing by the senior management without being consulted first to check one's availability to be part of the board. One respondent said that they were appointed but they are notified of their appointment in writing by the chairperson of the College Council. Only 1 respondent said members are not appointed. Other than the members that

are appointed by the Minister, the legislation indicates that the College Council determines how members should be appointed. Doubtfully, some members are appointed by the principal and some by the College Council. This was said by one of the respondents in the responses in the questionnaire but also indicated that he was not sure.

4.3.3.2.3 Duration, experience and nature of membership

The Academic Boards should be composed of people who are willing to serve and whose intentions are to achieve the organizational goals of the college. The College Statute of 2009 indicates that members of the Academic Board should be appointed as determined by the College Council. All respondents were not sure as to how the members of the Academic Boards were appointed. This is an indication that college policies are not regularly read and interrogated by the members. It is the responsibility of the senior management members to take that initiative of inducting the Academic Board members into the college policies.

It is also a matter of concern that the respondents used guesswork when asked to indicate the number of members serving on the Academic Board. All the same, all 5 respondents indicated a range between 11-20 members. The range of 11-20 is manageable and the members can be visible at all times. It is also in line with the College Statute of 2009.

4.3.3.2.4 Meetings

The other question asked was: "Do all members attend meetings?" The reasons they gave amongst others were as follows: 3 respondents said that not all members attend the Academic Board meetings. The reasons they gave were: there are other commitments that prevent them from attending the meetings, lack of transport to ferry them to the meeting venue especially those members travelling from the campuses and probably lack of interest. At least 1 respondent mentioned the fact that the invitations are not prepared and sent in advance to give members enough time to prepare for the meetings

The respondents were asked the following question: "How regularly do meetings of the Academic board take place?" The College Statute states that the procedure applicable to Council meetings is applicable to the meetings of the Academic Board as well. At least four ordinary meetings during each academic year should take place. A special meeting can be convened anytime by the chairperson when necessary. At least 1 respondent said the meeting happens quarterly if possible.

The interpretation is that if it is not possible, there are no meetings taking place in a particular quarter, leaving a vacuum for meetings. The other 1 respondent indicated that the meetings take place once per period of 3 months. The other 3 respondents could not respond to the question at all. "The Academic Board needs to sit quarterly in order to look at the academic performance of both students and staff and also the role of management in supporting those activities" (r1). Respondent number 1 presents a situation that meetings are either taking place as they should be or they are not. "It was my first time, I think, it was last month in my opinion because they were discussing important things" (r2). "I'm not quite sure as to what the policy says with regard to the meetings of Academic Board. But what I think is that the meetings should take place at least twice per annum" (r3).

Another important matter was about ascertaining the extent to which members were participating in meetings. The question asked is: "Do all members play their particular role in the Academic board?" Only 2 respondents indicated that the members are playing their role to a certain extent. The reasons given are that the lecturers and the SRC members that serve on the board do participate in the discussions during meetings; members give input regarding the implementation of learning programmes despite the fact that some members are passive. At least 3 respondents did not agree that they were playing their particular role. They respectively gave the following reasons for their response: members have other responsibilities that prevent them from being active in the board, poor academic performance of students is a reflection of lack of support to both lecturers and students.

4.3.3.3.   Theme: Stakeholders

This theme comprises two sub-themes: college-industry partnerships and collaboration with other stakeholders

4.3.3.3.1 College-industry partnerships

With regard to the establishment of college-industry partnerships, the following two questions were asked: "What is the role played by the Academic Board in college-industry partnerships?" and "How is the role played? Elaborate". The finding in this instance is that the Academic Board according to 3 out of 5 respondents, are not sure of the role of the Academic Board in college-industry partnerships. All they are aware of is that the Academic Board is not directly involved in

forming partnerships with industry. One respondent indicated that the Academic Board is supposed to be playing a leading role in recruiting partners and potential employers, but it does not happen as expected. There was 1 respondent who said members may do that in their capacity as individual members not as representatives of the board as it is normally done by the principal.

The respondents were asked the question: "Do you think college-industry partnerships are necessary for colleges?" All 5 respondents, agreed that college-industry partnerships are necessary for colleges. What then remains to be seen is the extent to which the Academic Board progressed with regard to the establishment of such partnerships, and also to confirm the process by showing the numbers. The subsequent question requires the respondents to give a reason why they think such partnerships are necessary. All 5 respondents said it was easy for the college to place students for Workplace-based exposure (WBE) and Work Integrated Learning (WIL) for lecturers.

The members visit other colleges to learn more about best practices, communicate the needs of students to stakeholders and also draw up guidelines and procedures that should be followed. At least 1 of the respondents indicated that the Academic board ensures that stakeholders understand the college learning programmes. The finding is that only 1 or 2 individual members do participate in the collaboration initiatives of colleges with other stakeholders.

Under this theme, the respondents were asked the following question: "Do you think it is necessary for the college to collaborate with other stakeholders like sister colleges and universities?"

All of the respondents agreed that colleges should collaborate with other stakeholders like sister colleges and universities. "The other stakeholders can play a very important role in assisting the colleges to address poor performance in some subjects by sourcing guest lecturers from them" (r1).

 The respondents were requested to provide reasons for their responses. All respondents said that collaboration was necessary so that the college could share best practices amongst themselves and with other institutions like the universities. At least 1 respondent further said that collaboration could facilitate even the sharing of information like how to handle and manage funds, students' affairs and other matters. One of the respondents agreed when he/she said; "If it is a relevant place to send your students, if they are going to do their practical training of what they do in class theoretically, that will help them to remember something that they have touched, is much more easy to remember than things that you have read about theoretically" (r2).

Other respondents added some reasons each as follows: collaboration proves a way for the development of colleges lecturers, it brings uniformity to the learning programmes and allows the sharing of resources such as in team teaching where lecturers from a university comes to teach a particular subject to students.

4.3.3.3.2 Collaboration with other stakeholders

Another aspect which is important for the development of TVET Colleges, is college industry partnerships. The National Planning Commission in the National Development Plan 2030 advocates that a strong relationship between the college and industry is very important and it should be established. There are two reasons mentioned why the college-industry relationships should exist: the relationship will assist the college to improve their quality of training and the, college graduates will quickly get absorbed by the industry into jobs.

The respondents were also asked to indicate their interest in the collaboration with other stakeholders in the questionnaire. The intention was to examine the extent to which the Academic boards draw into the college stakeholders like universities, sister colleges, NGOs, the public and so on, to work with. The following two questions were asked to the respondents: "What is the role played by the Academic Board in collaborating with other stakeholders?" and "How is the role played? Elaborate". In response to the questions, 1 respondent said the board ensures that the college and the stakeholders operate on the same level and understanding and that is done by drawing up guidelines and procedures to be followed. At least 2 respondents said there was no role played by the Academic Board if there was any, it was very minimal. The negotiations with stakeholders was done by senior personnel like principal only and, 1 respondent did not know what is supposed to be done by the Academic Board. At least 1 of the respondents said the Academic Board initiates and builds collaborations with companies.

4.3.3.4   Theme: Academic activities

My understanding is that the Academic Board is broader. It is a very critical college council structure that determines all the activities in terms of the programmes, admission policies. To me that's a very critical structure because all the academic related issues need to be discussed in the Academic Board and they are approved there, but that is not what is happening in actual fact" (r1).

4.3.3.4.1 Academic performance

Considering Academic performance, the respondents were asked the following question: "What is the role played by the members of the Academic Board in terms of the academic performance of the college?" At least 1 respondent said that as members of the board, they endorse recommendations of the curriculum committee related to the analysis of campus performance and 2 respondents said ideally, the resolutions of the board to this effect were supposed to be reported back to the campuses but it is not happening The majority of members are not active during discussions and therefore there is too little that can be done by the members in terms of conveying the resolutions to the staff. Two respondents believed that the members communicate the wishes and decisions of the board to their colleagues.

The Academic Board is expected to play a major role in terms of the academic performance of the college. It is therefore upon the lecturers who have an obligation to teach and students are obliged to learn so they can perform to the highest standard. The researcher therefore asked the respondents to indicate whether the colleges met their targets in terms of certification rate in the past 3 years. The following responses were received from the respondents during the interview session: "The certification rate of the college is, I would say, it's very low. Anything that is below 50% is low because the implication says that for students who went through the NC(V) programmes could not complete the programmes, in other words, the percentage is less than 50% so, that one is poor" (r1). The poor performance in terms of certification rates presumably implies the non-effectiveness of the Academic boards to address the situation.

4.3.3.4.2 Certification

In response to the question, 3 out of 5 respondents rated the Academic Board as weak citing the following reasons: there is lack of enthusiasm among the members due to heavy load on them, for the past three years the college has not been performing well in academic activities owing to poor certification rates, delays in appointment of academic staff to support the academic activities and lack of addressing overcrowding due to failure to facilitate the construction of additional classrooms. At least 1 respondent who rated this board as satisfactory cited that there are at least those few meetings that are conducted by the Academic Board. There was 1 respondent who cited good reference to a situation in which senior managers sit on the board as the only members who strive towards the implementation of policies for curriculum matters but they don't have time to

visit all the campuses on a support mission. The respondents were further asked: "Do you think members of the Academic Board can demonstrate efficiency and effectiveness in the work that they do?" It is very interesting to note that the respondents believed they are all capable to work so effectively except 1 respondent who could not substantiate the reasoning. At least 1 respondent said that the fact that they agree on recommendations to forward to College Council for endorsement and implementation means that there is willingness to work. There were 2 respondents who indicated that the senior managers who serve on the board are able to initiate collaborations with other stakeholders and sign the MoU's with them, they ensure the implementation of policies and resolutions and that is a sign of wanting to be efficient and effective. The other members serving on the board get an opportunity to understand what is expected of them, 1 respondent also agreed but could not give any reason why he agreed.

4.3.3.4.3 Relevance of the programmes

On academic performance, the respondents were asked the following question: "Is curriculum at TVET Colleges able to address the needs of the labour market?" In response to the question asked in the questionnaire, 4 did not agree that the curriculum do address the labour market needs. Those respondents who did not agree cited the following reasons: labour is in need of people who have skills in carpentry and welding for example and the college does not specialize in such skills, the practical training given to the students is not up to the standard, students doing NC(V) learning programmes do not get employment on completion as those learning programmes are such that they do not prepare students to specialize for a career path. Of the 4 respondents, 1 mentioned that only report 191 programmes are relevant as students doing Engineering N2 can do trade testing thereafter and be absorbed by the industry and the labour market knows too little about the NC(V) programmes. At least 1 of the 4 respondents said the labour market needs skilled people and the college is not able to produce such skilled people to boost the economy of the country. Only 1 agreed and cited the reason that graduates get employed on completion of qualification irrespective of whether they are NC(V) or Report 191 graduates respectively. The fact that the NC(V) graduates do not get employed is an indication that the curriculum is not user-friendly to the industry as it does not produce the required skilled labour force.

4.3.3.5.   Theme: Lecturer and student performance

This section comprises only a support and process sub-theme.

4.3.3.5.1 The support and process

The respondents were also asked how they were playing their role in ensuring the academic performance of students. This was an indirect call for the strategies that should be used by the Academic Board in assisting the lecturers in the teaching and learning process. One respondent indicated that they play their role by making recommendations to college council if there is any support needed to this effect. Two respondents said the Academic Board was not successful in playing its role regarding academic performance because members are inactive in meetings and raised some doubts that members can be able to communicate the resolutions back with lecturers as the majority of the members are either absent at meetings, if present, they do not make any input on discussion items. At least 1 respondent indicated that they report back to the teaching staff and remind them about expectations in terms of performance, 1 respondent said that the members who are Senior Education Specialists manage the daily activities like control of class attendance registers for both lecturers and students, monitor their portfolios and then motivate them.

Using the quantitative approach, 1 respondent indicated that he contributes by engaging in the discussions and recommendations made by the Curriculum Committee presented to the Academic board, 3 respondents said they make an input on the improvement of quality of teaching and learning, put policies in place to guide lecturers, present the curriculum committee suggestions for approval and later endorsement by College Council, give ideas on how to improve academic performance, convey resolutions taken by the board to the colleagues and also suggest the kind of support needed for effective teaching and learning. Respondent 1 described his role as that of participating in the discussions in the meetings and make some recommendations where necessary. 1 respondent mentioned that the role was played by recommending to college council any related matter that needs the support of the board. Two respondents indicated that there was no effective role played because the majority of members are passive at meetings and are not making any input with regard to challenges facing lecturers and students in terms of their academic activities. There was 1 respondent who said the members report back to the staff, and remind them about the expected performance and the target that they need to reach. One respondent said they play the role by engaging the relevant structurers but that exercise is done very minimally.

4.4   ROLE OF ACADEMIC BOARDS IN SUMMARY

The role of the Academic Boards as indicated in the policy documents are indicated in Table 4.9 below.

Table 4.9   Role of Academic Boards in summary

CONCEPT	PURPOSE
1. Functions of the Academic Boards	To indicate the powers and responsibilities the Academic Boards have regarding Academic Governance.
2. Composition of Academic Board	To clearly spell out who should be the members that constitute the Academic Board.
3. Term of office of members of Academic Board	To indicate to appointed members how long they should serve on the boards, 5 years being a maximum period to hold office.
4. Termination of membership of Academic Board members	The members need to know when to stop participating as a member of the Academic Board.
5. Meetings procedure	To indicate the following
	• Academic board EXCO (Executive Committee) • Frequency of meetings • Procedure to run meetings
6. Committees	To delegate the Academic Board to appoint committees including an Executive Committee, required to coordinate and manage the academic activities in the college e. g. Curriculum Committee

4.5 CONCLUSION

This chapter presented the findings that addressed the three research objectives as they emerged from the survey. The responses of individual members of the Academic Boards of the two colleges were presented as collective responses of the boards. The approach used to analyse the data for the two colleges separately made it possible to examine the role of the two Academic Boards in Academic Governance of TVET Colleges in depth so that a proper conclusion could be reached. These findings have shown that they all have a direct impact on all three research objectives.

The findings presented in the chapter reflect the genuine feelings of the respondents in relation to the effectiveness of the boards at the two colleges. The findings shown are a combination of responses as a result of the use of the mixed approach research method, hence the use of themes and sub-themes in response to some questions.

The next chapter presents all the findings and discusses the effectiveness of the Academic Boards at TVET colleges.

CHAPTER 5

DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1   INTRODUCTION

This chapter discusses the findings that were presented in chapter 4. The findings are linked to the role the Academic Boards of the two colleges, College A and College B, play in the Academic Governance of TVET Colleges. Both colleges are unique in their nature and in terms of some operations. The findings that are going to be discussed are for the survey conducted through the quantitative and qualitative research methods and documentation analysis. The three research objectives are again presented in this chapter with an aim of trying to interpret the research findings whether the Academic Boards were effective in the Academic Governance of TVET colleges in Mpumalanga Province.

5.2   The role of Academic Board in the academic governance of the college

The role of the Academic Board has been displayed in a variety of aspects which give rise to the conceptual framework. They were clearly presented during the discussion of the research objectives below. The respondents indicated that the role of the Academic Boards in both colleges was not clear and the members did not know what they were expected to do as members. It came out clear that some members had an idea of what the role is but could not articulate confidently on it.

5.2.1   Research objective 1: To investigate the role of the Academic Boards in the Academic Governance of TVET the colleges

The role of the Academic Board was interrogated board in the Academic Governance of the colleges. The responsibilities come to the picture when talking about the role that needs to be played by the Academic Boards.

5.2.1.1   Theme: Leadership role

It was only 2 respondents who said that their role was to prepare, formulate and implement policies and give guidance in curriculum delivery but, it was not clear how they were doing that. The Academic Board has a responsibility to determine the learning programmes of the college (FET Act, 2006:20). The curriculum of the TVET institutions is designed by the departmental officials and its expectations, mandate of maintaining and enhancing the quality of the learning programmes is left to leaders of the institutions (Albashiry et al., 2015:427). The members of the Academic Boards are so articulate about their individual responsibility within the boards. These responsibilities have not been presented to highlight the collective of the boards as structured governance entities which have a role to play in terms of the law. It is clear that the members of the two Academic Boards do not possess enough knowledge about and understanding of what the role of the Academic boards is in the academic governance of the TVET colleges. Internationally, Malaysia developed a programme to develop sustainable leadership in the colleges so that they could be able to address the challenges within the colleges and also engage with communities (KhataJabor, Minghat, Maigari & Bhuntat, 2012:2) and in Ghana, similar programmes were designed whereby the college leadership would be capacitated so that they could be able to formulate right policies, set relevant goals, implement strategic programmes, monitor and evaluate programmes to ensure that expected goals are achieved (Boateng, 2012:30).

Considering the requirements needed to serve on the Academic board with confidence, Heller (2001) advocates that one should possess the relevant experience in order for one to show the leadership traits needed to influence other members to achieve the organizational goals. It is in essence expected that the majority of members should be more experienced as that will show maturity in discharging the functions of the boards. The responses show in this case that it is the majority that has no vast experience. The possibility is that they might not be having the relevant knowledge, skills, behaviours and attitude that make them to be effective in their jobs. The research study in South Africa showed that the college leadership including the lecturers need to be capacitated, developed and be equipped with competencies, skills and attributes in order for them to perform to their best (Robertson, 2015).

The teaching staff should work together with the Academic Boards as the leadership responsible for the academic issues at the college. The use of oral communication especially with the staff is regarded as the most important aspect at a work place (Brink & Costigan, 2015). It involves a face-to-face conversation between the parties. The findings indicated that the Academic Boards were not using the communication strategy to interact with the staff on various campuses to support them. There is a suggestion based on the responses of the respondents to say the Academic Boards must visit the campuses to engage the academic staff to solve problems they face when teaching. This is an indication that the Academic Boards were not visible to the staff members as frequent as it should be. It means therefore that communication between the teaching staff and the Academic boards does not happen as frequent as it should be if it does happen in any case.

5.2.1.2   Theme: Implementation of policies

Based on the findings from College A and College B linked to Vilkinas and Peters (2014), the Academic boards should focus on the implementation of policies amongst other things in order to realize the institutional goals (Saeed et al., 2015). At the same time, these policies would promote the participation of employees so that they can improve their academic performance in the institution as it is in Germany and Japan (Mande, 2013). The colleges were not implementing the policies as expected. For example, all 10 respondents from both colleges were not participating actively at meetings where policy matters would be discussed and the boards did not create any space for them to advice lecturers on academic issues and only 1 respondent said that members were appointed according to legislation. The non-attendance is tantamount to not implementing the policy as it should be. Tahir (2007) as cited by Saeed, Zulfiqar, Ata and Rathore (2015) strongly believe that policies that have been formulated should be implemented in the manner that they facilitate the realization of the institutional goals. Therefore, the colleges need to ensure that all relevant policies are secured and implemented accordingly.

5.2.1.3   Theme: Stakeholders

According to the respondents, anyone is at liberty to can identify a partner and later conclude a deal to that effect, that can lead to fraud and corruption. This is an indication that the establishment of such partnerships as it happens at the moment is not well coordinated by the relevant officials hence Powell (2016:3) highlights a challenge where colleges are not successful in securing sufficient partnerships with industry following difficulties for students to get internship placement

in various industries, the projects colleges have with industry are as little as three on average and the graduate employment rates are not improving.

The colleges are in collaboration with other stakeholders like sister colleges in the Province where they share best practices and academic matters of the same interest according to the respondents. This approach gives direction that the colleges through the Academic Boards as governance structures need to collaborate with other stakeholders and engage with issues that need the attention of those stakeholders (Dooley, 2007:20). There is also a relationship with the University of Mpumalanga which created a space for guest lecturing and training of some academic staff members. Teaching and learning is being given a preference as a core business of the colleges. The involvement of both the Academic Boards of the two colleges in this regard gives an opportunity to the employers to accept and trust the curriculum of the colleges. Tossavainen (2013) further argues that a direct face-to-face collaboration was favourable in the sense that stakeholders would be able to share their best practices especially during their first interaction.

5.2.1.4   Theme: Academic activities

In response to the above mentioned question, the finding is that it is important to motivate both lecturers and students. One of the forms of motivation is giving incentives so that they can learn to do better in the responsibility entrusted to them which is, teaching and learning. Giving incentives for better performance will be regarded as tantamount to buying people for performance and yet it is their responsibility to performance for their personal attributes. It is but a genuine task that should be performed by the Academic Boards as one of their tasks. Sibanda (2015:97) conducted a research on the motivation of university teachers in South Africa and found that there are those teachers who expressed discouragement and demotivation owing to several factors leading to the environment and sense of apathy, indifference and disconnectedness to the value of the teaching profession. Hu and Liden (2015:1103) make mention of a concept called "prosocial motivation" which should be inculcated in the minds of individuals. Individuals motivated in this fashion are more on giving benefits to other individuals to perform to their level best.

The two colleges had been performing below the target of 50% certification rate they set for themselves and yet the respondents as members of the Academic Boards have no idea of what should be done to improve the situation. It calls for the Academic Boards to revisit and strengthen their leadership role in the Academic Governance in order to be effective in those colleges.

5.2.1.5   Theme: Lecturer and student performance

The Academic Boards are expected to be proactive by playing a guiding and a leading role in an effective and responsible way. According to the respondents, there was never a feedback meeting with the teaching staff initiated by the Academic Boards to discuss resolutions taken regarding teaching and learning. The interpretation of the finding in this case is that there is no interaction taking place between the boards, teaching staff and the students. According to Daft (2008), the Academic Boards as the leadership should meet regularly to brainstorm on academic issues.

All the 10 respondents agreed that it is important for the teaching staff and the students to visit the work places so that they can learn more about the new machinery and technological developments. Albashiry et al. (2015) also argue that it is significant that colleges send their staff and students to the industry to know more about the new way of operating in the world of work.

It came out clear that it is important for the Academic boards to communicate frequently with both teaching staff and students about issues that affect the academic performance of the colleges. Brink and Costigan (2015) emphasize that oral communication is preferably the most important aspect and strategy to be used at a workplace to communicate work-related issues with other members. Communication can be linked to motivation. The motivation of employees can be enhanced through reward and recognition (Zeb et al., 2009). The Academic Boards seem to be having no specific strategies that they can think of implementing to help both the staff and the students to ensure academic performance of high standard at their colleges.

The lecturers and students both need to be motivated to be effective and increase the level of their performance (Shu, 2015). It is the Academic board that should motivate them so that they can perform in their academic activities. The Academic Board too needs self-motivation in order for them to be effective as determining factors of effective institution in the academic activities. The relationship that is embedded in leading cannot be strengthened and seen as valuable if the Academic Boards fail to develop "future leaders" and bring change to the people they work with (Baden & Higgs, 2015:551).

5.2.2   Research objective 2: To investigate the effectiveness of the academic boards in the academic governance of the TVET colleges.

5.2.2.1   Theme: Leadership role

They need to be appointed so that they can be in a position to discharge their duties in an acceptable and responsible way. People entrusted with leadership positions ensure that that the role they play is of utmost importance. The research study in South Africa showed that the college leadership including the lecturers need to be capacitated, developed and be equipped with competencies, skills and attributes in order for them to perform to their best (Robertson, 2015).

5.2.2.2   Theme: Implementation of policies

The finding in terms of policy is that there is a lack of constant communication between the boards and the teaching staff and students about the implementation of academic activities. The members of the boards themselves have raised a concern that they were not visible to the staff members and the students.

According to Rowlands (2013b) and Rasmussen (2015:15), some physical characteristics like size, composition and structure of the Academic Boards if not carefully handled, can render the Academic boards ineffective. Indeed, the process of appointment has not been done accordingly.

With regard to the meetings of the Academic Boards, they are lacking. The respondents showed that they were not sure when and how the meetings were going to be conducted. They were all in agreement to say meetings do take place. The researcher managed to secure minutes for 2014 and 2016 respectively on request from college A. The 2014 minutes showed that a meeting took place on 17 November 2014 and could not be finished. The meeting was continued on 26 November 2014 and lastly continued on 1 December 2014. In essence, this is an indication that only one meeting took place during the quarter in 2014, but broken into three parts or days due to the length of the agenda. This is in contradiction of the College Statute which states that there should be at least one meeting every quarter of the year. In this regard there were no meetings for the first three quarters in 2014. There were no minutes available for the academic year 2015 which implies that there were no formal meetings that took place in 2015. One set of minutes was presented for 2016

for the meeting that took place on 12 May 2016. There were no minutes for the possible meetings of the first, third and the fourth quarters of 2016.

For college B on the meetings, the finding is that meetings do not take place as required by the College Statute. Sometimes meetings take place for compliance purposes not because there is a genuine academic matter that should be interrogated. Invitations to meetings are not communicated well in advance, members see for the first time the agenda in the meeting and some items in the agenda are not academic related issues. Sometimes members do not attend the meetings because they never get an invitation to the meetings. Two sets of minutes for 2013 were presented for 13 June and 29 August respectively. It is evident that only two Academic Board meetings took place in 2013. The number of meetings was supposed to be four plus emergency meetings in case of the need, in each quarter of the year. There were no minutes presented for consideration for 2014 which means that there were no formal meetings taking place in 2014. In 2015, the curriculum committee had a joint meeting with the Academic Board in August since the academic board could not find a space to meet separately as an entity. The second meeting in the same year took place on 9-10 December 2015 with the absence of many members. This was an indication that the meetings of the Academic board were not taking place as prescribed in the College Statute. One set of minutes for 16 May 2016 was presented as for the only meeting that took place. The policy in this regard was highly disregarded. The members need to attend these meetings because they involve a "face-to-face interaction which is more likely to produce better outcomes than would be achieved by simply combining individual opinions" (Pugliese, Nicholson & Bezemer, and 2015:3).

5.2.2.3   Theme: Stakeholders

According to the National Development Plan 2030, the college-industry relationship should be paving a way for colleges to improve the quality of their training and also produce graduates of high standard and quality. This research study has partly been prompted by the fact that industry claim that colleges are not supplying the industry with properly trained graduates. It directly means that the Academic Boards are not steadfast to engage the industry in the training of students in the colleges. The finding in this case is that the Academic Boards are not performing well in this area of competency.

It is in line with the postulation of Brennon as cited in FET Colleges Times (2014) when he said attention should be directed to strengthening the working relationships with employer and TVET colleges.

The other question asked was: "Do you think it is necessary for the college to collaborate with other stakeholders like sister colleges and universities?"

According to Tossavainen (2013), stakeholders need to collaborate and interact with each other for the improvement of service delivery by intertwining other processes and share their best practices.

The collaboration of sister colleges in Mpumalanga is a good example and evident owing to the establishment of Mpumalanga Colleges Curriculum Committee where issues of common interest related to academic affairs are discussed. The Academic Boards in terms of this area of competency are can be referred to as partly effective due to the limited number of other stakeholders they have engaged according to the respondents.

5.2.2.4   Theme: Academic activities

The Academic Board is expected to create a conducive situation for the academic performance of the college. The finding in this regard is that there was no specific effective role that the Academic Boards were playing to this effect. There is a lack of a convincing approach with regards to how the Academic Boards perform their roles in terms of academic performance. Rasmussen (2015:93), in his study to measure Board effectiveness in Norway, the finding was that they need development or improvement. The Academic Boards in this regard need to be assisted so that they can be able to help the colleges to perform to their best in terms of academic performance.

Walker et al. (2013) argue that the Academic Boards need to encourage the institutions within which they operate to embark on e-learning and make online technology to improve their academic performance. This initiative will also serve as a key factor to enhance teaching and learning especially for those who embark on distance learning. It is the responsibility of the Boards to plan for the provision of the ICT infrastructure and make e-learning programmes accessible to students. On e-learning, the finding is that there is a great shortage of computers and no internet access which makes it difficult for students to perform to their best. The similar challenges were

highlighted by Liyanagunawardena et al. (2014). The respondents raised a sharp concern that the colleges were not catching up with time in terms of ICT.

 5.2.2.5   Theme: Lecturer and student performance

Lecturers and students cannot perform to their best if they do not get assisted in terms of the tools required for teaching and learning. The most important thing to assist them with is the development of a turn-around strategy to be used by all.

The finding in this regard is that there are multiple challenges lecturers and students were facing ranging from poor provisioning of teaching and learning material and creation of environment conducive to teaching and learning by the Academic Boards. The Academic Boards should strive towards organising for the involvement of lecturers and students in almost all academic activities. According to Brown (2006:34), the aim of organising is to involve members like the lecturers in collectively deciding their own actions and solutions, which should lead to achieving the set goals and that should be seen as transformational. It brings in also an element of collaborations which includes the involvement of students in educational reform (Conner & Zaino, 2014:174).

5.2.3 Research objective 3: To investigate the possible reasons for effectiveness of the academic boards in the academic governance of the TVET colleges

The questions asked to the respondents in the different sections of the questionnaire and the interview schedules aimed at finding out what caused the Academic Boards to be effective or not to perform their role.

5.2.3.1   Theme: Leadership role

The finding is that the lecturers and the SRC members that serve on the board were not participating fully in the discussions during meetings because they had not been inducted on their appointment and that they were not participating due to other workload that they were having especially with regard to having full time and direct contact with students in a classroom situation in the case of lecturers serving on the Boards. They would therefore not be able to advise lecturers on how to expedite their responsibilities in class. According to Ntshanga, Ngcobo and Mabaso (2010:211), the advisory boards should play a role of conscientizing people about their work

activities and provide a mechanism for consultation and participation in the activities that should contribute towards the achievement of the set goals and objectives within the institution. The respondents from both colleges felt they were not effective enough and they were not doing justice to the work that they were supposed to do as members of the boards especially when it comes to attending meetings. The inconsistency to attend meetings, lack of implementation of resolutions taken at the board meetings and lack of coordination to plan for the duties within the boards form part of the causes of ineffectiveness on their side. According to Pugliese, Nicholson & Bezemer (2015:3), the members need to attend these meetings because they involve a "face-to-face interaction which is more likely to produce better outcomes than would be achieved by simply combining individual opinions".

5.2.3.2   Theme: Implementation of policies

Members who are not properly and legally appointed to serve on committees or structures are unlikely to give it all out to perform their duties as expected. The finding showed that there was no common way of appointing people to serve on the boards which is tantamount to disregard of policy which should be used as a guideline to do institutional activities. It can also mean that there is a tendency of taking things for granted by the relevant officials who were supposed to ensure the implementation of the policy to the fullest due to lack of knowledge. The inability to execute those governance functions is the manifestation of the lack of capacity to execute them as the main challenge in South Africa which needs an intervention in order to empower the members (Xaba, 2011:208). Policies that have been formulated should be implemented in the manner that they facilitate the realization of the institutional goals. Policies should be implemented to evaluate and conduct research and development on the role of Academic Boards in the TVET colleges (Shaw et. al, 2006).

5.2.3.3   Theme: Stakeholders

With regard to college-industry partnerships, the finding is that college industry partnerships are necessary and do serve as a catalyst for job placement of students. As much as there is an agreement on the necessary partnerships, the industry will become saturated as a result there will be no more space for the absorption of students by the same industry.

DHET (2013) has always emphasized much about the need for colleges to forge sound partnership collaborations for cooperation when it comes to lecturer development and student training at work places. Mandviwalla (2015) believes in the idea of partnerships when he says the poor economic situation can be addressed partly by engaging in industry-academic collaboration. It is expected of both industries and the colleges to contribute towards the economic growth of the province and the country through the partnerships.

The inconsistencies of the Academic Boards in terms of constant engagement with for example external stakeholders to discuss their programmes of action, are likely to cause poor working relationships between the colleges and those external stakeholders.

5.2.3.4   Theme: Academic activities

With regard to curriculum delivery and relevance at TVET Colleges, the finding is that the curriculum was addressing all the needs of the labour market. The majority of the college lecturers come from the old system of Technical Colleges where only the Report 191 (Nated) programmes were offered. These programmes were the ones that were appreciated by the employers as the only programmes that were addressing their market needs. Generally, the NC(V) graduates who are doing the dominating NC(V) programmes in the colleges do not easily get employed as the employers prefer to employ students qualified in Report 191 programmes. The curriculum should be such that it also gives students the necessary skills needed in the world of work. Obviously everyone in the college, be it a student or official, is aware of the attitudes of the industry and other types of employers towards the dominating programmes of learning. Albashiry et al. (2015:426) argue that the curriculum in the TVET colleges is said to be of a low standard or quality as it does not address the needs of industry and business, considering the quality of TVET institutions graduates. Shaw et al. (2006:203) drew on what they called measurement theory in that curriculum should be evaluated in terms of it achieving meaningful learning objectives.

With regard to general performance, the finding is that the Academic Board was rated as weak by the respondents informed by the fact that the boards only engaged themselves in meetings which took resolutions that were never implemented. The poor academic performance of the students which can be translated into the performance of lecturers concerned, sent a message that the Academic Boards were not able to impact on the academic performance of the students. The situation was caused by a number of reasons that include among others lack of implementation of

resolutions and policies, meetings not taking place as they are supposed to and most members of management who sit on the board are in acting capacity as a result they cannot perform like permanently appointed officials who should persuade the Academic Boards to do its work as expected.

5.2.3.5   Theme: Lecturer and student performance

The interpretation of the finding is that the teaching staff appointed is not motivated to do their work as expected. It should start with the members of the boards because they will not be able to motivate others if they themselves are not self-motivated. The other reasons cited by the respondents include the lack of a drive to participate in board activities between the members. The lack of motivation is further aggravated by the fact that there is no frequent communication among the board members and there is no specific duty allocated to each member. Motivation is one of the factors that the Academic Boards can employ to motivate lecturers and students to perform to their best. Robbins and Coulter (2007:452) define motivation as "the process by which a person's efforts are energized, directed, and sustained toward attaining a goal".

 The lack of communication has also emerged as one of the reasons that deprived lecturers and students from knowing what exactly they needed to do to perform well in their academic activities. It is also confirmed through the studies in South Africa that "face-to-face communication is still the most preferred communication medium" and allows one the ability to communicate effectively with other people (Meyer, Bond-Barnard, Steyn and Jordaan, 2016:68). Maart and Mostert-Wentzel, (2016:69) agree with Meyer et al. (2016) on the importance of face-to-face communication as the most preferred means of communication between people. Hess, Hagemeier, Blackwelder, Rose, Ansari & Branham, 2016 confirmed that effective communication skills are required to put across the message needed to attain the set goals. Iacob and Andronache (2015) reiterate the fact that communication skills are very important and communication as a concept in educational institutions should be permanent and sustainable.

5.3   THE EFFECTIVENESS OF THE ROLES

The researcher has used a mixed method to determine the use of Tables 4.3 and 4.7. The effectiveness of the roles has been measured by using the point system, a model which focused on

each respondent as they were responding to the questions as indicated in the tables mentioned above. The tables were also used to evaluate the understanding of respondents in terms of key roles of the Academic Boards as shown in the conceptual framework. Through the tables, a model or evaluating tool as indicated below, to evaluate the effectiveness of the Academic Boards was determined.

5.3.1   Evaluation tool

The table below is a tool that has been used to evaluate the level of effectiveness of the Academic Boards of the colleges in the role of Academic Governance that they play. As indicated below, ABCDE stand for the criteria used to ascertain an extent to which each member of the Academic Boards understands the role that they should play. The criteria as explained below the Table Scores were allocated to each respondent for each item they responded to positively as shown in Tables 4.3 and 4.7 in chapter 4.

Table 5.1 Evaluation tool

1 (Very Low)	2 (Low)	3 (Moderate)	4 (High)	5 (Very High)
ABDCE	ABCDE	ABCDE	ABCDE	ABCDE
Scores range from 0-1 with total scores of 5	Scores range from 2-3 with total scores of 10	Scores range from 3-4 with total scores of 15	Scores range from 4-5 with total score of 20	Scores range from 5-6 with total score of 25

Consider the explanation of the key below:

A – Leadership

B- Policies and Procedures

C- Academic Performance

D- College- Industry Partnerships

E- Collaboration with other Stakeholders

Based on the calculated scores for both colleges in Tables 4.3 and 4.7, College A has 3 and College B has 4. Therefore, College A has a total score of 10 and the level of effectiveness is Low. College B has a total score of 15 and the level of effectiveness is moderate.

5.4   CONCLUSION

This chapter gave a discussion and the interpretation of the research findings as they were presented in chapter 4. All three research objectives were presented in terms of the discussion of the findings of the research study. The chapter presented clarity on the aim of the study which was to discover whether the Academic Boards were effective in their role in the Academic Governance of TVET colleges. The model or evaluation tool presented in this chapter overtly indicated that the Academic Boards of the two colleges under study in Mpumalanga Province were not effective as they should be in the academic governance of the TVET colleges.

The next chapter presented the conclusions and recommendations of the study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

In this chapter, conclusions are drawn from the findings and recommendations are made. The purpose of the research was to investigate the effectiveness of the Academic Boards in the Academic Governance of the TVET Colleges. The recommendations made will be for the attention of the relevant stakeholders especially the DHET to use, to address the shortcomings in the TVET sector. The other sub-topics discussed in this chapter are: a brief overview of chapters, the conclusions encompassing a brief on what was the aim, summary of key results of each objective and recommendations for each research objective and the overall conclusion for the research.

6.2   BRIEF OVERVIEW OF CHAPTERS

Chapter ONE focuses on the introduction to the research study, the aim of the study and the research objectives. It also gave highlights on the research problem which needed to be researched on.

In chapter TWO, the literature review is presented. The information on the literature review is about the research conducted on governance of the institutions with particular reference to the roles and responsibilities of the Academic Boards.

In chapter THREE, the research design and methodology is discussed. Also included are discussions of the approach used in the study, the instruments used to collect data and the data analysis methods, research ethics and rigour.

Chapter FOUR is the presentation of research findings. It also includes the analysis of data collected from the respondents of the two Academic Boards from the two separate TVET colleges.

Chapter FIVE is about the discussion and interpretation of the findings as they are presented in chapter 4.

Chapter SIX presents the conclusions on the research study and the recommendations thereof.

6.3 CONCLUSIONS AND RECOMMENDATIONS FOR COLLEGES A AND B

6.3.1 CONCLUSIONS

The conclusions entail the brief discussion of the concepts in the following paragraphs**.**

6.3.1.1 The aim of the study

The aim of the study was to investigate the effectiveness of Academic Boards of which the researcher managed to accomplish.

6.3.1.2 Objectives of the study

The objectives of the study were as follows: To investigate the role of the Academic Board in the Academic Governance of TVET Colleges, to investigate the effectiveness of the Academic Boards in the Academic Governance of the Colleges and to investigate the possible reasons for the effectiveness of Academic Boards.

6.3.1.3 Data collection and analysis

Data was collected through the use of questionnaires, interviews and documentation analysis. The qualitative and quantitative data collected through the research methods was reduced to relate to the research questions for analysis in order to produce the appropriate information.

6.3.1.4 Summary of key results

Key results are indicated in the following objectives as follows.

6.3.1.4.1 Objective one

The majority of the Academic Board members have no knowledge, skills and experience in terms of the role of the Academic Board.

6.3.1.4.2 Objective two

The ineffectiveness of Academic Board was manifested in among others disregard of policy implementation, the uncertainty in their specific roles as members, continuous poor academic performance of students and insufficient partnerships with stakeholders.

6.3.1.4.3 Objective three

The members of the Academic Board lacked commitment in the Academic Governance of the colleges which made them to be ineffective in the execution of their responsibilities. The lack of induction, little knowledge and work overload among others, especially for the lecturers as the majority members of the Academic Board, contributed to the ineffectiveness of the Academic Boards in their role.

6.3.2 RECOMMENDATIONS

The respondents as members of the Academic Boards of Colleges A and B were not sure about the exact roles of the Academic Boards as they were appointed to be members of the board without any orientation and induction, but still continued to serve on the board. Their responses with regard to their leadership role indicate their uncertainty about their roles in the Academic Governance of the colleges.

It is therefore recommended that the senior management of both College A and College B should organize an induction programme for all new members of the Academic Boards. Furthermore, ongoing capacity building sessions in line with current policy and best practice should be presented. The level of the qualifications of the members who should serve on the boards should also be considered.

The different responses of the respondents within the same structure shows that meetings of the Academic Board are not held as per the policy. The situation therefore exposes the ineffectiveness of the Academic Board in conducting meetings and also to raise issues that need attention and resolutions. The colleges were not implementing the policies as expected according to the respondents especially when it comes to their appointment as members of the boards. The conclusion therefore is that the Academic Boards were not able to implement the relevant policies as a collective and to ensure that the academic activities of the colleges are effectively run, as some of them were not even aware of such policies.

It is recommended that management of colleges make the policies available to all and to discuss this to develop the understanding of policies for all. They should also develop an annual schedule for meetings and distribute this to members to enable attendance at meetings. Also members should

be expected to submit discussion items for the agenda. There should also be a monitoring tool that could be used to check whether the meeting resolutions are being implemented.

According to the respondents, the colleges do not have sufficient partners in the industry as they are not sure who should initiate that partnership.

The recommendation therefore is that the Academic Boards should establish more partnerships for the colleges. The initiative of this nature should be discussed and agreed upon by the entire Academic Board. All members of the board should own the initiative and get involved from the initial stage to the last one.

Regarding collaboration with other stakeholders, the majority of members cannot determine the role they need to play to link up with stakeholders, especially those that are not in the education sector.

The recommendation is that the Academic Boards should engage many stakeholders that will add value to the college. Engaging stakeholders would mean that there should be clear objectives why such stakeholders should participate in the affairs of the colleges. They should also ensure that MoUs are signed with those stakeholders to reaffirm and strengthen the collaboration.

The two colleges had been performing below the target of 50% certification rate that they set for themselves in the past years. This means that the colleges were not producing well performing, certificated graduates to close the gap in the labour market and contribute to the economy of the province and the country.

In order to address this matter decisively, it is recommended that the Academic Boards should create an environment conducive to engaging with students and academic staff, motivate them, give support and encourage conducive teaching and learning environments and ensure the availability of teaching resources. The boards and the entire teaching staff need to develop an intervention strategy based on the previous academic performances. The intervention or improvement plan should be owned by all stakeholders within the college. Most importantly, the boards will need to develop a monitoring and evaluation tool to constantly monitor the progress made.

The performance of both lecturers and students was not remarkable according to the respondents as members of the boards. The Academic Boards have not been in constant communication with the lecturers and students as well to discuss their expectations in terms of academic performance in the colleges. It is therefore concluded that the Academic Boards were unable to motivate and guide the lecturers and students to the right direction.

The recommendation to this effect is that the entire Academic Boards should conduct at least a minimum of two official visits per year to the campuses to address and motivate the lecturers and students. The visits should be of a clinical nature in that the members of the boards will need to conduct class visits to give academic support to both lecturers and students.

The committees that should be assisting the boards to run the academic programmes had not been established as per the policy.

It is recommended that the Academic Boards in consultation with the college council formulate policies that will make them realize the importance to establish academic committees.

On the frequency of meetings of the Academic Boards of both colleges, the different opinions of the respondents showed that meetings were not conducted as prescribed by the college policy.

It is recommended that the Academic Boards should strive to conduct their meetings at least once a quarter. It is further recommended that the Academic Boards should develop a schedule of meetings as per the prescript of the College Statute.

On collaboration with other stakeholders, the majority of members of the Academic Boards were not involved in the identification of some stakeholders for tapping into best practices. The colleges do not have many stakeholders to collaborate with in many areas of expertise according to the respondents other than industries for job placement.

It is therefore recommended that the Academic Boards should present working document that will indicate the type of stakeholders to engage with, with clear goals and objectives, early in the year, for that particular year.

6.5   CONCLUSION

This research project highlighted a number of serious challenges faced by the Academic Boards of the two colleges in question. It is these challenges that should be addressed in order to make the Academic Boards effective. Presently, the Academic Boards as the statutory bodies given a mandate to play a major role in the Academic Governance of the two TVET colleges are not showing an effective impact in the Academic Governance of the colleges. The colleges can therefore not be able to produce the necessary number of certificated graduates with employability skills if the Academic Boards are ineffective in their work.

The challenges that were exposed by this study were a reflection of the extent to which the Academic Boards were operating. The Academic Board members would need to be capacitated and inducted in their role as members so that they can be able to help the colleges to prepare the youth for the world of work, for employability.

The findings and the recommendations made should be seriously taken into consideration by all relevant stakeholders, including the Department of Higher Education and Training, which needs to organize an induction workshop for the members of the Academic boards. There is a need to further undertake a research on this matter to ascertain whether the situation has improved at colleges. The situation shall have improved if the students graduate output will no longer be at a low level, below 50% to be specific. The quality of performance of graduates in the work place will need to improve tremendously and be appraised by the employers. Future research will need to be undertaken also in areas like the significance of the inclusion of lectures in Academic Boards, the importance of participation of students in the Academic Board activities and the impact the external stakeholders would exert on the performance of Colleges through the Academic Boards.

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APPENDIX A1

INTERVIEW QUESTIONS

A. ACADEMIC BOARD

1. What is your position in the Academic board?

2. What is the role of the Academic board in the college?

B. POLICIES AND IMPLEMENTATION

B1 Structure and Composition of the Academic Board

3. What does the Policy state with regard to the composition of the Academic board?

4. Who should be appointed to serve on the Academic board?

B2 Operations

5. What is the Policy with regard to how Academic boards operate?

6. What is your understanding of how the Academic board should operate?

7. What does the Policy state with regard to meetings?

B3 Responsibility

8. What is the Policy with regard to the responsibility of the Academic board?

9. What is the responsibility of individual members of the Academic board?

B4 Academic performance

10. How was the certification rate of the college for NC(V) programme in the past three years?

11. How was the certification rate of the Report 191 programmes in the past three years?

12. Which strategies do the Academic board use to address poor performance?

C. COLLEGE –INDUSTRY PARTNERSHIPS

13. Why is it important for colleges to forge partnerships with industries?

D. COLLABORATION WITH OTHER STAKEHOLDERS

14. Which other stakeholders do you prefer the college should collaborate with?

15. In your opinion, how can the other stakeholders help the college address poor performance?

E. GENERAL

16. How effective is the Academic board at your college?

17. If there is any other matter you feel has not been covered, share it.

Thank you for your cooperation

APPENDIX A2

QUESTIONNAIRE TO BOARD MEMBERS

Purpose

The purpose of this questionnaire   is to collect information from the participants.

Furnish your answer by simply placing "X" in the relevant code number box. For example:

The tittle "Mr "represents.

Male	x	1
Female		2

A. BIOGRAPHY

a) Gender

Male		1
Female		2

b) Age

20 years or less		1
21-35 yeas		2
36+		3

B. STRUCTURE OF THE COLLEGE

a) Number of campuses

2	1
3	2
4	3
	4

5+

b) Number of students (overall)

300	1

or less

301 -	2

500

501-	3

1000

	4

1000+

c) Number of staff (Academic)

300 or less	1
301-500	2

501-1000		3
1000+		4

d) Number of staff (administrative)

300 or less		1
301-500		2
501-1000		3
1000+		4

C. ACADEMIC BOARD

a) What is your role in the Academic board?

_____

_____

_____

_____

_____

_____

b) Briefly describe how you became a member of the Academic board?

_____

_____

_____

_____

_____

_____

_____

c) What is your status /position in the Academic Board?

_____

_____

_____

_____

_____

_____

d) How long are you in this position in the Academic Board?

1		1
year		
2		2
years		3
3		4
Years		5
4		
Years		
5Years		

e) Briefly describe the role that you play in the Academic Board

_____
_____
_____
_____
_____
_____

D. POLICIES AND IMPLEMENTATION

a) Number of members in the academic board

10 or less		1
11-20		2
21+		3

b) Are members appointed to Academic board?

	1
Yes	
	2
No	

c) If yes, how are members appointed?

_____

_____

_____

d) Does the Academic board conduct meetings?

Yes	1
No	2

e) How regularly do meetings of the Academic board take place?

Once a year		1
Twice per year		2
Thrice per year		3
Other		4

f) If other specify

_____

_____

_____

g) Do all members attend meetings?

Yes

	1
	2

No

h) Give a reason:

_____

_____

_____

i) Do all members play their particular role in the Academic board?

Yes

	1
	2

No

j) Give a reason?

_____

_____

_____

_____

k) What is the responsibility of the members of the Academic board?

_____

_____

_____

_____

_____

_____

E. ACADEMIC PERFORMANCE

a) Is curriculum at TVET colleges able to address the needs of the labour market?

	1
Yes	2
No	

b) Elaborate on your answer above

_____

_____

_____

c) What is the role played by the members of Academic board in terms of the Academic performance of the college?

_____

_____

_____

_____

d) How is this role played?

_____

_____

_____

F. COLLEGE – INDUSTRY PARTNERSHIPS

a) Do you think college-industry partnerships are necessary for colleges?

	1
	2

Yes

No

b) Give a reason

_____

_____

c) What is the role played by the Academic board in College –Industry Partnerships?

_____

_____

_____

d) How is the role played? Elaborate.

_____

_____

_____

G. COLLABORATION WITH OTHER STAKEHOLDERS

a) Do you think it is necessary for college to collaborate with other stakeholders like sister colleges and universities?

Yes

	1
	2

No

b) Give a reason

_____

_____

c) What is the role played by the Academic board in collaborating with other stakeholders?

_____

_____

_____

_____

d) How is the role played? Elaborate.

_____

_____

_____

_____

H. GENERAL

a) Considering management performance (overall) as a member of Academic board, is it

Poor		1
Weak		2
		3
Good		4
		5

Satisfactory

Excellent

b) Give reasons for your answer.

_____

_____

_____

_____

c) Do you think members of the Academic board can demonstrate efficiency and effectiveness in the work that they do?

	1
Yes	2
No	

Yes

No

d) Give reasons for the above response.

_____

e) Do you regard your work in the Academic board efficient and effective?

Yes

No

	1
	2

f) Give reasons for the above answer.

_____

_____

_____

Thank you for your cooperation

APPENDEX B1

Revd Dr Graham Alston

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2 December 2017

TO WHOM IT MAY CONCERN

I, Graham Ernest Alston (4710215054081) certify that I did the final editing on <u>Faniekie Henry Judas Siboza's</u> Master's Thesis. After thorough examination and editing, I believe that the work is substantially ready to be evaluated and examined.

As the basis for my editing, lay out and language editing I have based my work on the Harvard Method and the American Psychological Association Guidelines, as well as many other reference texts.
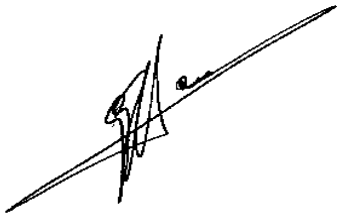
My academic and professional qualifications are as follows:

BA (English & Theology)   Natal University

Diploma in Theology   St Paul's Theological College

Higher Education Diploma   UNISA

Master of Arts (tesol)   Potchefstroom University for CHE

Doctorate in Education   University of Johannesburg

I hope that this information is adequate.

Yours faithfully

Professional
EDITORS
Guild

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APPENDEX B2

P.O BOX 2674
Nelspruit
1200

Dear Participant

INFORMED CONSENT LETTER

I, Faniekie Henry Judas Siboza am an MCom student in the School of Business and Leadership, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled: "Investigating the Effectiveness of Academic boards in the Academic Governance: a Case Study of TVET Colleges in Mpumalanga".

The aim of this study is to: Investigate the efficiency and effectiveness of the Academic boards in the academic governance role in the management of TVET colleges. Through your participation I hope to understand the role that should be played by the Academic boards in assisting the colleges through the students to perform in the academic activities to the higher standard. The results of this survey are intended to contribute to the culture of teaching and learning so that sufficient college graduates can be produced.

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split into two parts depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at ….
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

Photographic equipment		
Video equipment		

I can be contacted at: Ehlanzeni TVET college, Central Office, (013-752 7105)
Email: fhjsiboza@ehlanzenicollege.co.za
Cell: 0828381955

My supervisor is Dr Angela Jones who is located at the School of Business and Leadership, at the University of KwaZulu-Natal. She can be contacted at:
Email: james1@ukzn.ac.za
Phone: 031-260 3438

You may also contact the Research Office through:
P. Mohun
HSSREC Research Office,
Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I…………………………………………………………………… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I give/ do not give (delete that which is not applicable) permission for the interview to be digitally recorded.

SIGNATURE OF PARTICIPANT   DATE

………………………………………   ………

APPENDIX C1

Transcript of interview between Researcher (J) and Respondent number 1 (r1) at College A

J: With regard to the management role of the academic board, what is your position in the academic board?

r1: In the academic board I'm just a member of the academic board, I am not the chairperson because according to the act the chairperson of the academic board is the principal of the college so I am just a member of the academic board.

J: What is a role of the academic board in the college in terms of management function?

r1: In terms of management function?

J: Yes, in the general role

r1: My understanding of the role of the academic board is that the academic board is responsible in approving programs that need to be presented by the college, the college cannot start coming up with the programs that have not been approved by an Academic board.

J: What policy do you use as a guideline that talks about the composition of the Academic board?

r1: There are two documents, the first one we use to call it FET Act but the one from the college itself is called College Statute that has been developed by the college council that talks to the Academic board.

J: In terms of the College Statute, how should the Academic board be constituted?

r1: With ours, the Academic board has the principal as the chairperson and it's got the academic head that is the deputy principal academic, it's got campus managers after campus managers we also have the academic reps in other words representatives from each campus and then we are also having representatives from the college SRC and also have representatives from the college council.

J: Who should then be appointed to serve on the academic board other than those indicated by the policy document?

r1: Is the stakeholder from industry representative, that is why I said there are two representatives from the council, from the industry representing the industry around the area and when it comes

to the appointment, the representatives to represent the Academic board to the council should be elected by the Academic board, it's not automatically that the deputy principal academic should be elected by the members of the Academic board.

J: What is the policy in place or documents that are in place that indicates as to how the Academic board should operate?
r1: The document that gives guidance to the operations of the academic board?

J: Yes

r1: There is no other policy beside the FET Act and College Statute those are the only two documents that I am aware of.

J: What is your understanding of how the Academic board should operate?

r1: My understanding is that the Academic board is broader than what we are practising. The operations of the Academic board, because according to my understanding the Academic board is the very crucial college council structure that determines all the academic activities in terms of the programs, admission policies. To me that's the very crucial structure for college council because all the academic related issues need to be discussed in the Academic board and they are approved there but that is not what is happening in the actual fact.

J: All committees or structures that have been established need to have meetings of their own where they discuss issues, what then does the policy state with regards to the meetings of the Academic board?

r1: The Academic board needs to sit once quarterly to look at the academic performance of both students and staff and also the role of the management in supporting those activities.

J: Is there a specific document that you are aware of that indicates as to how or what the responsibility of the Academic board is?

r1: In that same act it explains out very clear the roles of the Academic board, the FET Act it explains out what are the roles of the academic board.

J: What is the responsibility of individual members of the Academic board?

r1: I am not so sure whether all members do understand their responsibilities when sitting in the Academic board because in most cases the focus is on lecturers and students. The other roles of the Academic board when it comes to the establishment of partnerships, when it comes to the question of interacting with stakeholders, it doesn't come out very clear in all the meetings that one has attended to say these members, they do understand what is my role when it comes to this area. The role is not very, very clear.

J: How was the certification rate of the college for NCV programs in the past 3 years?

r1: The certification rate of the college I would say it's very low anything that is below 50% is low, because the implication says that for students who went through the NCV program could not complete the program, in other words the percentage is less than 50%. So, the certification rate has been very, very low. The latest one was about 45% which is less than 50% so, that one is poor.

J: How was the performance in Report 191 programs in terms of the certification rate for the past 3 years?

r1: The certification rate for the Report 191 is difficult to be able to work it out because the majority of the students who are doing Report 191 are doing it part time, you will find that the student has registered two subjects for this trimester and then two subjects for the next trimester and only to find out for the complete qualification especially from N4 to N6. From N1 to N3, it's easy to work out the certification rate because the exit point is N3. That one in most cases is higher than that one of the NCV, it's about 65 to 67% and then it becomes difficult now to work out for the N4 to N6.

J: Which strategies does the Academic board come up with to address the issue of poor performance?

r1: In most cases those strategies are coming from the management not from the Academic board, the Academic board has never come up with the strategy to say how do we address the poor performance. In most cases it's coming from the management.

J: Why is it important for colleges to forge partnerships with industries?

r1: My understanding is that colleges are preparing their students for industry, if that's the case the partnerships between colleges and industries are very important because both our lecturers and

students should know about the latest development in terms of technology, machinery and in terms of practices that are coming in industry. So, as the college we need to keep ourselves informed about the latest developments that are taking place in industry because if we don't do that, we will be busy preparing students with outdated information and outdated programs only to find out those programs are no longer applicable in the industry to me that is very, very crucial that partnerships between colleges and industries exist. And also as far as I understand the corporation of working together of the two parties, it is supposed to be the industry that determines the curriculum of colleges in terms of programs where we are preparing those students for the industry because they know what their needs are, so they should be forming part of developing the curriculum.

J: Are there other stakeholders that you prefer the college should collaborate with?

r1: There are other stakeholders like other colleges, universities, community colleges. Yes there are.

J: What do you think other stakeholders can do in terms of helping the college to address poor performance?

r1: The other stakeholders can play a very important role in assisting the college to address the poor performance, for example you are presenting a program in mining instead of our own lecturers presenting that program we can also invite miners from mining to present that program to our students, that is also a contribution that an industry can make and also industry can assist us in terms of the latest trends in human capital management because remember it's profit driven but in our case the profit is the good performance so they can come up with strategies to help us to say how can we do that in order to maximize our performance.

J: How effective, in your opinion, is the academic board at your college?

r1: At this point in time I would say it's not effective my reason being that out of all the programs that are presented in this college, there is no program that has been initiated by the Academic board based on the needs of the labour market. All the programs that we are presenting are the programs that are coming from the Department of Higher Education and Training but the college has to be in a position to present programs that are driven by the needs of the labour market. At this point, there are no programs that were approved by the Academic board based on their research if there was any research being conducted. We are in the mining area here but we are not presenting mining

because as far as I am concerned, programs should be there because we are surrounded by the mines obviously mining houses will need people that are miners, surveyors, land mine surveyors and we don't present those programs. All those programs are not the programs from the Department of Education but are the programs that we need to present as the college based on the area where we are situated.

J: If there are any aspects that you feel the interview did not cover, please share.

r1: I want to believe that from a college there should be a research unit that one I think is the responsibility of the Academic board to say the college should have the research unit so that the college research unit is the one that will advise the Academic board of the programs that needs to be presented that are not coming from the Department of Higher Education because to present the program you need to be guided by the result of the research and also to check how much is the demand , is that program going to be sustainable because you cannot start the program and then in the long run it collapses because there is no demand.

J: THANK YOU VERY MUCH FOR YOU COOPERATION!!!!!

APPENDIX C2

Transcript of interview between Researcher (J) and Respondent number 2 (r2) at College A

J: What is your position in the academic board?

r2: I am the academic manager so, I represent everything that has to do with academic matters and that includes assessment, monitoring and also serve as the e-learning manager and also manager for Lecturer Support System so, I represent three different things that are academic related in the Academic board.

J: In your opinion what is the role of the Academic board in the college?

r2: Sir, as far as I understand from my viewpoint, the role of the Academic board is to make sure that everything that prohibits the lecturer from doing a good job is put aside, to help him or her by ways of making all things available, all material available to them and my position there is to make them aware of such challenges.

J: What does the policy say with regard to the composition of the academic board?

r2: Mostly lecturers and also the vice principal academic and the acting CEO all of them play a role, and then campus managers are also invited and as you see my statement I have the problem with that because we have an academic meeting before we have the Academic board meeting. In the academic meeting, we have ESS, HODs and the Campus managers and then we go to the board we have got campus managers and then we have got lecturers, SRC who were not in the academic meeting so it's very difficult now, those things that we discussed in the academic meeting somehow it's only the campus managers who knows what's going on. Now you get lecturers coming in they were not given feedback about the academic meeting, they sit there and they just listen. They will tell you students are toy-toying; I don't have electricity I find it very difficult to work on the portfolio because we have no help. These are the things that come up in those meetings for me it's not proper, they are the academic board they are supposed to already discuss what they wanted to do, put to the Academic board for instance E-Learning. We need to give our learners tablets for instance and that is the process.

J: Who should be appointed to serve on the board?

r2: Sir, I would like a representative from each campus, the lecturers, the ES and the SES because those are the people who are on the ground they know what they need and it's those people who must be present in our academic meetings, I want them directly involved in the Academic board meeting and principal and vice principal academic they must be there so that we can listen to what those guys from ground level are telling us.

J: Can you indicate the policy that is available that talks about how Academic board should operate?

r2: Sir, we've got those things, but it's here at central office it's not there at the campuses what is going on the Academic board. That's my main concern I don't know.

J: What is your understanding of how the Academic board should operate?

r2: Sir, if I get stuck with what is happening on the ground, I would love the Academic board meeting or the whole meeting to intervene for example we've got the problem here in one of the campuses to start an examination and they are 7 kilometres away and they still struggling to bring the papers in about 60 minutes and I went there and I asked him what is the problem and I saw the problem they leave it to one person to do the job and these are the things that Academic board must sort out. They must go to that campus manager there and say to them listen this is an examination standard procedure to make it faster the following suggestions are on the table and then we discuss this because this means it can be good for examination purposes. It's just one example.

J: What does the policy say in terms of the meetings of the Academic board?

r2: Sir its very seldom that we get input from the academic meeting to the Academic board meeting. Let me give you an example, SRC wants to have a meeting and call the whole Academic board together so that the SRC will tell us that they are going to have one bash this year and for me I don't know that if this has anything to do with the Academic board. The principal and maybe the CFO are the people who will discuss this because they kept us there for 3 hours just to get permission for the SRC to go and have that bash and that's not for me and that's not what the Academic board should be entertaining.

J: Normally, what do you discuss in the meetings of the Academic board?

r2: Things like this LSS that is going out where we had to ask the lecturers to register on the LSS system and it went out there because it came from the chairperson that everyone must register it's a mandate that we get from the National Department everyone must register on the database and LSS, they must approve them, then it stops. In other words, there is no follow up, there is no reports to be indicated how far we have done about LSS and all the lecturers are using it or some of the lecturers are using it and how many are visiting and those are things that I think the Academic board must keep entertaining especially those that are mandatory from the National Department.

J: Is there a policy that you are aware of that speaks to the responsibility of the academic board? If there is, what policy is that?

r2: Sir I must tell you really I looked at the GAZETTE who must be on the academic board I have not seen a policy yet, there is no clear indication what are the functions of the different subsections of the board I don't know it. I know my job I am the curriculum manager that's where it stops.

J: What is the responsibility of the individual members of the Academic board?

r2: Individually, they will come from campuses and they will report on their specific programmes or subjects, individually there are some people who are very, very quiet they never speak but they are on the Academic board then you have those who speak when they put a suggestion on the table whether the superiors truly understand what is happening on the campus because they are never there, never. They go to the campuses when there are problems but if they are invited to come and visit the lectures to say to them listen you are on the Academic board tell me what you find in this past exam if it went well and the lecturer will open up and say I had to do all the invigilation because I am not marking so they put me on invigilation the whole time. Now in some cases these guys mourn about things that have got nothing to do with the Academic board meeting. They say I need a new projector in my class because the old one the light are gone and these are things that happen on the ground but sometimes I feel like I am wasting my time in these meetings because it seems to me that we have the meeting just for compliance. Things are just not happening they should be.

J: How was your college certification rate in NCV programs for the past 3 years?

r2: Its picking up, previous year 35, last year 36 and this year 48% so its picking up every year.
J: How was the certification rate of Report 191 programs for the past 3 years?

r2: It is also gradually picking up I don't have the statistics but it was not going well in 2013 but in 2014 it got better and now I think I worked it out from N1 up to N3 is about 34% and N4 to N6 is about 32% that is for just Engineering Studies. If I look at the Business Studies if you look at N4 to N6 I think they picked up about 38% if I can remember correctly last year, 2015.

J: Which strategies did the Academic board come up with to address this poor performance?

r2: Mr Siboza, I am not going to lie to you now nothing has been done, it has been said to the meeting you must do better but there are no strategies, campuses are coming up with strategies they will do this and this but if you go check back since 2007 when I was appointed here it's very few things that were done. We gave them laptops and say that might help it happened last year. I am not afraid to say that the Academic board is not playing a decent role in our campuses.

J: Why is it important that the college should form a partnership with an industry?

r2: Firstly, for WBE to place our learners on the short term but also to find placement for them after they have completed their studies and also for the lecturers, they must upgrade to check what is there regarding the new developments in the industry that's why partnership is so important we cannot survive without partnerships. We have a partnership with Columbus Mine as an example.

J: Which other stakeholders do you prefer the college should collaborate with?

r2: The TUTs, Universities, Private Colleges we do not have proper collaboration with our existing Universities I told them the last past five, six years and had 3 candidates who wanted to go to University and the University here is across the road. Here again, they leave it to one person to do the collaboration with the University of Technicon for the college and I am not sure. I do not know who's got to complete this…

J: What role do you think these other stakeholders that the college should collaborate with can play in helping the college to address poor performance?

r2: Just wanted to see how is it on examinations. They like to talk about how can we actually learn from other people around us how to better our results.

J: In general, how effective is your Academic board in your College?

r2: I will give it 40%.

J: Why?

r2: They are not functioning, we had one Academic board meeting in April then we had the other one that has got nothing to do with Academic board and then nothing so far so that's why I give it 40%. We are not having the Academic board meetings; this year I am talking this year.

J: There must be something else in your mind that is related to the role and functions of the Academic board which has not been covered by this interview, can you share?

r2: Sir like I told you before, I think we've got wrong people on the board, people who are quite doesn't say a word we need doers, they must be appointed by the campus to represent them on the Academic board. The Academic board must play a wider role; they are supposed to look after results because at the end it's the CEO who must go to present results to the officials.

J: THANK YOU VERY MUCH SIR FOR YOUR COOPERATION!!!!

APPENDIX C3

Transcript of interview between Researcher (J) and Respondent number 3 (r3) at College A

J: What is your position in the academic board?

r3: I'm just a member

J: Okay that's great. In your opinion what is the role of the academic board in your college?

r3: In my understanding?

J: Yah.

r3: Because I was there, we have discussed the issue of students, issue of lecturers so many issues, the problems, the challenges of the college, they wanted to improve some of the things in college, for example we were discussing ummmm…. Awume kancane…… we were discussing uhm…

J: Okay it's fine don't worry, you don't need to be exact I just want to know the role that is being played by the Academic board.

r3: Okay you know actually they were talking about lecturers, the results of the students, how can we improve in some of the things, so many things they were talking about.

J: Thank you.

J: Now, with regard to policies that colleges have to implement, what does the policy states in terms of the composition of the Academic board, who should form part thereof?

r3: Actually they didn't send us anything we don't know actually what is the role of that board, there were no policies actually.

J: According to you, who should be appointed to sit on the academic board?

r3: According to me?

J: Yes, in order to make Academic board functional and operational.

r3: The people they called neh because they are in the management they know exactly what was happening there and the students, the few of the students, the SRC which represent students so that we can get the problems from them or if we have problems they will know and send them to other students.

J: With regard to operation of Academic board, what is the policy that is available that talks to how the Academic board should operate?

r3: There is no policy, they didn't give us any policy they just called us for a first time, it was my first time.

J: No guidelines?

r3: No.

J: What is your understanding of how the Academic board should operate?

r3: Firstly, when you say a person will belong to this committee I think those people should have the policy so they will understand their role, but because there was no policy we were just guided by the agenda and that's it. So the policy is so important to know the operations about your role, you should do this and that because we don't know anything about that if a person asks I can't answer.

J: Can you say something about the meetings of academic board, how frequent do you meet, how many times have you met if you did meet in the past?

r3: It was my first time I think it was last month in my opinion because they were discussing very important things. Other people they learned from each other. So I think if it can meet once a month or once in the fortnight to discuss issues and implement them to the campuses.

J: Looking at the academic performance of the colleges, how was the certification rate for the NC(V) programmes in the past 3 years?
r3: But I know one Department because I'm in commerce neh cos I'm in Business Studies, usually I check FEA students they failed a lot, their performance is poor, even if they pass N4 they come to Report 191 programmes, they are also struggling a lot, I think when I check the syllabus it is too advanced when you come from a high school.

J: Okay, with regard to Report 191 programmes for the same period, how was the certification rate considering both Business Studies and Engineering Studies, but you can talk about Business Studies where you come from?

r3: The N4s were performing very well I think it's because they were attending in the morning, in the afternoon we have the mixture of lecturers who have methods and those who don't have the methods have to see the students in the afternoon. They don't perform like students in the morning, part time and fulltime they don't perform the same but attend the same subjects at different times.

J: In other words, the teaching approaches also contribute to the performance of the students, there are those who are qualified and those not qualified but they all still participate in teaching these programmes?

r3: Yes, the reason why they have hired those people is because we have scarce skills like in CFS, the costing, at the colleges or university when you are trained you are trained to be a teacher, especially in commerce we have no CFS and costing those subjects were done at private colleges so now the commerce teachers are few who are trained to do CFS it's a computerized financial system which makes it accounting, we are doing accounting in computer, so when you are a commerce teacher you will have only accounting and maybe when you do computer somewhere to upgrade yourself then you will have this computerized financial system.

J: Which strategies did the Academic board come up with to address poor performance?

r3: For the poor performance?

J: Yes?

r3: Huhmmm we didn't… you know when we are there you find that most of the people raise the challengse you find that somebody will answer that challenge but it doesn't mean that we took all the things we were discussing there and implement like now. We are supposed to do that to improve our teaching so we didn't have the meeting with lecturers when we came back we just announced in the staffroom that we discussed this and that so there is no implementation

even though we can have policies but there is no implementation. In South Africa people are failing to do that.

J: There is a call that is being made by the Department that colleges must forge partnerships with industries, why is it important for college to forge partnerships with industries?

r3: Because some of the subjects they are doing here at the college are theoretical so when they form partnerships, the students can go there for practical purposes, in NC(V), they have this they call it WBE or something, they go to industries to do practical and then link practical and theoretical so that the students when they are finished they can go and work.

J: Do you think this partnership can help solve the problem of poor performance?

r3: Yes, I think so because our students are not the same. Some students when they read theoretically, they are very good. Others when they physically see something, they can work on it, apply it to theory and I think is the good thing that one.

J: Other than industries as other stakeholders that you work with, which other stakeholders should your college collaborate with?

r3: (laughing) I think the NGOs I don't know if they call them part of industries, but everybody if you see that students can gain something then you can send students there.

J: You almost answered the question which I'm about to pose to you whether these other stakeholders can assist in poor performance and NGOs maybe sometimes you must think of universities etc., so do you think the other stakeholders other than industries where you send students for WBE so on can help the college address poor performance?

r3: Yah I think so if it's a relevant place to send your students if they are going to do practical things of what they do in class theoretically, that will help to remember something that you have done is much more easy to remember than things that you have read about theoretically only.

J: How effective is the Academic board in your college since you are the member?

r3: I can't say it is effective or not because we have started last month so I don't know, but by looking at things we discussed there, I think it will work if we can implement what we are learning from each other. It will help a lot.

J: Why did you start last month to be a member?

r3: I don't know because they've sent an email that say every person in management must go there and we just went there, I was not prepared. They told us a day before and I went there the following day for that meeting.

J: Is there any other matter that you would like to share that has not been covered by this interview, matter that is related to functions, role and operation of the board?

r3: You mean something like recommendations or whatever… you know what will help this Academic board if they can give us policies and know our roles that will help us and after we discuss the issues we must try to implement those things we discussed to resolve the problem of performance and other issues. Another thing if they can send the lecturers that don't have skills to universities, that would help.

J: Thank you very much for your time.

APPENDIX C4

Transcript of interview between Researcher (J) and Respondent number 4 (r4) at College A

J: What is your position in the Academic board?

r4: I'm just an ordinary staff rep.

J: As the member of the Academic board, what do you think is the role of the board in the college?.

r4: The roles can be classified in different roles but I'm just going to number and list them. One, they have to look at the certification rate as per the programmes that are offered in the college two, the retention rate of the students who register whereby the intention is to avoid the issue of dropout. We have got large number of students who register in January and only to find that they fall out after 2 or 3 weeks. So, they should look at the retention rate and thirdly, they must look at the subject percentage pass as per the set target and also look into staff development as per skills development programme and then again develop the support staff example person comes in as the cleaner can end up in admin. Thank you

J: In terms of the policy that is applicable to TVET colleges, how is the composition of the Academic board?

r4: The composition of the Academic board is senior management from each campus which is campus principal together with HODs, senior management from central office especially the CEO the one that is in charge of curriculum and the finance and skills development coordinator and we have the representative of lecturing staff so when we look at that composition it's like covering all the aspects as our core duty is education and development. So, when we've got all those people as structure of Academic board, we have basically covered the intentions of the institution.

J: In other words, you agree with the members appointed to sit on the board?

r4: I do agree with the members appointed to sit on the board.

J: Now looking at the operations of Academic board, what is the policy that states how the Academic board should operate?

r4: I wasn't aware that there is a policy that they operate on.

J: In your opinion how should the academic board operate ?

r4: In my opinion, the Academic board should operate in this fashion, it shouldn't be in the meeting where presentations are made, but senior management from central office should come down and visit campuses so that they will report back on what they saw and felt about. **J:** If the senior managers come to visit the campuses at least the whole one day, to observe, how will that help the Academic board?

r4: Like I have mentioned, the Academic board will have the experience as in practical experience, have the feel of management at the campus. We can mention the frustration that lecturers, support staff or students go through when performing their duties, these will help them in projecting and planning because they will be understanding their actual needs.

J: What does the college policy say about meetings of Academic board?.

r4: I'm not sure but usually we hold our meetings two times a year, we hold it first quarter of the year. It's where we discuss minutes of last meeting we look if we achieved any objectives that were set and last quarter of the year where we do the projections for the following year.

J: What is the policy of the collage that speaks to the responsibility of Academic board?

r4: Let me be honest, I haven't heard of such a policy. We just get these invitations to attend the meetings, and ask staff members to make their submission of matters that need to be addressed.

J: But do you think it's important to have such policy with guidelines?

r4: Yah, we are supposed to have a policy with guidelines and perhaps with the rules that we supposedto follow.

J: Why should that be so important?.

r4: Because now we can't be functioning without our heads so, if we have a guiding document it will actual guide us if we make mistakes, we can refer to it and come back to track.

J: As a member of Academic board, what is the responsibility of each individual member sitting on the board?.

r4: Like in our college, the Academic board is comprised by members of different campuses, so you find that each campus has different problems of a particular nature. Then the campuses will do their presentations but we all participate as a board to come up with the solutions.

J: Looking now at the academic performance, as the board you must be concerned, how was the certification rate of the college in NC(V) for the past 3 years?

r4: Yoh, for certification rate, I can only tell you that we started off bad . I'm 6 years with the

college but through the Academic board we set ourselves the target of 50% but from 2015 November NC(V) to 2016 there is an improvement because of the inputs that came from the Academic board, we really had to set the target so as to how to improve the results. So we have improved and hit our mark.

J: When you speak of improvement, to what percentage did you improve?

r4: We were below 50% and now we are way above 50% and there are programmes where we got 100% in certification rate. If I were to rate my college, now we are about 60% to 100% which is the great deal of improvement.

J: How was the certification rate of Report 191 programmes for the past 3 years?

r4: We are happy about the Nated programmes, those people excel compared to NC(V)s because NC(V)s are looking at passing 6 to 7 subjects. Actually, 7 subjects for certification rate, and with the Nated, they have only 4 subjects and don't have much stress on them, so with the 4 subjects and hard work and motivated lecturers, definitely for sure they hit the mark. So far Nated students in both Engineering and Business Studies, we have improved and we pride ourselves.

J: It is quite clear that the Academic board come up with strategies to improve the performances of the college, what strategies did the Academic board applied to address poor performance?

r4: The first strategy that we applied is monitoring of the attendance rate so we will immediately make follow ups if students are absent for a week and is the great loss if we count in periods then we make follow up with that student. Number two, there are students who register and they don't deregister after they dropped out and that have the negative implication on the results because the students come up as registered students and we encourage those who dropped out to come to deregister so that they can go out of the system. But let's looked at what we have actually done. we motivated and encouraged students to attend regularly that benefits them in preparation for examination, which will benefit the pass rate which will also affect the certification rate and also affect our retention rate.

J: It is expected of colleges to establish partnerships with industries, why is it important for colleges to have partnerships with industries?.

r4: That is very important because we are under the Department of Higher Education and we are a tertiary institution, so our product which is our students, once they have completed the course, they should actually face the world of work out there. So for our partnerships I can say like the one we have with Department of Labour, they come to advice our students on how labour market

works and also we have other institutions in the industry which relate to the programmes that we've got like Electrical Engineering as our motive. We expose our students to them through the WBE which is work based experience programmes. When they are due for their WBE, we send out the notification to those companies to absorb students for the number of hours or periods to spend in the institution for their work-base experience and students will know what's happening in that field of their career.

J: Other than industries you send students to for WBE and lecturers for WIL, which other stakeholders do you think should collaborate with your college?

r4: We got business, we got doctors' surgeries, we got municipalities together with district offices, companies like Toyota.

J: Considering the academic performances of the college, how can the stakeholders that you mentioned assist the college in addressing poor performance?

r4: Let me be honest, the attendance together with performance has improved a lot. As I'm sitting here in this interview, last week my EDD students who were placed in different crèche's around our town were so excited for the exposure because they have the reality of what they will become when they finish the course and for Engineering group they were very excited as well so there will be improvement in our results.

J: How effective is your Academic board at your college?

r4: The Academic board was very effective, as the college is going through transition, we didn't have meetings like before because we have lost some staff members through promotions and transfers, so the positions are not filled and we have acting staff and they are not clear what they are supposed to do, and the remaining members were the ones who pushed for the last meeting so Academic board are effective when they are run by people who know what needs to be done.

J: Why was it is that members pushed for the meeting instead of the senior managers that are driving the board?

r4: The problem is that people are on acting capacity and there were issues that were scheduled for the following year and burning issues packed for the following meeting so members that were on the board needed to push for the meeting.

J: Is there any other matter that is not covered by the interview, if there is any please share.

r4: Yah, the interview didn't look at how people are appointed from lowest position to highest

position within institution ……so I would suggest next time we have interview must include the roles the Academic board has in the employment of staff in the college.

J: You can always give recommendation, this is your time.

r4: Huh, my recommendations about Academic board, number one, meetings should be quarterly, if the meetings can be held quarterly that will give them enough time to address issues and also plan for whatever issue that needs to be addressed.

J: Thank you very much ma'am for your time and your cooperation and uhhhm I hope that this will assist the colleges, especially Academic boards, to perform their duties as expected.

APPENDIX C5

Transcript of interview between Researcher (J) and Respondent number 5 (r5) at College A

J: Thank you very much ma'am for participating in this research project. What is your position on the Academic board?

r5: I'm a secretary. So I am not representing anybody, I am just a secretary.

J: Ok in your opinion what is the role of the Academic board in the college?

r5: For me, the Academic board is the link between the grass root level and the college council, because whatever comes from campuses goes through the academic committee to the Academic board and they are the ones that will represent us at the council.

J: What does the policy say with regard to the composition of the Academic board?

r5: I think what we are following is the legislation, the FET act which states that the board comprises of the members from college council, CEO , staff member, representatives from SRC, and other management members as well.

J: In your opinion, who should be appointed to sit on the board?.

r5: If we look at what the board is doing, they must get guidance or input from the academic committee so for me the membership we got in academic committee and the board must have a very close link. So, at the moment for me, it feels like there is a gap because in our academic committee we have got campus managers, SESs, some ESs, D CEO academic, student support managers and when we go to Academic board it's the campus managers going there and the representatives from campuses who are not on the academic committee.

J: What is the policy if any, that indicates as to how the Academic board should operate?.

r5: I don't know any policy, I only know of that document from the TVET Act that talks about composition of the board.

J: Okay in your opinion how should the Academic board operate?

r5: For me, the Academic board is a very important structure that should be very, very, active. For example, to have 2 Academic board meetings per year in my view is not enough. How do you go from March with one meeting then, October or November with another one, by that time academic year is gone so there is no time to change anything, whatever is decided in March, how do you follow up on them, verify and see whether what has been decided on has been

implemented? We need the structure to have power, be active, they must be involved in anything that happens in the college, they must make a follow-up, must be there all the time, be hands-on as an important role.

J: Do you discuss only academic related matters in these meetings?.

r5: Not mostly but not that much, it concerns results, training, HR issues, things like that.

J: Looking at the responsibility of the Academic board, what is the document that talks to the responsibility of the Academic board, is there such a document?

r5: The functions?

J: Yes.

r5: Yes, that is the only one I know of, now you will ask me what the name of it is. I know what it looks like but I don't remember, huh… joh… what am I going to say now, but it states who should be the members of the board and the functions.

J: Members are recommended to sit on various committees to contribute to the functioning of those committees. Now what is the responsibilities of each individual member that is sitting on the Academic board?.

r5: My opinion again on the Academic board, you are looking at the issues that concerns the functioning of the college, the academic success of your customers, I think each member comes with a set of skills that will contribute to the board. Sometimes I feel like people focus on the best practise than to focus on what is expected of me.

J: Why should the members of the Academic board have the skills in order for them to participate in the board's activities?

r5: Without a skill, I feel there is a lot that need to change, change is a given. There, you need to have a skill which you are prepared to share and that is the only way you are contributing, everything in life is about sharing, if you are not sharing there is no purpose. Everything in life is about sharing. If you are there, you are given an opportunity to share your skills with other members.

J: The college is offering two full qualifications that is, NC(V) and Report 191. For the past 3 years, how was the certification rate for NC(V)?

r5: It improved, but it is up and down on some campuses, it improved this year and the following year it drops again. Other campuses fall down but overall for NV(C), there was improvement but

it's not enough. It kills as an educator to see that the results or the pass rate is 23%. Overall pass rate last year was 25%, even 27%, it's just demotivating, we need to change, something needs to change.

J: And how about Report 191?

r5: Same thing, other campuses improved, others fell back, I did not see it last year I think the procedure regarding notification of such results was changed but there was an improvement on our campus. The certification rate as I'm busy with it at the moment, but for business studies last year was 87% which is the highest of what we have in the past 10 years for this campus which means also certification rate will also improve. It all depends on the lecturers for making it work.

J: As the college, do you set a target?

r5: Yes, 55% certification rate target.

J: Yah, have you ever met the target as the college in the past 3 years?

r5: No, no.

J: As the Academic board what strategies do you apply to address the situation?

r5: We look at training for lecturers, piloted the programmes to improve the teaching of language and maths, we look at monitoring and class visits uhmmmm what else …..

J: There is always a call that says colleges must have partnerships with industry, why is it important?

r5: Now you are touching something very close to my heart. We are training our student for industry. If there is no contact with the industry, there is no way by which you can address the needs of industry, they need people, we can train the people and we also need partnerships for lecturers because they need to know what's happening within the industry. They need to be up to date with IT developments, the new machinery currently used by industry so that they will teach updated stuff, and the industry can employ these students and can give them practical experience and give them opportunity to continue to function properly. Therefore, the students can see the relevance of what you are teaching them. For us this partnership is crucial.

J: Other than these industries, where we send our students for WBE and lecturers for WIL programmes, which other stakeholders do you prefer your college can collaborate with?.

r5: I would say any company that will contribute to our development and that is going to be an employer. WIL is fine but is not the only thing that we have to do. Apart from WIL, each and every person must keep on with life-long learning and keep on developing. So any company,

even the small ones, no company we can overlook, private or public company everyone have a role to play.

J: What are the specific roles these stakeholders should play in assisting your college to address poor academic performance?

r5: That's the difficult one because you don't feed the company with poor performing students, but students have to see what's happening in the real world of work, if you are not performing, you are out. Sometimes you have slower students that develop slower, so if you have partnerships, you know them very much that they can also be sent to have a feel in real work situation and the student will realise that they can make it.

J: There is also a call that the college must collaborate with stakeholders like sister colleges, university of technology, universities, private colleges. What value do you think those stakeholders can bring to the college?

r5: We get students linking up with universities or university of technology, once you get students in your system that can continue at the university, and those are the strong ones who need a degree who can perform better than others, they come here because of the finances and they come here and do the Nated courses, but if you have the link with the universities, they need to know what they are doing, we need to share knowledge. Even at the University of Technology, they refer other students to us if they do not perform, so there must be that connection so that we will give students the opportunities they need. We need to optimise the resources for all students even those from the universities.

J: Approximately how many stakeholders has the Academic board collaborated with so far?

r5: I'm not sure, I know stakeholders that are discussed but in total I don't know.

J: Like universities, don't you have any link?

r5: Yes we do link with Potchefstroom University for Accounting programme students. So, our FEA (Finance, Economics and Accounting) students can qualify to go there. The university was still in the process of adding other programmes for articulation for our students, but Finance was the only one finalised.

J: Generally, how effective is your Academic board considering the past 3 years' performance, considering production of certificated graduates?

r5: I don't know if effectiveness of Academic board should be majored in academic performance only. I think especially in our college, there are many things that are playing into this game. The

one thing we are talking about is this acting, acting, it's very destructive, when this person left to act in another place, along the line many things are lost, and when people are acting they don't give 110% to those jobs because they know they will go back to their old jobs and this acting thing affects a lot of things. Therefore, the Academic board does not function properly.

J: Is there any other issue that touches or related to the role of Academic board that is not covered by the interview? You can share it.

r5: In my view again, our Academic board is operating in the narrow spectrum of issues. I think if the things are in place the way they are supposed to be, it will give them the opportunity to broaden them about the issues not to wait for those issues to be referred to them. They need to be proactive, at the moment the Academic board needs to function.

J: Thank you very much for your responses that are very positive, thank you very much for your time, it is appreciated.

r5: It's a pleasure

APPENDIX C6

Transcript of interview between Researcher (J) and Respondent number 1 (r1) at College B

J: What is your position on the Academic board?

r1: My position to the academic board I am an additional member to the board.

J: Additional member to the board ok, now what is the role of the academic board in the college?

r1: The role of the academic board in the college is to discuss and take resolution and recommend them to council for decisions that have to be taken to be implemented.

J: Now the decisions that you normally take, do you take them as the collective or are taken as individuals?

r1: The decisions that are taken we discuss them, we interrogate them as a board and then we agree and then we make recommendations to council for approval.

J: In other words, you only take decisions as a board to present to council, there is no other role that you play other than communicating with the council?

r1: That's correct

J: With regards to policies and implementation, is there a policy that gives a guideline in terms of the composition of the academic board?

r1: Yes, there is a policy

J: What is that policy?

r1: Is the FET Act Policy that tells us how should the academic board be composed.

J: Now with regards to the composition of the academic board, what does the policy exactly state?

r1: The policy states that the academic board is the statutory body that should be formed by members that are stated to the policy not all officials should be members of the Academic board but it is stated clearly in the policy about who should be members of the Academic board.

J: Ok, who should be appointed to serve on the Academic board?

r1: The members who should serve on the Academic board are the lecturing staff, the SRC, the campus managers as additional members. Those are the people who should serve on the Academic board.

J: Aren't there other members who should participate according to the policy?

r1: According to the policy, Academic board should interrogate the recommendations that are made by the curriculum committee that is formed by the HODs, they come up with recommendations and then put them forward to the Academic board to interrogate them further before they can make the proposal to the council for approval.

J: Do you have an idea as an individual as to why specific people should sit on the board?

r1: No, not really but what I think the reason why it comprises of academic lectures is that these are the people that are directly involved with students in the class room, that's why the majority of lecturers are in the board

J: With regards to the operations of the academic board, is there a policy that you are aware of that indicate as to how the academic board should operate?

r1: No I am not aware of any policy.

J: In other words, you are just operating for the sake of operating, there is no guideline like actually guide you as to how you should operate as the academic board?

r1: That's correct, there is no guideline.

J: Now, what is your understanding of how the Academic board should operate within the college?

r1: My understanding of how the Academic board should operate in the college is that the Academic board should be a body that is going to operate at the highest level, a body that will interact with stakeholders, a body that will make sure that all the programs that are offered by the college are known by the stakeholders like the companies and the institutions outside the college.

J: Every structure should meet to discuss their various issues, what does the policy state with regards to the meetings of the academic board?

r1: I am not quite sure as to what the policy says with regards to the meetings of the Academic board but what I think is that the meetings of the academic board should take place at least twice per annum to access and look at the needs of the lecturers and make recommendations to the council for approval, if there is any support that is needed.

J: When you meet as the board, what do you normally discuss?

r1: When we meet as a board we normally discuss the recommendations that have been presented to us by the curriculum committee and the curriculum committee is the body that looks at what is really needed at grass root and how should it support the grass root so that they can produce good results. When we usually meet as the body we look at all those things and we discuss and interrogate them when it's really necessary that that support should be given and if it should be then we recommend to council for approval so that support could be given.

J: With regards to the responsibility of the Academic board, what is the policy that indicates as to how the Academic board should operate in terms of the responsibilities?

r1: As I have stated before on the last part that I am not aware of any policy, we are just operating.

J: What is the responsibility of individual members on the Academic board?

r1: The responsibility of individual members in the board is to discuss and be open to discuss all the facts that are put on the table and then not undermining each other, discuss and eventually at a certain point we meet an agreement before we make a recommendation to the college council.

J: If I may just ask, are the members of the Academic board participating in the Academic board because of them representing their different constituencies or represent different learning programs or what?

r1: They are representing different programs, they are also representing campuses as individual campuses

J: Looking at the academic performance, when we speak of the academic performance we are talking about the performance of students of which at the end of the day is about the performance of the college. With regards to the certification rate, in the past 3 years how was it in the NC(V)?

r1: The certification rate in NC(V) for the past 3 years was not above 50%, it was below 50%.

J: Why was it like that?

r1: For NC(V) I think it's a commitment that is being showed by students, there is no commitment of students in the NC(V) programs. What we discovered is that most of the students they do NC(V) because it's something which they were not initially prepared to do and the commitment is not there and also we discovered that most of the NC(V) students benefits a lot from NSFAS they are not committed so, hence the commitment is not there. The attendance rate is very poor, even when it comes to the compilation of tasks that are supposed to be done it's not there. It shows that the commitment is not there and that translate the results not being good for the certification rate.

J: What then do you normally do in terms of the mitigation strategies to ensure that the certification rate in the NC(V) programs goes up?

r1: We try our level best, we firstly involve the parents when we notice that the attendance of certain students is getting poor. We try to give extra work which is normally more than what is required to be done by NC(V) students and we try to have peer educators where we identify students who have performed best in certain subjects to come and engage them in the afternoon and also on weekends.

J: How was the certification rate of Report 191 programs for the past 3 years?

r1: In the past 3 years the certification rate of Report 191 programs is far much better than the NC(V) programs, I can say for the past 3 years it was between 50 and 60% certification rate in the Report 191 programs.

J: Across all the campuses?

r1: Not across all the campuses only my campus, the certification rate of the Report 191 has risen for the past 3 years.

J: What about the other campuses because this concerns the entire college not your campus per se?

r1: The other campuses when we interrogate them, we find out that in the Report 191 we don't have qualified lecturers teaching students for that program.

J: What can you say about the curriculum developments with regards to these programs?

r1: The programs if we look at the need they are relevant to the stakeholders outside because mostly we find stakeholders enquiring about students who have completed especially in Report 191 so that they can be engaged in the experiential training. So as I can say all the programs that are offered in the college are relevant.

J: Can you therefore reach the conclusion to say the academic performance of the college is not at the expected level?

r1: That's correct

J: Which strategies does the Academic board use to address poor performance?

r1: As the board we make a recommendation to the council because when you look at the certification rate in NC(V), as a board we make a recommendation for students to pay at least the minimum amount so that they can be committed other than them coming as is to the college because that's where we identify that there is no commitment because they come as they are without paying anything. So we recommended that they pay a certain amount and then make them to attend regularly and also as a board we recommended that the campuses must follow the attendance of students. We also made the recommendation to the council to approve that the campuses must have a method to contact the parents to find out if students are not coming to school because when looking at the performance we think those recommendations can address poor performance of students.

J: Have you ever looked at the facilities and your resources that should be there, the environment should be conducive to teaching and learning?

r1: Yes, as I've said that as the board we are looking at the recommendations made by the curriculum committee. The committee identifies all the short comings to address the poor performance and they put it to the board to discuss it and make recommendations on them. The board makes recommendations to council so that they can support the lecturers.

J: Why is it important for colleges to forge the partnerships with industries that are operating within the very same area as the college?

r1: It is important for the college to form partnerships with industries number one, the partnerships that we form will enable the colleges to place students for experiential training so that they can have firsthand experience in the job that they are training to do at the end of the day, number two, the students can be aware of the latest technologies that are taking place, that are dynamic in the industries. These partnerships with industries will also help the lecturers to be exposed to the latest technology in the industries so it's important to forge partnerships. It's also important so that the industries can be aware of the programs that are being offered by the college and this will enable them take informed decisions when they advertise for jobs, they will know the programs up to the level they are offered in the college.

J: Has the college forge partnerships with any industries according to your knowledge as we are speaking right now?

r1: Yes, the college has forge partnerships with industries and companies.

J: Do you normally take your students to these industries for exposure with the lecturers? If yes, how frequent?

r1: Yes, we usually take students and lecturers to these industries and companies usually we take them during winter vacation classes especially level 4s to get experiential training.

J: Which other stakeholders other than industries where you normally send your students for work exposure, do you prefer the college should collaborate with?

r1: Other than the industries I should think the college should collaborate with sister colleges, especially those who are performing better so that we can share good practices, so that we can look at our policies, are they working for us and if not, we try to get more information about them and get to know how are they managing. That's how I think we should form these collaborations with other sister colleges. Even if it's not a sister college, but any other college in the country that we see is successful, I feel that the college should form a partnership with those colleges so that we can learn good practices and look at how they implement the policies.

J: Which other stakeholders do you think are important for colleges to collaborate with other than sister colleges?

r1: I think we can also look at the Universities and Universities of Technology so that if our students are done with our programs here, they can be able to further their studies at those institutions. They can be in line with the programs that are offered in the institutions of higher learning, so if we form a partnership with those stakeholders it will give us the idea of what subjects are being accredited in order for the students to move on to the higher education.

J: In your opinion what role do you think the Academic board should play in engaging stakeholders to help your college to address poor performance?

r1: The college can request the other stakeholders to help the college in the upgrading of the lecturers in terms of training and give them more skills.

J: How effective is the Academic board in your college?

r1: It is partly effective because some of the recommendations that come from the curriculum committee are hardly implemented but it's not fully effective as it should be.

J: Is there any other matter that you feel has not been covered by this interview, please share?

r1: If feel that all the members of the Academic board before they are being appointed, they should be trained so that they can know their individual involvement, what are they supposed to do in the Academic board.

J: Thank you very much sir for your cooperation!!!

APPENDIX C7

Transcript of interview between Researcher (J) and Respondent number 2 (r2) at College B

J: Okay ma'am what is your position in the Academic board?

r2: I am representing the Business Studies as the HOD in the Academic board.

J: In your opinion what do you think is the role of the Academic board?

r2: I think the Academic board is supposed to be more part of what is happening on the floor, the role of them is not clear at the moment because what is supposed to be done is to make sure that whatever decisions are taken and policies are implemented at campus levels and make discrete decisions on the academic matters of the college. I think that the main purpose is to come together to make decisions and come up with policies.

J: With regards to policies and implementation, looking at the structure and composition of the Academic board, what does the policy or even the act say in terms of the composition of the academic board, how should it be composed of?

r2: It is supposed to have the principal of the college, the academic head must be there then there must be the HODs from Engineering and Business studies and lecturers representing certain programs.

J: That is in terms of the policy that is there, now who should be appointed on the Academic board?

r2: They are properly appointed but at this stage I can say they are not really giving input to the Academic board, they are from different programmes but they are not giving input from their side of the programme. Now it's going to affect whatever policy or resolution we come up with, they are like silent members. The people that are taking part is the principal, academic head and HODs and now and again not the lecturers.

J: What is the policy that gives guidelines with regards to how the Academic board should operate if there is any?

r2: I'm not really sure because there is a lot of specific guidelines that say you have to do it according to this and that, it's just actually explaining who must be part of the board and what is the role of the board and it's not going down and say there and there the board must be part of, it's not clear in the policy.

J: What is your understanding of how the Academic boards of the TVET Colleges should operate?

r2: Should operate?

J: Mhm

r2: I think it must be the body that is there where we can really come up with solutions and put things on the table that are practically implementable and discusses in detail can this work can this not work and make a final resolution on it, but it doesn't stop there. The Academic board is supposed to go down to the campuses because the lecturers have to be informed and there must be people placed on campuses to make sure resolutions are implemented. Academic board members cannot move around from campus to campus but members that are there are supposed to be making sure that this is happening on all campuses and that is not taking place. When they leave the meeting, they leave everything inside there, they don't go to implement on campuses. I think in that composition that's where we have to look at. What I'm suggesting is that curriculum committee must be part of the academic board entirely so. **J:** Looking at the policy, what does that policy or guideline say about the meetings of the Academic board?

r2: It's quarterly meetings if I remember, once a quarter but it's not happening. If we can have it quarterly, we could gather a lot of information but if we have one at the beginning of the year and the other at the end of the year, resolutions just disappear in between because now no progress was put by the Academic board.

J: What is the policy that states about the responsibility of the Academic board?

r2: The responsibility of the Academic board is to make sure, they are part of the resolutions that were taken and making sure that whatever that is there is done. For example, results come out and the Academic board doesn't see that and they must be part of it. When results are out, they should scrutinize them, visit campuses and discuss them with lecturers. But this moment, results

are analysed and sent to central office, nothing happens to whatever. There is no positive thing that comes out of it. They must become more involved physically if we want to keep the word academic gold, they must be involved physically you know, not the board that is having meetings and send out messages only.

J: Are you aware of any policy document that talks about the responsibility of the Academic board?

r2: The constitution of that document that explains to us how it must be done doesn't really state exactly, it's got the few lines on what is part of the Academic board and responsibilities. I think it needs improvement on what the department has given us. What Academic board is supposed to do, is not indicated.

J: What do you think are the responsibilities of individual members of the Academic board?

r2: I think when it comes to the meeting, their responsibility is to give inputs and to be part of the discussions and be part of the solutions so that when we walk out there we know if we have taken the resolution on something that is important for academic matters, in other words, if the Academic board cannot go and report back to the campuses they must be represented from different campuses. They must go and inform or report what's supposed to happen in that particular campus. Admitting that is not happening because they are not participating in the meeting, they are like silent members.

J: Focusing now on academic performance, how was the certification rate of NC(V) programs in the past 3 years for the college?

r2: I think we started very low like 30 something I am not very sure, we set the target for 50 but we reached about 40 something and this year we are around 50s. It climbed a little bit but it's not satisfactory because why we have tried to put in the lecturers and train them and bring them up to board, I could understand the first year they were thrown to the dam and they couldn't swim, there was no training or nothing but after the years we should have been improved a lot on it. I don't think the real problem lies with lecturers' knowledge, it lies more with how do we implement it and how do we make sure that everything is in place you know. I think it happens really like this that some of the members do no report back from other members to their campuses, so they don't get the information.

J: How was the certification rate of Report 191 programmes of the college for the past 3 years?

r2: Honestly not so bad, we can say 60 to 70% of students are passing but Engineering side might have a problem.

J: As the member of the Academic board, which strategies did the Academic board try to use to address poor performance?

r2: We've tried many things like for example extra classes as the results the students don't even show up for late classes, we tried to make it more practical for them if possible it's also not always possible because the equipment is not available. You know if you need something in the classroom, I mean if you bring the world to the students, it's much better. I am going to be honest, now these tablets which lecturers have got are really doing something for academic, I don't think so because they are not using it for what we've been giving them for. If they are using the equipment that we have been giving them in such a way that they improve their class periods and make sure that students get more information from outside showing videos or whatever but it's not happening so we've spent this lot of money on tablets giving them to lecturers. They may use it for private use or whatever or its lying around. I think another problem is that funding for the academic side is always coming second because if I need each of my lecturers to have at least a video projector or something in their classes, they will enjoy to be in class but now they have to share or borrow and it becomes a hustle in there and they leave it. You try to get them connected with other campuses and other colleges on the internet you know but that did not work, so maybe we have to start with lecturers to direct their attitude towards technology and try and change that. We communicate at meetings with people from other colleges, they are working with students through electronic versions (E-LEARNING) you know and it's just bringing the world near the students and people.

J: Why is it important for the colleges to form partnerships with industries, business?

r2: I think it's important because if you know there is a partner outside there, they will inform you what is the need out there, what is it that the company wants students to know when they come there because the textbooks are general, they are not specifically produced for that area of the industry, so if you get them on partnership deal you can share practices with one another. They can be involved in the practical experience of our students. We must have more time in the year for workplace exposure, a once off 10-day WBE is not sufficient for students to learn more from the industry. So if we can have more closed relationships and MoUs with people in the

industry they can assist us with students to give them practical work because practice is the difficult part for us in campus and I think for all campuses as well. We do not have the equipment or the newest equipment on board. The college does not have money to replace every year. Then you can take them to the companies to see the newest technology.

J: Which other stakeholders do you think the college can collaborate with?

r2: I think the Department of Health and other departments, they can assist say for example we take students to clinics, for practical purposes, that is under the Department of Health, if we take them to other sections like Department of Health or Department of Labour to do the office work, filing or whatever that is relevant just to be involved to the real situation like Office Administration, it will be helpful if we take finance students because many of them land up in banks and they become clerks at the banks, not working on their accounting section of what they have studied for.

J: Do you think the other stakeholders can help the college perform better academically?

r2: I don't think so, I think yes on practical side would be a good improvement, you know where there is a big, big gap for me is Engineering students. They don't do any practical work, they are doing N1, N2 and N3 whatever and they get a piece of paper that say they were here for 3 to 4 months that's the knowledge they got but now they go with that certificate to look for a job and they tell them that they cannot do anything with this piece of paper because there is no practical. The Academic board should make sure that our students get both theory and practice. The industry is screaming for artisans.

J: How effective is the Academic board at your college?

r2: To be honest at this stage, I can say it's not effective.

J: Why do you say so?

r2: I say so because let me say we get together the few times and when we get together, people that are already appointed as the members are invited to the meeting and they don't come like campus managers, the Academic board at this stage is not part of what is happening here in the college. They don't know what the results are and they don't know what is happening here and they don't know whether things are implemented. Actually they are a group of people that sit there and discuss key points that come from the curriculum committee and say we agree on that and now it goes to the council that's what is happening. Still we don't know whether resolutions are really implemented because that's why we get many differences from campuses, this one is

doing this and that one is doing that while we never made sure for Academic board side that its really implemented.

J: If there is any other matter you feel we did not cover in our interview please just share.

r2: I think if we are really looking at the Academic board, we have to go back and look at the Academic board is it really the committee that is effective, is it really the committee that is putting everything in to the college? Is it really there to make sure that the college improves? I think in overall, in general, we have to the review the Academic board as the committee because if I listen to Academic boards in universities, they have got a big say on what is happening in academic issues, in our case the Academic board doesn't have so much power even the staff doesn't see the Academic board as the staff representative because everything is decided upon by council and that is the mind-set that needs to change.

J: THANK YOU

APPENDIX C8

Transcript of interview between Researcher (J) and Respondent number 3 (r3) at College B

J: Ma'am what is your position in the Academic Board?

r3: I'm the member representing Business Studies, specifically Office Administration.

J: Yes, you are also part of lecturers that are participating on the board. Right?

r3: Yaah I'm a senior lecturer.

J: Yes, ok, now in your opinion what do you think is the role of the Academic board in the college?

r3: Is to uhm assist by using internal methods that we can discuss or job allocations so that we can improve on the results, overall performance of our campus and of the college, maybe of the college because I represent our college.

J: What does the policy state if you are aware of one with regards to the composition of Academic board, how should it be composed of?

r3: Uhm… members of Central management…uhm academic related performers uhm… members of management from the campus, lecturers from post level 1, the SRC Students also should be represented.

J: That is in terms of the policy, now in your opinion who should be appointed to serve on the academic board?

r3: Yeah I don't know yeah… I won't say specifically which people. Should be those who have put academic performance first, not necessarily dedicated members uhm but, how it was decided who will be members I don't know whether one has an option to sit or not or just appointed on some criteria.

J: If you look at the way in which you operate as the Academic board and looking also at the composition in terms of the policy as you have stated, are you saying all those members who sit on the board have been properly appointed and they really do deserve to be on the board?

r3: I cannot speak for that because I don't know if we really are effective at our college whether the members are effective, motivated or whether they had an option to resign, what can I say to not accept their appointment whether they have the information or what. I know it's discussed at the meeting but whether you have like a specific something that you do, you are responsible for the next meeting you have to give feedback on what happened in that area.

J: With regards to the operations of the Academic board, is there a policy that you are aware of that gives guidelines as to how the Academic board should operate and what is that policy?

r3: Mmmmh I think there is a policy but I don't know it by head.

J: Policy or Act?

r3: An act "giggling" generally there will be an Act or a Policy.

J: Jah

r3: But that generalizes that every member is aware of the objective and responsibilities of the Academic board.

J: What is your understanding of how the Academic board should operate, should do its functions?

r3: I know it needs the membership to be appointed from all spectrums but I think some members are not motivated because they are really overloaded with the number of hours. They have to go and do extra work and look after other members' aammmh needs also lecturers' needs especially if it's in the college context for all the campuses. Not having the motivation is real rare for members because of the overload if they can be appointed from outside the establishment of the college maybe they can work but I understand also they won't have a ground knowledge, the feeling of people on the ground.

J: In other words, the Academic board does not or the members do not work in accordance with perhaps the mandate or schedule that you as the board designed or drawn up, is that kind of the thing to say here is a programme that we need to follow that will serve as the guide for us as to how we should operate.

r3: Aaahm the deadlines we managed to aaamh to reach, the deadlines on prescribed plan for the year but it feels like on campus level you always have to push people to submit on time, why I may sound negative about it is aaamh I base my thinking on Academic board's meetings where the participation of the members there is only just the few that always participate. So if they have nothing to say or to add there I will almost say 40% maybe don't participate in those meetings then if they don't participate there, I don't see how they are effective in their role so even in their own campus never mind on the college.

J: Each structure should at least have a meeting where they come together and discuss mattres. In the case of your Academic board, how do you handle the issue of meetings?

r3: There are prescribed set of meetings for a year sometimes we don't reach them and again because of the workload where it clashes with the date of the senior management and the meeting cannot be there so it must be postponed and it's not always on the set date, am I right or not (Laughing) but also it doesn't help to have the number of meetings and yet we are not effective in other operation after that, some members are putting everything in, some are not.

J: What according to you are the responsibilities of the Academic board?

r3: To look after the interest of the lecturers and needs, human resources and to report if there are needs even on shortage of textbooks or to make central management aware of those needs. I would say even on the students' side what are the needs of students.

J: There are members serving on the academic board and they represent different categories although they are within the very same college, what are the responsibilities of individual members serving on the Academic board?

r3: To be honest I don't know even if I am appointed for business management to serve the interest of business management and office administration lecturers if they have a need. I have to follow that up and try to discuss it with the campus management.

J: How therefore do you as an individual member of the academic board insure that the other issues at other campuses are being taken of? Remember the academic board is for the entire college not one campus, it also needs you to ensure that all other campuses are equally treated, how do you ensure that?

r3: I don't know, they are sorting their own issues with the member from their campus, we don't discuss our need with the Academic board members of other campuses, even if it's in another department on campus the board member can take care of that and don't discuss it with another campus so I don't know I assume they do it maybe it's supposed to be. Again I will say the workload and the fact that we don't have their telephones available, we wouldn't really know who to contact on another campus

J: How was the certification rate of the college for the past 3 years for NC(V)?

r3: On campus it improved but on college I'm not sure, we did not reach the 50% target but improving every year. We are improving in this college, we improved from 45 to 50, then 60% last year if I am not mistaken. I cannot speak for other campuses but they grew over 3 years, I guess I am too focused on the campus.

J: How was the certification rate of Report 191 programmes for the past 3 years?

r3: I can again just say on this campus; I cannot speak for other campuses I really don't know. for the past 3 years I cannot really say the college overall improved.

J: Wasn't this discussed on your Academic board meetings?

r3: I really don't know we didn't have the academic seminar where we discussed it, we didn't have the Academic board meeting where that comparison was put on the table, for the past 3 years I cannot say we generally improved.

J: What is your feeling in terms of the college performance in general?

r3: I think it would have been much better if we didn't have many interruptions of strikes caused by the NSFAS funding system obvious that interferes a lot with the results. So, I am hopeful if that can be eliminated, the performance can become much better.

J: Which strategies do you think must be applied to improve the overall performance?

r3: I don't know because I tend to think about my campus all the time, I don't know what is the feeling of other lecturers on their campuses because I don't know how motivated the staff is maybe we should start to motivate them or they can keep being motivated but how do you control students if they are out of control because of the academic needs?

J: You must have strategies because you are driving the academic board. Is there any importance for college to form partnerships with industries?

r3: Yes, I think in the rural area where we are now there is not much to form partnerships with. If we form partnerships, must be from far away.

J: But is it really important?

r3: Jah jah it is important; I think the students can get the practical experience and get exposed to real work environment.

J: What are other stakeholders do you think the college can collaborate with?

r3: The Universities of Technology that type of institutions in higher education maybe, because we don't have the equipment which they use in their learning programs. They have more modern technology in engineering machineries which the TVET college cannot afford. again just the selective few based on the performance can get that opportunity that will motivate them to perform, that is one of my strategies.

J: How effective is the Academic board in your college?

r3: 60% there is improvement we can by appointing motivated members there.

J: Why do you say 60% of the Academic board is effective what are the signs?

r3: Apart from the meetings there is no drive between the members, we don't keep contact and there is no specific duty allocated to each member to make members to communicate with other board members, that you feel obligated to do.

J: If there is anything that you feel we didn't discuss please share with us

r3: No I think I've expressed everything

J: THANK YOU MA'AM FOR YOUR TIME!!!!

APPENDIX C9

Transcript of interview between the Researcher (J) and Respondent number 9 (r9) of College B

J: What is your position in the academic board?

r9: I am a lecturer primarily, although now I am an Educational Specialist for the programme that I am heading. So my role is to represent the lecturers in the Academic board.

J: What do you think is the role of the Academic board in your institution?

r9: The role of the Academic board in the institution is to ensure that there's effective teaching and learning in the entire college and to establish internal academic monitoring systems for all the academic activities that are taking place on all various campuses of the college.

J: How should the Academic board ensure effective teaching and learning?

r9: We can start by looking at the issue of, in terms of HR related, lecturing staff. The Academic board should to ensure that there's teaching and learning activity taking place. The Academic board should ensure that the college has enough and well capacitated lecturers who will be ready to teach students, and also making sure that we do have facilities and resources such as LTSM (Learning and Teaching Support Material) and that learning and teaching time is honoured, and they can make sure that is in place and there is monitoring of teaching and learning, and yes I think they can ensure that teaching and learning is effective.

r9: In terms of the policies or guidelines with regards to the Academic board, how should the Academic board be constituted?

r9: According to policies such as the FETC Act No 16, the accounting officer which is the CEO should be the Chairperson of the Academic board, there must be people who are representing the lecturing staff, which are lecturers. In fact, most of the people who are seating on the Academic board should be lecturers because they are the foot soldiers, they are the ones who has the first contact with the students, and Council members need to be there as well. The Deputy Principals especially the one who is heading the academic section are also the members and there must be a representative from the student body as well.

J: Other than those members mentioned in the policy, who in your opinion should be appointed to serve on the Academic board?

r9: Hmmm…… I think I understand that the Council is representing parents but looking at Geographic location of our college campuses, I feel yeah, and it's my opinion I feel we could include some parents though I understand that the council members are representing parents, but parents in this sense, those who are residing in those areas where students are, because you might find that people who are on Councils are representing parents but they don't come from where our campuses are situated. They don't know the problems that students in those areas are facing, I think it could improve because parents or I mean students do share with their parents what is happening in the college.

J: How does the Academic board know as to how they should operate?

r9: How does the Academic board know as to how they should operate?

J: Yes.

r9: I think, before someone can take a position of being an Academic board member, they were supposed to be inducted and know as in what is expected of them, what does the policy say about them and which responsibilities should they perform. I think that's how they should know how to operate because there is a framework and some guidelines in the policies.

J: You mentioned policies, what is that policy that should be utilized to inform the Academic board on how they should be constituted?

r9: Like I indicated earlier on, the FET Act No. 16 does have a clause that talks about how the board should be constituted. But I am not so much sure if we do have a constitution that talks so much about the role and responsibilities of the Academic board in the TVET college, am not sure if it is available or if it's there maybe I have not come across it. But if it is there, I think it must be saying about this issues the roles and responsibilities of the Academic board or even the Academic board members in the college.

J: What is your understanding of how the Academic board should perform its work and functions?

r9: The Academic board should be visible on campuses and do their monitoring role as they are expected to be and talk to lecturers at campuses and find out what is it that they facing, and the

challenges they are having and what kind of support do they need. The Academic board must be having meetings at the corporate office every time and the meetings should be about among other things the academic performance. The meetings should be about the real problems that the lecturers are facing, we should go to them and talk to them, we should be where they are working and we observe what is happening because sometime we just need to observe and see what is happening. From your observation, you will see what is happening, is it wrong or right, do we need to improve, where is it taking us to, are we going to make it, or are we going to improve our results or what.

J: In terms of the policies that you've just mentioned, what is said about the meetings of the Academic board?

r9: The Academic board is supposed to seat and have meetings for at least 3 times a year, they can go beyond that, provided it's approved at least 3 times up to even 7 times in a year.

J: Who should Chair the meetings?

r9: It should be the CEO as the accountable officer or if he is not available, he can delegate to one of the deputy principals.

J: Normally, what is discussed in such meetings?

r9: It will be current issues or academic activities that are discussed since the Academic board is meant to discuss academic issues, like results, things like enrolment, the funding as in NSFAS bursary, ummmm… projections for the following year, most of the things that are discussed are mainly the Academic activities in the college that affects academic activities.

J: looking at the responsibilities of the Academic board, which document can one look at, or utilize to know more about the responsibilities of the Academic board of the institution?

r9: Looking at the policies, like I indicated earlier that am not sure if we have specific policies, strictly talking to how the Academic board should be govern. If policies are available, I think it is the correct document to look at.

J: There are members who serving on the board like yourself, can you mention the responsibilities of individual members seating on the board?

r9: My responsibility or my role as a lecturer, because even if I am an Education Specialist for the program, but primarily I am a lecturer and am representing the academic staff, my role is to bring to the attention of the board members the academic activities that are taking place on my campus or at campus level, what is it that is happening in terms of attendance, in terms of assessment, as well as voicing out the kind of support that we need in order to work better as the academic team at campus level, which will greatly contribute towards the performance of the college at large.

J: One of the Qualifications that the college is offering is NCV, the NCV Program. How was the certification rate in the NCV program for the past 3 years?

r9: 2015 we improved but and 2014,2013 we didn't do well it was not so good because as a college for the past 3 years we've been the third in the province while we compare ourselves with our other 2 sister colleges in the province. Which is not looking good because for 3 years we've been in the same position, yes we've improved in 2015 but we are still on the third position in the province.

J: The second qualification is the Report 191, how was the academic performance of the college in the same period?

r9: It's still the same. We are still in the third position, but with NCV, when you compare it with Nated in terms of performance it is better. The performance in the Nated programmes should I say it's poor and we are not doing good as a college.

J: Seeing that there's a poor academic performance in the institution, which strategies did or do the Academic board try to use to address the poor performance?

r9: Uhmmm….. in 2013 and 2014, the Academic board decided that all the academic staff should meet to address the poor performance in an event called the Academic Seminar. It was done in 2013 and 2014 if I remember well and was not done in 2015. But in 2016, we did not have it to discuss the performance of 2015. I am not sure whether the Academic board decided not to do it because there was seen that it has not yielded the results because that was one of the strategist they used. In this event, results were presented and improvement strategies were discussed, good practices were shared amongst other campuses of the college and from there, the Academic staff will go back to their campuses and implement those strategies. This is one of the strategies that I remember the Academic Board employed.

J: Colleges are requested to form partnerships with industries. Why is it so important to do that?

r9: It's very very important because if we do have such relationships, we will be able to move as an Academic institution knowing what the industry is looking for, and we will be able to align the curriculum with the industry because we will be able to produce students who are employable and again it will also benefit the students because they will be able to visit all those industries. Those employers are potential employers to go and gain workplace-based exposure from, which will help them understand their curriculum better, and being able to integrate in the industry with the theory that they are doing in class. It will also benefit lecturers as they will also gain exposure because some of our lecturers, it's been 10 years or more since they graduated at universities where they studied. Their knowledge will always need to be revitalised and make sure that it is up to date. If we have those partnerships it will be easy for them to go and gain such experiences.

J: If you agree that college industry partnerships are important, how many partnerships were established through the efforts of the Academic board?

r9: As to how many, I might not be sure in terms of a figure but what I know is that there's is host employer for each program that we are offering in our college that we are in a relationship with because each and every year we do manage to take our students to go and participate in WBE during their vacation to gain such experiences though I feel like a lot still needs to be done. We have not sourced much host employers or potential employers or those relationships or partnerships with the industries, we still need to do more as a college, we still need to bring more host employers to be on board, to know us and understand us what we are doing.

J: Other than thee industries which other stakeholders do you prefer that your college can collaborate with to add value to the institution?

r9: I think we need to bring people like high schools' teachers, why am I saying we need to bring them, I don't know. How we can bring them in, but we need to work close with them because they still have this perception that if a student is not gifted academically, they always say he or she must go to a TVET college and do some skills like the olden days. They still have that perception that it's still like that, yet things have changed, we've moved from them calling us technical, and we've moved from FET to TVET and if we can work together with them I think we will be able to give them relevant information. If we are able to give them relevant information, they will be able to

talk to their learners who will be able to become our students one day so that when they come to the college they are better prepared and know what is it that they are looking for and they are able to choose correct programs and that can also improve our results if we get students who know why they are enrolling for this program they can perform better.

J: There can be other stakeholders who can participate in the college system and who qualify to do that, and now in your opinion, how can they be in position to help the college to address poor performance, stakeholders like universities, sister colleges, etc.?

r9: I think with sister colleges, I think they are most relevant they can assist us if we do invite them or visit them to find out how they work, what is their secret recipe, because obviously if somebody is doing well on something and something that you not getting that means there is something that, that particular person that you not doing and that's why you are getting different results. So, if we can visit our sister colleges and check how are they working, what is it that they are doing and learn from them and try to do it, and try and see that we won't improve as a college.

J: How effective is your Academic board in your institution?

r9: I don't think it's that effective.

J: Why?

r9: Because if the Academic board was effective, we would not be talking about the repeated poor performance in our Academic stream. Remember the Academic board is the main role player in the core business of the college, teaching and learning is what we are here for and we are judged by the performance of students, we repeatedly fail our students and it says to me our Academic board is not effective.

J: If there is any other matter related to the role and the functionality of the Academic board that has not been covered in this interview you can indicate, just indicate that this is another matter that we can look into in order to help the Academic board to perform better so that they can help the colleges perform better in terms of the results.

r9: I think I understand that this is HR matter but I think the Academic board should also look at the staffing or academic staffing. Do we have enough staff and are they well equipped and who is

doing what on the campus and does it affect our day to day activity? That is very important. I think the Academic board should start looking at that.

J: Thank you very much madam for your responses and cooperation.

APPENDIX C10

Transcript of interview between Researcher (J) and Respondent number 5 (r5) at College B

J: Thank you very much sir for having agreed to participate in the study, there are a number of questions that I will ask you as the member of the Academic board, what is your position in the Academic board at your institution?

r5: I'm sitting as HOD for my campus so that's how I happen to be a member of the board.

J: HOD for which programmes?

r5: HOD for Engineering Studies Department.

J: In your opinion, what is the role of the Academic board at your college?

r5: In my opinion regarding the Academic board, it is a body that is responsible for taking care of the academic activities at the college, for example, it has to see to it that policies are implemented, programmes are also implemented and new programmes if there is a need are also implemented.

J: With regards to the policies and implementation thereof, what does the policy say about the composition of the Academic board?

r5: Mmmm the policy that I know of is the <u>FET Act</u> which gives the guidelines on how to formulate the Academic board, for example the fact that I'm the HOD according to that policy, I do sit in the Academic board.

J: According to you looking at the role of the Academic board, who should be appointed to sit on such a board?

r5: Ehh I think the senior management, campus managers from different campuses and also students' representatives as well as senior lecturers. The lecturers are the ones that must make sure that the policies are being implemented at different campuses for different programmes.

J: What is the policy document in your knowledge that indicates as to how the Academic board should operate?

r5: The FET Act is the one that is guiding us on how the Academic board should operate or function.

J: Yes, you have just referred to FET Act, in your understanding how should the Academic board operate?

r5: The Academic board should actually… I would say it is the backbone of the college in terms of the committees within the college, it is there to see to it that the co-business of the college is catered for, if there is a need of the introduction of the new programme, it's this body that makes sure that the approval of that programme is done. At different campuses we have different activities which are aligning our actions to achieve the objectives of the co-business which is teaching and learning.

J: The Academic board as a structure has to meet to discuss issues, what can you say about the meetings of the Academic board?

r5: The meeting of the Academic board should be structured such that it addresses the needs of the collage at different campuses where you find that for example there is a need at the community that a particular program must be offered because of the matter of community. Then the Academic board is the body or structure that makes sure that actually is adhered to.

J: Why is it important to have meetings as the Academic board?

r5: It is very important to have meetings as Academic board because the decisions are being taken and they need to have follow ups on those decisions and if we don't have meetings we won't know exactly if a decision that was taken has been implemented, so it's important that we need to do a post mortem for taken decisions. We also need to address challenges.

J: Challenges are there almost every day. How frequent do these meetings take place?

r5: We have the year calendar for the college sometimes we fail to adhere due to some unforeseen challenges but we have up until now about 2 meetings on the Academic board agenda.

J: When you conduct these meetings as Academic board, do all members participate in the meeting?.

r5: Yes they do because each member is coming with a mandate from the campus, so we do participate as members because we represent our campuses to present the challenges faced by campuses.

J: Structures have responsibilities that they need to do, as a member of Academic board how are you instructed to do your responsibility as academic board in the institution?

r5: In our meetings we are given responsibility, for example suppose there is a program that needs to be introduced, you may be tasked to do research about that program as is it necessary to introduce it.

J: What is the responsibility of individual members in the Academic board?

r5: A member, one, is to make sure he attends the meeting, two, the member participates in those meetings and that if that task is given to individual members you need to make sure that the task is done as it is your duty.

J: Can you agree that one of the responsibilities of the Academic board is to ensure the academic performance of high quality?

r5: Yes I agree.

J: How was your certification rate in the NC(V) program for the past 3 years?.

r5: It's a challenge. We are struggling to achieve our goals in terms of targets based on number of challenges we are faced with but with our intervention strategies we believe that we are going to improve in terms of certification rate and the quality which are the practical work that our students are doing.

J: What is the target that you are referring to?

r5: The target is 90% certification rate as a possible target.

J: What percentage did you reach previously?

r5: Mmm we got very.. I may not be accurate at that but it was not even closer to our target of 90% that's why we say we are banking on our intervention strategy that we are going to improve. We don't expect to have a giant step from what we got to 90, 90 is what we are aiming for but we are going to improve slowly and steady.

J: I would love to believe that you did set a target for yourself to achieve in terms of percentage, what was the percentage that you set for yourself as the target to reach?

r5: I can't be very, very sure on that now but as I said 90% is our dream target that what we want to final get but I would say practically so because we didn't even get 60% certification rate we hope will be our bench mark now to say at least if we can achieve 60% would have done the wonderful job basing on where we are coming from

J: You spoke about the intervention strategies that will take you to reach the target of 90% or so which are those strategies?

r5: Is to have a way of encouraging the learners to go to class to attend and also to involve lecturers during afternoon sessions to assist the learners in their own studies because what I have noticed learners seem to grasp better on their own, where they are in their own groups. Supplying the students with the previous question papers

J: How was your certification rate for Report 191 programme?

r5: It is not good also because we seem to have a common problem, we have our own challenges regarding the disturbances that disturb especially Report 191 as the syllabus is just too short. If they miss some few days or so, chances that they may grasp are very slim so that is why we are having the problem because of some challenges at the college. I believe it's one of the reasons that led the performance to be this low in this programme.

J: Colleges are encouraged to establish partnerships with industry, why is it so important for colleges?

r5: It is important for many reasons one, it provides the learners a chance to feel a first-hand experience that means working environment, it also puts a college in a better position by having good relationships with companies, you are increasing your chances of getting sponsors, lecturers are also getting the opportunity to go and have first-hand feeling on new machineries. In every industry technology is key things that are changing now and then so if we have partnerships with companies it becomes easy for the lecturers to go and see the latest machines and when they come back, they could teach the relevant concept to the learners unlike when you don't have a chance you strictly rely on old and outdated curriculum.

J: How do you think the partnerships will assist the college to perform?

r5: If learners know that if they pass they will surely get absorbed by companies that will serve as the motivational factor so learners will be ready to work. They will go all out to prove themselves that they can be part of that company especially if I make example of big companies like Eskom, Sasol where they know if they could get a chance to be employed by those companies their lives will change drastically.

J: Which other stakeholders do you thing a college should collaborate with?

r5: We could also partner with educational institutions like the Universities. The reason for me saying that for example, if we partner with Universities we are putting ourselves in a better position to get a chance of revising our curriculum and also for good practice, we could also get expertise from those institutions to come and assist in terms of presenting lessons and also with industry I forgot to mention that if you have a good relationship with industries you stand a better chance to get donations of different components and as well as machineries.

J: You mentioned Universities as other stakeholders that you could collaborate with, how in your opinion can these other stakeholders help the college to perform better?

r5: If you are a TVET college, you are a dumping site that means you cannot get any further but partnering with Universities it will change the mind-set of our community members as well as our learners to say you can still proceed with your studies after finishing with us you can still join the Universities and further your studies with Universities that on its own will encourage our learners, will make our learners to be motivated, they will work hard so that they could join the Universities.

J: How effective is your academic board at the college?

r5: It is not that effective why I'm saying this, is because in some cases you find out some decision has been taken for example if you look at entry requirement you find out the Academic board will decide on the certain set of requirements but then when we supposed to implement that you find out that the college is failing to implement which I think the Academic board is not taken serious by the entire college sometimes and somehow like I am saying when there is a decision taken not all decisions are implemented.

J: If there is any other matter that is related to the responsibilities and roles of the Academic board can you mention?

r5: I would like to advice the senior management and also the council of the college that it is also within the jurisdiction of the Academic board to advise senior management as well as our council

J: THANK YOU VERY MUCH FOR YOUR TIME

12 August 2016

Mr Faniekie Henry Judas Siboza (214581603)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Siboza,

Protocol reference number: HSS/0794/016M
Project title: Investigating the **effec**tiveness of Academic Boards in Academic Governance: A case study of TVET Colleges in Mpumalanga

                                                          Approval Notification – Amendment Application
This letter serves to notify you that your application and request for an amendment received on 25 September 2014 has now been approved as follows:

- Change in Research Instrument

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

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

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

Best wishes for the successful completion of your research protocol.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/ms

    Cc Supervisor: Dr Angela James
    Cc Academic Leader Research: Dr Muhammed Hoque
    Cc School Administrator: Ms Zarina Bullyraj / Ms Eilieen Mahomed

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