

**From the industry to the classroom: Exploring mentoring needs
of novice lecturers in a TVET College**

By

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degree of Masters of Education Leadership, Management and Policy in the
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DECLARATION OF ORIGINALITY

I, Sibongile Cynthia Ohamu Shandu, declare that this research report, “From the industry to the classroom: Exploring mentoring needs of novice lecturers in a TVET College” abides by the following rules:

- i. The research report in this dissertation, except where otherwise indicated, is my original work.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval.

DR P.E. Myende

December 2016

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DEDICATION

I dedicate this study to:

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ABSTRACT

The aim of this study was to explore the mentoring needs of novice lecturers within a TVET College. It sought to find out from novice lecturers how management responds to their needs and how the mentoring of novice lecturers in a TVET College could be enhanced or improved. Drawing from the Experiential Learning Theory (1984) framework and the Anxiety Adult Learning Theory (2004), a theoretical framework for this study was developed. Using a qualitative approach and a case study methodology, this research was conducted within the confines of the interpretive paradigm. Data was generated using semi-structured interviews. Four novice lecturers and four management staff members from three campuses in one of the TVET Colleges in the Uthungulu district of the KwaZulu-Natal province participated in this study. The findings revealed that a lack of pedagogic skills and classroom management were the basic needs of these novice lecturers. Novice lecturers are academically qualified but often not professionally qualified. Therefore, developments need to be ensured concerning their professional qualifications. It was also revealed that formal mentoring is required. The study concluded that there should be structured programmes that could be conducted internally and externally. Lastly, the study revealed that senior lecturers need not to be given mentoring as part of their work load, but should rather be selected due to willingness. Recommendations based on the findings were made, namely, to train novice lectures in classroom management skills and pedagogical skills prior to assuming their duties. A detailed induction needs to be conducted by a person who has classroom experience. It was further recommended that TVET colleges need to collaborate with nearby universities to offer certain courses to novice lecturers in order to develop them professionally. Mentors need to be selected according to different departments and according to their willingness, good track record in terms of results, and level of training.

ABBREVIATIONS

DHET	Department of Higher Education and Training
DSG	Development Support Group
FETMIS	Further Education and Training
IQMS	Integrated Quality Management System
NCV	National Certificate Vocational
NSFAS	National Student Funding Aid Scheme
PGCE	Post Graduate Certificate in Education
PQM	Program Qualification Mix
TVET	Technical Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UKZN	University of KwaZulu-Natal

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This chapter sets the tone for the topic to be discussed in this dissertation: the mentoring needs of novice lecturers. From the novice lecturers' perspective, and the management of one Technical Vocational Education and Training (TVET) College in the North Coast region of KwaZulu-Natal, this study sought to explore the mentoring needs of the novice lecturers in a TVET college, and to determine how college management responds to these needs. In line with the purpose of this study, this chapter presents the background to the study, the problem statement and the rationale for the study. This is followed by the significance, objectives, critical research questions, a brief definition of the key concepts used, and limitations of the study. Towards the end of the chapter, I present the structure of the thesis and a chapter summary.

1.2 BACKGROUND TO THE STUDY

In many Higher Institutions (HIs), novice lecturers are suffering from a high rate of attrition, particularly those that are newly recruited from other the industries (Franklin & Molina, 2012). Samuel and Chipunza (2013) agree that there is a concern about the adequacy of the future supply of academics in South Africa due to better service attraction in the public and private sector. Brady and Schuck (2005) find that the role of mentoring novice lecturers has become a strong focus worldwide. Mentoring provides direct, comprehensive support for lecturers during the first two years of their careers (Villar & Strong, 2004). Delap and McCann (2015) concur that mentoring relationships provide a formal and informal avenue through which staff and students can communicate frequently and directly with each other, learn from each other's experience, join aspects of their work, develop initiatives or services together, and share and communicate essential tacit knowledge about particular aspect of access.

Darwin and Palmer (2009) conclude that both the mentor and the mentee benefit from the mentoring relationship. The authors further state that mentors reap extrinsic rewards such as accelerated research productivity, greater networking and enhanced professional recognition when mentees perform well. Mentees also benefit in their career development, which is

linked to professional growth and psychosocial development. In turn, this is linked to personal growth (Delap & McCann, 2015). This suggests that mentoring will further benefit the mentee in the sense that they will both make time to be together wherein the mentor has to observe and coach the novice lecturer, offer emotional support, assist with short and long term planning, design classroom management strategies, and provide curriculum resources. Villar and Strong (2004) concur that a mentoring programme does not assume that veteran teachers are good mentors; hence they need to acquire the capacity to mentor. Therefore, a mentoring programme should include pre-training and ongoing training for mentors.

Novice lecturers have struggled to obtain sufficient and relevant mentoring, which is in dire need due to frustrations resulting from problematic planning, a new curriculum, new organisational settings, and atmosphere (Harper, 2007). These indicate the need for these lecturers to be mentored. The principal goal of mentoring is to create conditions under which novice lecturers will be supported to do their job to the best of their ability in the workplace (Hudson, 2012).

A study conducted by Memon, Rozan, Ismail, Uddin and Daud (2015) indicates that mentoring is crucial and thus needs to be conducted in different stages. The mentee needs to be introduced to the mentoring process and be taken through the whole process until he/she can be fully developed to be on his/her own. Levesley and Francis (2015) find that formal mentoring allows the mentor and the mentee to measure their outcomes.

Thus, it is due to this background that the study aimed to explore the mentoring needs of novice lecturers in the TVET college sector, and the responses of college management regarding these needs of novice lecturers.

1.3 RATIONALE FOR THE STUDY

My interest in conducting this study is derived from my own experience when I joined a TVET college in 2008. Even though I was a teacher by profession and had taught in a local high school, for 13 years I had a difficult time adjusting as a lecturer. The way in which things were done at the TVET college and its curriculum were completely different from the way in which we did things at school. Every organisation has its own policies and procedures for doing things; TVET colleges, like other organisations, differ. In these 13 years of working at a TVET college, I have observed that novice lecturers experience hardship when joining the TVET sector because of its own, different, settings, which take time to get used to. Most

of the TVET college staff are recruited from other industries due to the skills that they possess. It becomes very difficult for them to impart that knowledge to students because they lack lecturing skills. It is crucial for TVET colleges to understand the needs of novice lecturers and to assist them to develop in their new career path by mentoring them.

Nick, Delahoyde, Prato, Mitchelle, Ortiz, Ottley, Young, Cannon, Lasater, Reising and Siktberg (2012) indicate that mentoring embraces the role of teachers in effectively teaching their students. All of the newly appointed lecturers require assistance because even if they are qualified teachers, but are engaging in a different system, they may fail to understand the system and consequently be seen as non-compliant. Mentoring is a process that involves the development of autonomous skills, personal and professional mastership, and self-confidence over the time (Hamburg, 2013). According to Harper (2007), teachers leave the profession because of curriculum changes, which frustrate them. The author further finds that less experienced lecturers become affected by stress if they lack support from more experienced colleagues. This is further supported by Shah and Khan (2016), who remark that mentoring programmes should vary because some mentors have to mentor those who are new to a certain college, even with previous teaching experience, while others have to concentrate exclusively on those who are new to teaching. Paris (2013) highlights that novice lecturers lack self-confidence in fulfilling their professional teaching responsibilities. Ekechukwu and Horsfal (2015) emphasise that novice lecturers need be enrolled for a pre-service course before entering the classroom as fully responsible lecturers. The mentoring of novice lecturers in any college would emphasise the professional responsibilities, as well as the accountability expected of them. Furthermore, the quality of education at colleges would be improved. Mentoring will thus assist lecturers to develop a full understanding of the different systems that colleges use and further equip them with the necessary knowledge and skills.

It is with this rationale in mind that this study aimed to explore the mentoring needs of novice lecturers at a TVET college; to examine how management responds to these needs, and how the mentoring of novice lecturers can be enhanced. Therefore, in this study, the qualitative method was decided on, specifically, the use of a case study method.

1.4 PROBLEM STATEMENT

Researchers have demonstrated that novice lecturers experience great frustration and confusion when they join the TVET sector (Johnson, 2008). Johnson (2008) further stresses

that if a novice lecturer is not provided with sufficient support and mentoring, that lecturer may choose to leave the profession because of the fatigue and stresses cause by the drastic change in career path. According to Darling-Hammond (2010) and Le Maistre and Pare (2010), all new lecturers need support in their first years of lecturing. Beginners may feel isolated and unsupported, which could lead to dissatisfaction in their profession (Benson, 2008, Hudson, 2012). The authors recommend the establishment of a professional learning community that will support these novice lecturers. This professional learning community could comprise a range of staff, not only teaching staff, who can help them through purposeful guidance. This could point to the need for mentors. Le Maistre and Pare (2010) state that if quality mentoring is provided, novice lecturers can advance a range of problem-solving methods to deal with the realities and difficulties that are linked to the new environment in which they work.

The foregoing arguments suggest the value of mentoring in the life of a lecturer. However, I have observed that the mentoring of novice lecturers in my TVET College is undervalued and the policy on how these lecturers should be mentored is not carefully thought out, as it should be. In the light of this, the mentoring needs of these lecturers remain unknown and unfulfilled. This problem is accompanied by a gap in the literature on the mentoring of novice lecturers in TVET colleges.

The literature has revealed that the Higher Education (HE) sector encounters a stage where it loses a large number of academics to retirement (Paris, 2013). The author further elucidates that new college graduates tend to experience some degree of discouragement just after the commencement of their first professional position. Barrera, Braley and Slate (2010) state that mentoring is a process where an experienced and matured lecturer helps a beginner lecturer to learn and develop professional skills. Therefore, it is crucial that management engages novice lecturers in a programme to assist them to develop in their new path since some lecturers are forced to leave their work due to the inability of management to assist them.

Drawing from novice lecturers' perspectives, and that of a TVET college's management, this study sought to explore the needs of novice lecturers, and to investigate how mentoring can be enhanced.

1.5 PURPOSE OF THE STUDY

Given the problem statement, the purpose of this study was to explore the mentoring needs of novice lecturers at a TVET college, and to establish how management responds to these needs. The study further sought to discover how the mentoring of novice lecturers can be enhanced. In light of the above purpose, the study had the following objectives and sought to find answers to the subsequent critical questions.

1.6 OBJECTIVES OF THE STUDY

The objectives that underpin this study are as follows:

- A. To identify the mentoring needs of novice lecturers at a TVET college.
- B. To examine college management's response to novice lecturers' needs.
- C. To recommend ways to improve the mentoring of novice lecturers in TVET colleges.

1.7 CRITICAL RESEARCH QUESTIONS

The proposed study sought to answer the following questions:

- A. What are the mentoring needs of novice lecturers in a TVET college?
- B. How does college management respond to the mentoring needs of novice lecturers?
- C. How can the mentoring of novice lecturers in a TVET college be enhanced or improved?

1.8 SIGNIFICANCE OF THE STUDY

This study is momentous at all levels of college. In most of the articles that I have read, the mentoring was conducted in schools. Seemingly, there is very little evidence of research on mentoring being conducted in TVET colleges as a means of improving TVET college working conditions.

Ingersoll and Strong (2011) state that mentoring provides novice lecturers job assurance, as well as professional development. This study is expected to contribute to the college in implementing influential mentoring programmes for novice lecturers. The views of novice lecturers may assist TVET colleges' management to be aware and understand the needs of novice lecturers, which may help management to better mentor new employees so that they do not return to their previous fields of employment.

1.9 DEFINITION OF KEY CONCEPTS

1.9.1 Mentoring

Mentoring is a helpful learning bond that is created between a caring individual who shares information, skills and wisdom with another individual who is new in the workplace. The novice is typically ready and willing to benefit from such interchange so as to improve his/her professional journey (Paris, 2013). According to Santamaria (2003), mentoring is a collaborative relationship where a skilled and professional person willingly gives their time to teach, support, and encourage a novice lecturer.

Formal mentoring is where an organisation develops a programme and process for mentoring to take place. The relationship is usually short-term (one year) formally, with the hope that it will develop informally over the long-term (Hamburg, 2013).

Informal mentoring is the natural coming together of a mentor and mentee. This is done in friendship, through personal and professional respect and admiration for one another. It is usually a long-term relationship (Hamburg, 2013).

1.9.2 Novice Lecturers

A novice lecturer is a new lecturer (employee) in an organisation who performs lecturing-based duties (Hudson, 2012). The author further states that a novice lecturer is an employee who has been in the field for less than five years and still needs to be guided and developed in his/her profession.

1.10 LIMITATIONS OF THE STUDY

The planned time frame of the study could have been a limitation in terms of the participants keeping to the given times, as well as changing times that were planned by both the researcher and the participants. This could further be caused by the busy schedules of the participants, who were interviewed at work. To overcome this limitation, the researcher had to request an appointment with the participants during working hours from their campus managers. Other alternatives were to visit them at their homes after work. Provision was made to overcome the budget limit by limiting the research to the nearer campuses.

1.11 OUTLINE OF THE STUDY

Chapter 1 has presented an introduction to the study, including the problem statement, the rationale as to why the study was conducted, as well as details on the information that was drawn from the findings. The objectives and the critical questions of this study were also provided in this chapter.

Chapter 2 provides a review of the literature of other scholars on mentoring. International, continental, and national scholars' debates are presented in this chapter. The theoretical and conceptual frameworks of this study also appear in this chapter.

Chapter 3 presents the research paradigm, research design, as well as the research site, research methodology, sampling methods, data generation methods, and instruments. Moreover, the methods of data analysis, ethical issues, and validity and trustworthiness of the study are further discussed in this chapter.

Chapter 4 describes the presentation of the data, which is presented in terms of the different themes that emerged whilst analysing it.

Chapter 5 provides a summary of the findings, and recommendations for further research based on the findings of this study.

1.12 CHAPTER SUMMARY

This chapter has outlined the background of the study and covered the following areas: research problem, rationale and motivation for the study, significance of the study, objectives and the critical questions of the study, the definition of key concepts, the demarcation of the study, as well as an outline of the study. The next chapter engages the reader in a review of the relevant literature to this topic, as well as the theoretical framework that was employed in this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE & THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter provided an orientation to the dissertation, covering the problem being investigated and the critical questions that the study aimed to answer. Guided by the purpose and the critical questions, this chapter reviews debates around the mentoring needs of novice lecturers. In this chapter, the aim is to draw from the literature a set of emerging views around novice lecturers' needs, how management responds to mentoring needs and how the mentoring of novice lecturers can be enhanced. This chapter also presents the theoretical framework underpinning this study, which was the Experiential Learning Theory and the Adult Learning Theory.

2.2 CONCEPTUALISING NOVICE LECTURERS

A novice lecturer is a new lecturer who has joined the lecturing profession (Ozturk & Yildirim, 2012). These authors further state that most novice lecturers are the less experienced teachers who need a veteran lecturer to assist them and indicate or model how to behave and do things in a classroom situation. Franklin and Molina (2012) define a novice lecturer as a new teacher in an educational institution for higher learning who is a graduate entering the teaching profession. A novice is thus a person who has no previous experience in that particular field.

Hudson (2012) states that a novice lecturer or teacher is any new employee who has been in the field for less than five years, and who needs to be guided and developed towards his/her professional goals. TVET colleges also have novice lecturers; some who are new from other higher institutions, and others who are new because they are joining a college environment for the first time. However the intellectual and professional development of novice lecturers may differ from person to person. My experience as a lecturer in a TVET College has taught me that five years is more or less enough to gauge a novice lecturer's experience.

Novice lecturers in the context of a TVET college are all newly appointed staff either from schools, as teachers, or from other industries who are joining the college for the first time. Even if the new employee was a teacher before, that does not guarantee a smooth cross-over

to the college because a college is not only an institution where knowledge is imparted, but also where skills are developed. This is also supported by Shah and Khan (2016), who found that mentoring programmes should vary because some mentors have to mentor those who are new to a certain college environment, even with previous teaching experience, while others have to concentrate exclusively on those who are new to teaching or, for instance, come from other industries and are new to the profession.

In the Chinese education system, novice teachers are differentiated from veteran teachers by the role that they play and the number of years they have been in a school. In a study conducted in Shanghai by Salleh and Tan in 2013; they explain that two honorary titles are given to teachers. They differentiate between the guban (backbone) teacher, and the teji (special-grade) teacher. The backbone teacher is the experienced teacher who has worked hard and has been in the organisation above thirty years. Special-grade teachers are the outstanding teachers who have been teachers for a very long time and are known for their excellence by the community at large.

In all organisations, newly appointed employees require a guiding programme to advance in their chosen career. This guiding programme involves mentoring as one of the leadership tasks performed by veteran employees as mentors. In the following section, I conceptualise mentoring.

2.3 CONCEPTUALISING MENTORING

Mentoring is a process that involves generating a learning association between a skilled person with professional expertise and a less skilled staff member (Shreeve, Gibb & Ribeiro, 2013). These scholars further claim that this link is aimed at sharing the skills of the skilled staff member with the purpose of developing the less skilled staff member, and this process can help in stimulating new and better skills so as to improve the imparting of knowledge and learning to students. Mentoring is further defined by Ozcan and Balyer (2012) as a process that is conducted by an experienced teacher to satisfy the psycho-social, as well as profession-related needs of the new teacher. They also state that the aim of this process is to develop and invest the newly appointed teacher in an organisation. Mentoring is defined as the collaboration between a veteran and a novice employee where the veteran employee offers assistance and support to the novice employee with the aim of developing them in their new career. This collaboration must be based on mutual trust and respect

Mentoring is assumed to be a familiar phenomenon in many work organisations (Passmore, Peterson & Freire, 2013). In TVET colleges particularly, if mentoring is not executed at all, newly appointed lecturers may lose confidence and move back to their original industries. Paris (2013) claims that despite their capable status, many novice lecturers lack self-confidence in fulfilling their professional teaching responsibilities. He further asserts that mentoring approaches must be innovative in order to meet the needs of the novice lecturers of the 21st century. I suggest that those who are involved in the process must be trained in implementing the most advanced methods of mentoring so that newly appointed lecturers can grow and mature in their field.

Mentoring is a process that influences and fosters the intellectual development of novice lecturers and it is regarded as a vital adjunct to teaching within Higher Education (Hudson, 2012). Alternatively, Hamburg (2013) states that mentoring is a process that influences and fosters the autonomous skills of the novice lecturer, for example, judgement, expertise, trust and self-confidence. I support these claims and add that mentoring promotes professionalism in the newly appointed employee. When the novice lecturer in a TVET college is mentored; he is able to execute his responsibilities with skill, competence and efficiency as a result of good judgement and self-confidence.

Mentoring is where the mentor performs the role of being a critical friend to whom the mentee can talk openly about their experiences, fears and aspirations (Paris, 2013). Paris (2013) further claims that during the first year of the novice lecturer's life cycle, there is a period of critical psychological vulnerability, challenges and unwanted emotions, therefore mentors as critical friends may assist them in recognising and applying practical solutions to those challenges. It is for this reason that Franklin and Molina (2012) state that novice lecturers/teachers with zero years' experience must be managed by an assistance committee, which is made up of a classroom teacher, a principal and an educator from a teacher preparation programme within an institution. However, I would suggest that one of the committee members should become a critical friend to the mentee so that the mentee can confide in him for his personal and psychological wellbeing.

Mentoring does not always have to occur face-to-face (Kacmar, McManus & Young, 2012; Hamburg, 2013). Hamburg (2013) expounds that social media can be used to communicate with mentors; and also provides several advantages for this web-based type of mentoring. These advantages include 24-hour access to saved knowledge on training material,

communication that is accessible anywhere where there is internet availability, web-based learning assessments, progress monitoring of the mentor/mentee relationship, and it may also allow the mentee to work at his or her own pace, speed and depth with structured support. Kacmar et al. (2012) introduce this type of mentoring through the use of new technological strategies, which include instant messaging, cell phones and e-mails. This is known as Computer-mediated Communication (CMC). These authors further indicate that CMC can be engaged in globally to substitute the usual process because the mentor and mentee may be paired based on some type of organisational policy for formal mentoring. CMC may also be more effective than face-to-face mentoring, provided that there is adherence to rules and guidelines. I disagree with these authors in the sense that not all novice lecturers prefer to engage with technology. Although this kind of mentoring may be useful for others, it may not be effective for those who are technologically disadvantaged. It is a frustration on its own to be a new employee in an organisation, so mentoring at a distance may add stress to the novice. Novice lecturers may need somebody who will be present and visible whenever needed. I suggest a personal form of mentoring rather than a superficial form of mentoring that is based on technology.

A study conducted by Salleh and Tan (2013) in China suggests that other mentoring can take place within a teaching-research group. These authors continue to explain that other activities within these teaching-research groups can be done online for more flexibility and accessibility. Salleh and Tan (2013) further state that a school's staff portal can be used to upload all teaching-research groups' lessons and materials for easy access to all staff members. However, this is not possible for all staff members, particularly novice teachers who are technologically disadvantaged. In a TVET college, all lecturers are supposed to be able to use all technological, computer-based platforms in order to access learning material for staff and students. Therefore, novice lecturers who are technologically disadvantaged require in-depth training to perform these duties. Hence, online mentoring is unlikely to succeed over face-to-face mentoring.

Salleh and Tan (2013) found that Shanghai schools offer mentoring that is carried out on a one-on-one basis, as well as group mentoring. In the one-on-one mentoring, the novice teacher is assigned a gupan (backbone) teacher who has been a gupan for three years. The mentor covers all of the aspects that a novice teacher may require concerning teaching. The

school leader closely monitors this process and the mentor is held accountable for the development of the novice teacher.

Induction and mentoring are interlinked processes which sometimes overlap. Brady and Schuck (2005) claim that mentoring cannot take place without induction. Mentoring is one of the professional development mechanisms whereas induction is part of the professional development process. Drawing from the scholars that were studied, I discovered that mentoring is a long process that aims to assist the novice employee step-by-step in developing them professionally, whereas induction is a short process that aims to orientate the novice employee within the organisation, but it does not develop that particular employee. Paris (2013) and Hamburg (2013) hold the same view as Franklin and Molina (2012) regarding familiarisation when they define induction as a platform for beginner teachers to familiarise themselves with their school atmosphere, which includes becoming accustomed to school policies and protocols.

There are two different types and different stages of mentoring, which are further discussed in this study. I therefore start by discussing the types of mentoring, followed by the various stages.

2.4 THE DIFFERENT TYPES OF MENTORING

Mentoring can be divided into two different types: formal mentoring and informal mentoring.

2.4.1 Formal mentoring

Formal mentoring is where an organisation develops a mentorship programme or programmes that assist those who are new in the organisation (Hamburg, 2013). The author further indicates that formal mentoring is initiated and sustained by the organisation, which also assists the programme with all the necessary resources so as to render it effective. The success of this type of mentoring depends on whether both participants have the required skills and whether the organisation is supportive or not (Klinge, 2015).

Levesley and Francis (2015) highlight that formal mentoring should have a clear and well-defined purpose. The expectations and roles of all individuals involved should be clear. The authors further explain that this type of mentoring must be evaluated on a regular basis and feedback must be provided. This will assist in the early adjustments and corrections, if needs

be. Memon, Rozan, Ismail, Uddin and Daud (2015) accentuate that formal mentoring programmes are different in that there is a third party who deals with the process of combining the participants instead of allowing them to initiate a relationship on their own. They further highlight that good matching programmes depend on demographic variables and common professional interests.

According to Levesley and Francis (2015), formal mentoring has the following advantages: the goals are established from the beginning by the organisation, mentors and mentees; outcomes are measured; knowledge that has to be transferred is known at the beginning; access is provided to all who meet the criteria established by the organisation for the corresponding mentoring programme; mentors and mentees are paired based on compatibility; and the organisation and employees can benefit directly from this form of mentoring.

2.4.2 Informal mentoring

Informal mentoring is the natural coming together of a mentor and a mentee, and is nothing like a formal programme (Hamburg, 2013). The author further describes informal mentoring as one that occurs naturally because the mentee can approach the mentor because of his/her objectives. The mentee may obtain personal benefits in this relationship like gaining self-esteem and being able to work in collaboration with someone he/she trusts. Ekechukwu and Horsfall (2015) concur in stating that informal mentoring includes an informal transmission of knowledge, and the psychosocial support that is perceived by the recipient, which is relevant to their work or career

Levesley and Francis (2015) indicate that the success of mentoring mostly depends on both mentor and mentee. It can either be that the mentee is willing to approach a preferred-mentor or the mentor is willing to accept a request from the mentee so that the process can continue. According to Levesley and Francis (2015), this type of mentoring is characterised by the fact that the goals of the relationship are not completely specified. The outcomes cannot be measured in totality, and access is limited and may be exclusive. Mentors and mentees are often selected on the basis of personal chemistry, which requires an initial connection or attraction between the two. This form of mentoring lasts for a long time. The organisation benefits indirectly as the focus is exclusively on the mentee.

I support the formal type of mentoring because it is planned, structured and can be monitored as well. The majority of veteran employees could be assigned to new employees for mentorship purposes, which would allow many staff members to gain experience from the mentorship programme.

2.5 MENTORING STAGES

In this section, I discuss the stages of mentoring, as guided by Memon et al. (2015). These stages are: the initiation stage, cultivation stage, closure/separation stage, and redefinition stage.

2.5.1 Initiation stage

This is the stage where individuals encounter on their own terms that the relationship is informal. The mentor and mentee explain their common goals, shared values and dreams. Communication is not that effective since both parties are still establishing relationship. As the relationship is nurtured, then it progresses formally and the decision is made to have terms and conditions.

2.5.2 Cultivation stage

This is the stage of entrepreneurial learning and development. The participants now make a contract that shapes their social and entrepreneurial goals. This stage comprises the period between years two to five in the mentoring relationship. Communication is now more effective, forming a deeper, friendlier link between the mentor and the mentee. There is also better joint interaction as they value each other.

2.5.3 Closure/separation stage

This describes the end of the mentoring relationship due to many reasons. It could be because there is nothing more for the mentee to learn, or the mentee has redefined their work, or the mentor wants the mentee to learn or develop on his/her own. The requirement is that the end of this relationship must be well accepted by both parties, otherwise the mentee may feel vulnerable and uncertain if their separation was premature.

2.5.4 Redefinition stage

This is the stage where the mentor and the mentee believe that their relationship can endure beyond mentorship. Memon et al. (2015) state that the successfulness of this stage depends mostly on the effective termination of their relationship. In the case where the relationship was formal, there are little chances that mentoring can be redefined. Once the relationship is redefined, there are more chances that it will last longer and will also change into a friendship.

Ekechukwu and Horsfal (2015) briefly highlight the three stages of mentoring in the teaching and learning context. The first stage is that of a pre-service course before entering the classroom as a fully responsible teacher. The second is the process of providing training and support during the first few years of teaching. The last stage is that of an in-service process or continuing professional development. This study also unpacks the importance of mentoring, which is expounded on in the next section.

2.6 THE IMPORTANCE OF MENTORING

Mentoring assists teachers by forcing them to come together to share their experiences in the profession, to discuss new theories or the practices that they encounter, and to enlighten each other pertaining to the methods to be used in teaching (Salleh & Tan, 2013). I share the same understanding with these authors because the meeting of novice teachers to discuss and share their experiences assists them in obtaining new methods to conduct themselves in the classroom situation. In addition, the veteran teacher as a mentor can give them more knowledge on how to behave in their new careers.

Mentoring is vital in introducing the novice lecturer to the organisational settings (Clark, 2012). Clark (2012) further emphasises that the new settings that the employee finds himself/herself in can be a threat as they do not know what to do, while, alternatively, this employee faces the challenge of performing their duties to the best of their abilities. I support the author in the sense that in a TVET college, some employees come from other industries where they had no idea or knowledge of the classroom situation. Mentoring may then be of the utmost important in such cases.

Mentoring is important to novice lecturers because mentors can model the lesson to their mentee, which could help them to gain knowledge on how to present their lesson in class

(Hudson, 2012). Aderibigbe, Colucci-Gray and Gray (2014) share the same understanding that novice lecturers would conduct more effective lessons if they had the time and opportunity to observe veteran lecturers modelling their lessons. Conversely, Hong and Funfhouse (2014) hold the idea that novice lecturers need to observe their mentees' teaching styles because by doing so they are able to observe and learn skills on behavioural management in the classroom.

Mentoring is vital in the sense that it becomes a collaborative process where both the mentor and the mentee become involved in professional expansion (Aderibigbe et al., 2014). The authors further explain that mentoring is an educational process that provides a stage and chances for the active engagement of both the mentor and novice lecturer in the form of professional knowledge and skills. I believe that even though a mentor is a veteran, it does not necessarily guarantee that he/she knows everything. Veterans may have more work-related experience, but there are certain things that can be learnt from the novice. Mentoring can thus become a platform for improving those involved individuals in all aspects (Aderibigbe et al., 2014).

Ekechukwu and Horsfall (2015) categorise the benefits of mentoring into three levels. They distinguish these levels as personal outcomes, career outcomes, and institutional outcomes. A study conducted by Herrera, DuBois and Grossman (2013) in Washington indicates that the outcomes of novice lecturers who are involved in mentoring programmes revealed fewer symptoms of depression from mentees. In this case, the mentees perceived greater acceptance from their peers, as well as more positive beliefs about their ability to succeed.

Since there are multiple debates on the importance of mentoring, I believe that it is crucial to discuss the needs of novice lecturers in terms of mentoring.

2.7 MENTORING NEEDS OF NOVICE LECTURERS

Innovative mentoring approaches are essential to meeting the needs of the novice lecturers of the 21st century for them to be sustained in the field (Paris, 2013). Moreover, the importance of selecting or recruiting mentors as a critical process is emphasised (Ibid). The criteria for selecting mentors where mentors are chosen by management, even when they do not have any mentoring skills is of concern (Paris, 2013). Others are given mentorship duties because they have been on campus for a longer period, however, this is done without considering their performance. I believe that mentors need to assist novice lecturers in achieving their needs.

This can only be achieved through comprehensive commitment and courage on the part of both the mentor and the mentee. Therefore, choosing mentors is a delicate and important exercise that has to be conducted by management. When mentoring programmes fail, it is most likely due to mentors and mentees not being offered social and psychological support (Paris, 2013).

A study conducted in South Africa by Heeralal in 2014 indicates that mentoring needs vary according to individuals and organisations. It is for this reason that Heeralal (2014) highlights that young adults (novice) need to be developed in their new career path using coaching and facilitation. The professional growth of novice lecturers needs to be enhanced by mentors through developing a strong relationship of trust and goodwill (Mukeredzi, Mthiyane & Bertram, 2015). This indicates the commitment that is expected from the mentor in orientating and influencing novice lecturers. Psychologically, when a person comes into a new place, they have their own expectations, whereas management also has a set of their own expectations (Paris, 2013). So when arriving in the new environment, novice lecturers need somebody who they can trust and open up to, and someone (a mentor) who will assist the new employee in guiding him/her to fulfilling the expectations of the organisation, as well as helping the new employee in unpacking his/her expectations about the new work environment.

Novice lecturers lack self-confidence in fulfilling their professional teaching responsibilities (Paris, 2013). As indicated earlier, Herrera et al. (2013) find that novice lecturers who were part of mentoring programmes displayed fewer symptoms of depression. Paris (2013) further explains that mentors need to offer greater assistance so that mentees will develop positive beliefs about their ability to succeed. This assists the novice in becoming a better person than they were before. Novice lecturers need a mentor who can be trusted, who can be an advisor, a coach, guide, teacher, and role model (Shah & Khan, 2016). I suggest that before they begin with their teaching responsibilities, novice lecturers should be assigned mentors. The mentor should be an exemplary role model at all times, and also offer his or her best services to the mentee. So, if the novice lecturer finds a suitable environment and a good mentor who will help him/her to be open and work with confidence, the chances are that the novice lecturer will become more productive.

In the case of TVET colleges, most novice lecturers who have been recruited from other industries have never been exposed to the teaching environment before. Thus, a mentor has to

assist the novice lecturer in understanding the subject matter, specify how to transfer that knowledge using different teaching methods, as well as assist the mentee in using teaching aids. I share the same opinion as Mukeredzi et al. (2015), who indicate that a novice lecturer should also be given skills and training on how to manage their classroom. The authors further assume that novice lecturers may have subject knowledge, however, mentoring is meant to equip them with the knowledge and competence needed to impart this knowledge. These scholars claim that these novice lecturers from other industries are viewed from a deficit perspective with a lack of teaching knowledge and skills. Specht (2013) defines mentoring in this case as a strategy to retain novice lecturers and address their skills shortage. From my own perspective, novice lecturers need mentors to perform their tasks to the fullest of their ability. Mentors are able to give mentees support, advice and provide guidance where necessary so that novice lecturers are able to do their work, transmitting their skills and knowledge to the students more effectively.

Professional Learning Communities (PLCs) are also a best practice club that can aid novice lecturers in improving their professional skills (Hudson, 2012). These clubs also provide opportunities for members to gain confidence in talking with other professionals, and have the potential to develop leadership skills.

Leroy and Huysamer (2012) explicate that the extra skills required and desired by lecturers may give them the opportunity to excel in their professional development. These needs fall into three categories. The first category comprises skills that relate to the subject that the lecturer teaches, which includes: updates on recent developments and specialising in their field, as well as NCV, especially the fundamentals. The second category consists of pedagogical skills, which include: teaching qualifications, facilitation skills, and moderator and assessor courses. The last category comprises student support skills, which include: sign language and special needs support, as well as career guidance and counselling. Novice lecturers need mentoring because it succours them by nurturing their professional development, allowing them to succeed in their career (Shah & Khan 2016). This could make them more effective and become appropriate mentors to others in the future.

Having discussed the mentoring needs of novice lecturers, I believe that it is a necessity to discuss how Higher Education academics respond to the mentoring of new employees.

2.8 RESPONSES OF HIGHER EDUCATION ACADEMICS TO MENTORING NEW EMPLOYEES

A study conducted by Beltman and Schaeben (2012) reveals that, university-wide, mentoring programmes offer multiple positive results for Higher Education institutions. Samuel and Chipunza (2013) share the same understanding as Mukeredzi et al. (2015) that South Africa faces the challenge of an inadequate source of academics due to magnetism in the public and private sector. These scholars further highlight that other teachers leave the teaching profession due to poor working conditions, as well as a lack of support from the authorities within the organisation. I concur because the working conditions of South African teachers are not at all conducive to professional development or good work. Other teachers leave the profession because their salary does not match their level of experience. Teachers who have many years of experience may earn the same salary as a novice teacher who only has a few years' experience as long as they are on the same level. Thus, when the situation is not ideal, teachers prefer to leave the teaching profession and join other professions. This on its own leaves a professional gap in the Higher Education system that must be repaired. Duckworth (2015) maintains that this is why most novice lecturers change careers and offer industry-related education at TVET colleges, even though they have never been prepared or trained to do so.

Levesley and Francis (2015) indicate that for the mentoring process to be successful, the mentor and the mentee need to meet and work together. This indicates that the workload of the mentor and mentee needs to be revised, specifically in the Higher Education system, before implementing mentoring programmes. It is for this reason that the authors find that staff's time and the availability of individuals become the biggest challenge when implementing a successful mentoring programme. Thus, mentoring being successful depends on the institutional context, as well as the commitment and understanding of both parties (the mentor and mentee). Effective communication is the key between the primary parties, the mentor and mentee, as well as senior management groups in Higher Education institutions. Conversely, incentives like time allocation or salary benefits are indicated as valued mechanisms in these programmes (Levesley & Francis, 2015).

I support the idea of time allocation because the mentor and the mentee have to meet very often, so they need more time. Management should decrease their workloads in order to have more time together. Salary benefits, however, would be hard to measure and would probably not be fair enough. One of the two benefits should be offered, although I assert that if they

receive both of these benefits, every teacher would want to become a mentor, compromising the mentoring process itself. Hauge, Norenes and Vedoy's (2014) findings show that novice lecturers need to be given a smaller workload to cope with the new environment in the Higher Education institution. These scholars indicate that leaders (management) have realised that novice lecturers struggle to complete work tasks in order to achieve their goals. I have the same understanding because when the novice lecturer has too large a workload, they struggle to cope. They actually need to take the job step by step. Therefore, a smaller workload would allow them to develop themselves and not compromise the education of the students that they have to teach. It is also for this reason that Shah and Khan (2016) make claims that those who are willing to be mentors must be given a smaller work load too. This must be done so that they have enough time to offer their services to novice lecturers. The mentoring relationship involves time, suitable pacing, and the readiness of the mentor at all times (Shah & Khan, 2016).

Drawing from what the literature reveals about the mentoring of new employees in Higher Education Institutions (HEIs), I therefore examined how college management responds to the needs of novice lecturers.

2.9 RESPONSES OF COLLEGE MANAGEMENT TO THE NEEDS OF NOVICE LECTURERS

Mentoring is a dynamic means for the organisation to achieve its goals, whilst improving its peoples' leadership capabilities (Kaur, 2015). I believe that the effectiveness of an organisation lies in its management. If the management is good and treats its employees fairly, the employees will work hard for higher production. A study conducted by Shreeve et al. (2013) in developing the TVET workforce indicates that the middle and front-line managers need to be developed somehow so that the organisation has effective leadership that can make changes in the production of that particular organisation. I support this notion because if the management itself is well-developed, it is easier to develop the staff. If management is not well-equipped, it will be difficult for them to lead people to improve themselves and their knowledge. Developed leaders inspire their staff to develop innovative ideas by providing opportunities. Bitzenis and Vlachos (2012) hold the same idea as Shreeve et al. (2013) that good quality management preserves faith and the relationship with its employees at all levels; it respects them, treats them fairly and encourages them. This means that management has a vital role to play in the development of its employees. The high

visibility of management rapidly allows it to find techniques to develop the advanced capacity of its employees (Gulyaev, Lomovtseva & Pryadko, 2015).

Management conducts induction to assist new employees to be in tune with the organisation. I believe that in most cases, induction does not cover what it is supposed to cover. Leroy and Huysamer (2012, p.22) concur with Paris (2012) that “there is no official, formal programme, but new staff are introduced to both policies and procedural information as to more pedagogical/educational information.” The authors further explain that either the HOD or the Senior Lecturer is responsible to induct novice lecturers. In this process, they provide employees with a syllabus, teaching materials, assessments, procedures and policies, and finalise the process by giving new employees a site tour. Leroy and Huysamer (2012) emphasise that other campuses offer this information in writing. I agree with the fact that during induction, novice lecturers should be familiarised with the school policies and protocols, however, this does not close the gap, which could otherwise be closed by mentors who assist them to acquire specific skills required to impart knowledge. Novice lecturers are inducted to allow them to understand the process of apprenticeship. Aderibigbe et al. (2014); moreover, close observation and rehearsal of practice are crucial phases in learning the professional craft (Ibid).

Management can further assist by providing enough resources, encouraging the exchange of good practices, and creating a conducive environment (Gulyaev et al., 2015). Management has to be committed and own the professional developments that impact its implementation. Workplace-based learning opportunities need to be created for all lecturers who are in charge of vocational subjects (Leroy & Huysamer, 2012). These scholars further state that consideration must also be given to those lecturers who are in fundamental subjects because they need to be exposed to what is happening in other industries so that when teaching their subject, the students are prepared for the workplace.

Franklin and Molina (2012) state that management should do the following in order to assist novice lecturers:

- Conduct orientation, which aims to help the novice lecturer to adjust to the professional and social setting of the college and the society of the college.
- Offer psychological support, which aims to develop novice lecturers’ confidence and professional well-being.

- The acquisition and refinement of teaching skills, which aims to provide a changeover from pre-service training to daily classroom management.
- Retention, which aims to ensure that capable novice lecturer remain in the profession.
- Assessment and evaluation must be conducted, which aims to assist novice lecturers to conduct quality assessments and to also evaluate their work.

I believe that if management were to carry out the above, novice lecturers would be more at ease with their work at the college.

For an organisation to understand and provide the support that novice lecturers need; the organisation must consider their (novice lecturers') views on how they can be supported (Hudson, 2012). This means that for the college to devise proper strategies for implementing mentoring programmes, they must have the input of those who need to be mentored. From novice lecturers' point of view, management should be able to give them the time to plan their prospective work. The author continues to emphasise that they must be involved in the business of the college, for example, teaching strategies, problem solving and classroom management, teaching preparation and implementation, and planning the content and assessments. Management has to understand that to achieve this kind of planning, mentors have to assist novice lecturers by coaching them on how to organise and implement weekly or yearly programmes. These teaching plans not only assist the mentor and the mentee, but may also assist college management to scrutinise the progress made.

Engaging the lecturers in decision-making and other college processes may allow for positive results, and the improvement of the relationship (Shreeve et al., 2013). I believe that teaching and learning is the core business of education. Therefore, novice lecturers must be given full support in things that concern them. Paris (2013) shares the same notion as Nick et al. (2012), and Hudson (2012), who state that care from mentors allow the majority of beginner teachers to safely voice their fears, acknowledge their successes and strategically plan for success. This results in the mentoring teacher being emotionally invested in the success of his/her mentee.

Based on the literature discussed above, I now discuss the improvement of the mentoring of novice lecturers, as debated in the literature.

2.10 THE ENHANCEMENT OF MENTORING FOR NEW EMPLOYEES

Teachers that receive recognition from top management display a willingness to continually do their level best (Franklin & Molina, 2012). This shows that college management has to make an effort to recognise lecturers who are hard-workers as a means of motivating them. The authors further highlight that motivation from management can vary and the volume of effort that the teacher will put in is thus linked to how management values his/her success (Ibid). Franklin and Molina (2012) suggest that college management may initiate professional developmental programmes where lecturers meet and share experiences, discuss difficulties, and attend meetings where expert speakers discuss topics ranging from classroom management to lecturers' performance. Kutsyuruba and Walker (n.d.) concur with Franklin and Molina (2012) that the context of professional development organised by management can allow lecturers an opportunity to share, be nurtured and nurture, acquire skills, learn to respect each other, and collaboratively become partners in the workplace. I support this because if colleges could set time aside for novice lecturers to come together, which could benefit the college, as well as the novice lecturers. This could create a platform where they can share their experiences, fears, and strengths. In these meetings, mentors should also be available so that they can offer guidance where necessary to support novice lecturers.

Colleges should also have a skills development plan, which could be carried out in compliance with the internal needs of its employees rather than a strategic plan that would assist the college to achieve national guidelines (Leroy & Huysamer, 2012). The authors' further state that in most cases, colleges' needs are linked to their strategic plans, and the guidelines of the national policy, which are not linked to performance management, analysis of students' assessments and pass rates, or classroom observation. These scholars further explain that this process does not assist the college in developing its internal skills; instead, it allows the college to follow the national policy guidelines, which have no impact on what it needs at that particular moment. I agree with this because if college management has its own internal skills development plan that could assist management in augmenting the internal development of staff after a certain period, which would benefit both the staff, including novice lecturers, and management. Aside from the skills development plan, I believe that professional development can also be encouraged by college management in order to assist novice lecturers to quickly develop in their work. Training and workshops can be organised so as to upgrade the qualifications of the staff (Le Hong & Funfhaus, 2014). Management

could develop strategies to improve lesson study, encourage team teaching among individuals and among different departments, peer observation, coaching, study groups and learning communities, collaboratively develop instructional materials, and action research (Millar, 2014).

The Department of Higher Education and Training (DHET) has advised colleges to conduct training and workshops during school holidays (Leroy & Huysamer, 2012). The authors view this as an exercise that endangers the meetings of departments to disseminate the information gained during these workshops, and again, this detracts time for them to assist each other as there is no space in the timetable to allow for that. In such cases, I understand that the DHET is cautious with teaching and learning as the core business of the college. It is for this reason that I believe that mentoring should be given an exception. Mentors should be allowed to meet with their mentees whenever there is a need. Furthermore, campus management should encourage good teaching practices through the monitoring of planning and teaching, through curriculum support or focus group meetings, and through different teaching styles and good practices (Ibid).

Not all mentors are well-appointed with equivalent skills when it comes to academic mentoring (Millar, 2014). Management must take precautions when introducing, implementing and running such programmes. The author further emphasises that colleges must assign sufficient time for academic mentoring programmes, for support, and to advance mentors. In an effort to enhance mentoring programmes the college should have adequate mentors. Paris (2013) also expounds that because the demands of novice lecturers grow daily, mentors should be provided with training, support, or any reward for what they do.

Levesley and Francis (2015), amongst other authors, suggest that initial training should provide guidance, which enlightens both participants in order to become familiar with the expectations of the programme. These authors further explain that training must be seen as an obligation and a chance to give the programme direction so that it is not harmful to either of the participants. Le Hong and Funfhaus (2014) emphasise the importance of the training of mentors when stating that the actual implementation depends on the practical and academic competence and enthusiasm that they have for the programme. They also indicate that many educationalists experience challenges in fulfilling current training demands, either because they are novices who lack sufficient practical experience, or because they do not have experience at all. They further explain that without pedagogical skills, teachers face

difficulties in transferring learning objectives to adequate learning arrangements, which endangers the teaching and learning process. Trained mentors should successfully guide and support novice lecturers through the most difficult times of their first years of teaching (Hudson, 2012). Hudson (2012) also finds that mentors and college management need to contribute to developing novice lecturers. Mentors should do what they are expected to do, but can only do this if they understand and are committed to the programme, which requires ethical guidelines (Duckworth, 2015).

I strongly support what these authors indicate about training. Mentors are unable to do their duty effectively without the proper training. They may do things that discourage the mentee from thinking that they are effectively mentoring them. Even if the mentor has been a mentor for quite some time, training is still essential. If mentors receive in-depth training on a regular basis, it would sharpen their skills and result in the production of quality work.

2.11 THEORETICAL FRAMEWORK UNDERPINNING THIS STUDY

This study employed two theories: the Experiential Learning Theory and the Adult learning Theory. I start by discussing the Experiential learning Theory, followed by the Adult Learning Theory. These two theories complement each other, which is why it was decided to use both of them.

2.11.1 Experiential Learning Theory

This theory was developed in 1939 by David Kolb, who published the learning styles model in 1984. This type of theory accentuates the role that true experiences play in the learning process. It is explained that “learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p.38). Learners construct meaning from their learning and from their experiences. It is said that experiential learning occurs on a continuum from cognitive to social to radical, varying on the subjective or objective nature of knowledge or reality. So on the one end of the continuum, cognitive constructivism assumes that knowledge is objective and separate from the learner. The learner’s construction of knowledge is a reconstruction of what truly exists. On the other end of the continuum, radical constructivism assumes that all knowledge is subjective and constructed within the individual learner. The individual learner constructs meaning based on the socially defined nature of that knowledge.

This theory presents a cyclical model of learning consisting of four stages. In these stages, one may begin at any stage, however, they should follow each other in sequence. These stages are: Concrete experience or “DO”, Reflective observation or “OBSERVE”, Abstract conceptualisation or “THINK”, and Active experimentation or “PLAN”.

Kolb’s four-stage learning cycle shows how experience is translated through reflection on concepts, which, in turn, are used as a guide for active experimentation and to choose new experiences. The first stage, concrete experience, is where a learner actively experiences an activity, such as a lab session or field work. The second stage, reflective observation, is when the learner consciously reflects back on an experience. The third stage, abstract conceptualisation, is where the learner attempts to conceptualise a theory or model of what is observed. The fourth stage, active experimentation, is where the learner tries to plan how to test a model or theory or plan for a forthcoming experience.

Kolb identified four learning styles that correspond to these stages. The styles highlight conditions under which learners learn better. These learning styles are: Diverging (feeling and watching), Assimilating (watching and thinking), Converging (doing and thinking) and Accommodating (doing and feeling). Kolb further describes these learning styles as:

DIVERGING (Feeling and watching)

This refers to people who look at things from different perspectives. They are more sensitive and they prefer to watch rather than do. They perform better in situations that require idea-generation like brainstorming. They are interested in people, are imaginative and emotional, and tend to be strong in the arts. They mostly prefer to work in groups, to listen with an open mind and to receive personal feedback.

ASSIMILATING (Watching and thinking)

These people prefer a concise, logical approach. Ideas and concepts are more important than people, meaning that they are less focused on people and more interested in ideas and abstract concepts. They require good, clear explanation rather than practical opportunity. They are more attracted to logically sound theories than approaches based on practical value.

CONVERGING (Doing and thinking)

These people solve problems and use their learning to find solutions to practical issues. They prefer technical tasks, meaning that they are best at finding practical uses for ideas and theories, and are less concerned with people and interpersonal aspects. They solve problems and make decisions by finding solutions to questions and problems. They like to experiment with new ideas, simulate and work with practical applications.

ACCOMMODATING (Doing and feeling)

These are people who like to be 'hands-on' and rely on intuition rather than logic. They use other people's analysis and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They rely on others for information rather than carrying out their own analysis, meaning that they prefer to work in teams to complete tasks. They set targets and work in the field, trying different ways to achieve an objective.

Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. Kolb defines three stages of a person's development and suggests reconciling and successfully integrating the above-mentioned learning styles to improve as they mature through their development stages. The first development stage is Acquisition, which spans from birth to adolescence. This is the development of basic abilities and cognitive structures. The second one is Specialisation, which refers to schooling, early work, and personal experiences of adulthood. This is the development of a particular specialised learning style, which is shaped by social, educational and organisational socialisation. Lastly, there is Integration, which spans from mid-career through to later life-expression of non-dominant learning styles in work and an individual's personal life.

Kolb emphasises that a learning style is the product of two pairs of variables, which are presented as lines of axis, each with 'conflicting' modes at either end. Those variables are: Concrete Experience-(feeling), Abstract Conceptualisation-(thinking), Active Experimentation-(doing), and Reflective Observation-(watching).

A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task) and the north-south axis, which is called the Perception Continuum (our emotional response, or how we think or feel about it). These learning styles are the combination of two lines of axis (continuum) each formed between

‘dialectically related modes’ of ‘grasping experiences’ (doing or watching), and ‘transforming experience’ (feeling or thinking).

Kolb, Kolb, Passarelli and Sharma (2014) used this type of theory and their findings show that learners with concrete learning styles are more learner-centred, while those with abstract learning style are more subject-centred.

2.11.1.1 How does this theory contribute to my study?

The Experiential Learning Theory could assist the mentor when planning his/her mentoring programme. The mentor and the novice lecturer can then become flexible in using different learning styles in order to create a powerful and effective process of teaching and learning (Kolb et al., 2014). This means that the mentor needs to understand the mentee better in order to use the preferred method for that particular individual.

Novice lecturers are adults who have accumulated a lot of experience. When mentoring takes place, mentors have to consider that they are guiding adults who have their own set of experiences. So, mentors need to mentor them with extra care. The mentoring process will assist novice lecturers to learn new things in the new environment, and they will be creating new knowledge through transforming their experiences. Their new knowledge that is learned will be crafted together with their old experiences to bring about new teaching and learning knowledge. They could thus combine what they have already accumulated with their social experiences, which would enable them to learn better, which Kolbs indicates as learning that comes from the cognitive to the social continuum.

Kolb’s four learning stages apply to novice lecturers. Kolb emphasises that the learner has to undergo all of these stages, regardless of which one he/she starts at. I believe that mentors play a role in building confidence and competency, developing flexibility and character, as well as nurturing novice lecturers to greater heights in their chosen career, as explained by Ekechukwu and Horsfall (2015). In that case, novice lecturers will observe (reflective stage), do, use their experiences (concrete stage) to think (abstract stage) in order to plan (active experiment stage) their work as novice lecturers so as to improve their confidence and develop their flexibility.

Novice lectures may differ in their preferred learning style; there may be those who prefer watching and listening with an open mind (diverging), some will prefer to do practical tasks

and solve problems (converging), others may prefer to be ‘hands-on’ (accommodating) while the mentor is mentoring them, and lastly, there will be those who need explanations over practical demonstrations, meaning that they would be more interested in ideas (assimilating).

Their development stages may also be specialisation or integration. For those who are in the early phase of their career, they will prefer specialisation. So when mentor mentors them, they use their early work experiences, together with their personal experiences of adulthood. For those who are in their mid-career in terms of life experiences, and who prefer a non-dominant learning style in work and in life, they will prefer an integration-based approach. So, when the mentor mentors them, they will use their vast experience of what they have learnt early on in their careers, as well as their personal experiences. Their development stage of learning will assist their mentor to understand them better and also to discover other ways to assist them to learn and develop faster in their career path.

2.11.2 Adult Learning Theory

Organisations must find a method of dealing with the adult’s experience when they are forced to ‘unlearn’ what they know and learn something new. There are two kinds of anxiety, namely learning anxiety and survival anxiety. Learning occurs when survival anxiety is greater than learning anxiety. Learning can be constructed in a ‘safe’ environment where the consequences of failure are minimal. Survival anxiety may be increased by the threat of job loss, a lack of security, or recognising competitive elements of the market.

Adults have special needs and requirements as learners. Firstly, adults are autonomous and self-directed. This means that their teachers must actively involve them and they must act as facilitators, guiding the participants to their own knowledge rather than supplying them with facts. Secondly, adults have accumulated life experiences and knowledge. This may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. They must relate theories and concepts to the participants and recognise the value of experience in learning. Thirdly, adults are goal-oriented. They know what goals they want to attain. They therefore appreciate programmes that are organised and have clearly defined elements. Learning has to be applicable to their work or other responsibilities in order to be of value to them. Fourthly, adults are practical. Instructors must tell participants explicitly how the lesson will be useful to them on the job. Lastly, adult learners need to be shown respect. Instructors must acknowledge the wealth of

experiences that adult participants bring to the classroom. They must also be allowed to voice their opinions freely in class.

Adult learners may also experience some barriers when they are involved with the process of learning. Adults have many responsibilities that they must balance against the demands of learning. Such barriers centre on a lack of time, money, confidence or self-esteem, interest, management support, lack of information about opportunities to learn, scheduling difficulties, life responsibilities that may conflict with learning opportunities, care of others (such as children or elderly parents), and transportation.

These clearly indicate the importance of motivating adult learners through enhancing their reasons for enrolling; and decreasing the barriers to learning. Learning occurs within an individual as a continuous process throughout life. Thus, individuals learn at different speeds, which makes it natural to be anxious or nervous when faced with a learning situation. Positive reinforcement may enhance learning as can the proper timing of the instructor. There are four critical elements of learning that ensure that participants learn, namely, motivation, reinforcement, retention, and transference.

2.11.2.1 How does this theory contribute to my study?

Novice lecturers are adult learners who have learnt something on a previous occasion. Jarvis (2004) asserts that since they are adults, it means that it is not going to be easy for them to 'unlearn' what they have learnt before. They may have anxiety in 'unlearning' what they know. This means that the mentor has to do his/her level best to calm the novice lecturer down so as to learn new things that will assist him/her in becoming a productive lecturer. This is not an easy task for the mentor. Therefore, it is for this reason that the mentor has to be assisted and supported by management.

Mentoring programmes should ensure that the novice lecturer encounters learning anxiety, not survival anxiety. Learning anxiety means that novice lecturers learn without any threat of losing their jobs, instead they understand that the consequences of failure are minimal, so they have to learn.

Novice lecturers are adults who may experience many barriers, like self-esteem/confidence, a lack of information, life responsibilities, a lack of time, transportation, and finance problems. These barriers may make them nervous to learn new things. The mentor has to indicate the

benefits of mentoring to the mentee, which could assist them (mentee) to be fully-involved in the programme.

The critical elements of learning in the Adult Learning Theory must be used effectively so that novice lecturers are encouraged. Mentors have to motivate the novice lecturer throughout the mentoring programme. They need to reinforce, work hard to retain them in the programme, and also transfer as much information as possible.

2.12 CHAPTER SUMMARY

This chapter has drawn on some of the key debates concerning the mentoring needs of novice lecturers at TVET colleges. It highlighted the mentoring needs of novice lecturers to make colleges aware of the needs and challenges, and to help them to understand these in a broader context. It was revealed how college management responds to these needs. It also accentuated how the mentoring needs of novice lecturers can be enhanced. Lastly, it concluded with the theoretical framework underpinning this study. The next chapter will discuss the research design and methodology that was employed in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed an extensive series of literature that debated mentoring. This chapter presents the research design and methodology that I developed so as to achieve the aims and objectives of this study. The focus here is on the research paradigm, research approach, research site, research methodology, selection of participants, the methods of data generation, the data analysis procedures, issues of trustworthiness, ethical considerations, and the limitations of this study.

3.2 RESEARCH PARADIGM

A research paradigm is a set of essential beliefs or assumptions on how people perceive the world. These then assist the researcher in obtaining the background of the targeted participants (Jonker & Pennink, 2010). This study adopted an interpretivist paradigm. The context of the interpretive paradigm is to describe and explain the views of other people (Bertram & Christiansen, 2014). The main purpose of this study was to understand the novice lecturers' agencies, their behaviour, attitudes, beliefs, and perceptions of mentoring. Within the interpretive paradigm, I was enabled to understand the feelings, views and behaviours of novice lecturers in terms of mentoring needs. Interviewing them offered me a wide range of information concerning their views, which were not biased by my assumptions about mentoring. Maree (2007) mentions that the purpose of the interpretive paradigm is to make suggestions on a particular view of a situation, and it allows the researcher to understand the way in which people make sense of their situations.

In the interpretive paradigm, knowledge is socially constructed and bounded by time, culture and context. This study concentrated on novice lecturers who have been working in the industries prior for some time but now they have been employed in the TVET sector less than five years. My experience has taught me that five years is more or less enough to gauge the experience of a novice lecturer in a TVET College. Furthermore, this study aimed to explore the mentoring needs within TVET College settings, whereas other researchers have been conducting mentoring in a school context.

In this paradigm, there is no single truth, but there are many possible interpretations of events and situations, aside from historical facts, which are precise and non-generalisable (Guba & Lincoln, 1994). Four different participants were interviewed with the aim of obtaining their experiences and the truths that they possessed about mentoring. Their different realities assisted me to obtain many truths regarding the mentoring needs of novice lecturers in a TVET college. I therefore discovered the participants' views and their suggestions for mentoring.

3.3 QUALITATIVE RESEARCH APPROACH

Qualitative research is defined as an approach that allows the researcher to get in-depth data, and also to understand the participants' viewpoint of the events, situations, experiences and actions that they are involved with or engage in (Maxwell, 2005). A qualitative design was employed in this study, it was deemed to be more relevant because the study was located in the interpretive paradigm, which works hand-in-hand with a qualitative approach. My main focus was to obtain information through interviews and to draw from the participants' actions and experiences with mentoring.

Bouda (2011) states that qualitative methods scrutinise the semantic, verbal output, and activities to regulate theme designs and to offer an understanding of the situation. Similarly, Patton (2001) emphasises that this approach assists in gathering written or verbal data and is used when in-depth views are conducted. This approach allowed me to collect and interpret the data that I collected from the participants, and to analyse it in their social and cultural context. Furthermore, this assisted me in tracing the information that was required from these novice lecturers.

Macmillan and Schumacher (2011) label the qualitative approach as an approach that aims to understand the participants' opinions. As I interviewed the novice lecturers, I intended to obtain their voices and opinions pertaining to mentoring.

Denzin and Lincoln (2003) define this approach as a multi-perspective approach using diverse methods of generating data to obtain communal meaning and a logical picture of what is taking place. Through interviewing the participants, I aimed to obtain their social perspectives on mentoring and also make sense of their actions.

3.3.1 Case study methodology

Bertram and Christiansen (2014) define a case study as a plan on how to generate the data needed to answer the research questions. This study employed a case study. A case study approach was considered to be relevant because it collaborates with the interpretivist paradigm. A case study aims to understand the realities of a situation in its uniqueness (Patton, 1999). According to Bertram and Christiansen (2014), the research's design is the plan of how the researcher will collect and analyse the data required to answer the questions. Furthermore, there are many research designs, but the researcher needs to be very precise when choosing this kind of design. The authors continue to indicate that the design must be correct and relevant in collecting and analysing that particular data.

In this study, a case study was more relevant because it allowed me to obtain the participants' feelings about mentoring in their TVET College. A case study also examines and interprets the individuality of actual conditions through reachable accounts, and gives logic (Cohen, Manion & Morrison, 2011). This enhanced my study since the selected participants were new employees in the field and were also new in the sector. I managed to obtain the actual conditions of these novice lecturers in the TVET College, as well as the exact reality of the feelings of the participants.

3.4 THE RESEARCH SITE

This study was conducted at the Tehillah TVET College at the Uthungulu district in the Umhlathuze Municipality, which is located in the North Coast region of the KwaZulu-Natal province. The Tehillah TVET College (pseudonym) is one of the nine TVET colleges in the KwaZulu-Natal province out of fifty TVET colleges in the country. This is the most popular and well-known college because of its involvement in partnership and participatory activities at a provincial level up to national level. Its prominence is also known internationally, which led it to be in partnership with Korea regarding how to generate electricity through nuclear power, and also with Germany concerning a civil engineering project, which is still in the pipeline.

The Tehillah TVET College has five main campuses, which conduct different programmes. There are National Certificate Vocational (NCV) programmes, which run for a period of three years, and the Report 191 (Nated) programmes, which run for a period of 18 months. Engineering Report 191 programmes are conducted in trimesters, whereas the Business

Report 191 programmes are conducted in semesters. There are also different projects that are offered at this college. There are two projects that have put the Tehillah TVET college in the spotlight, these are the registration of students with different disabilities, the larger group of which comprises those who are visually impaired at the Living Hope Campus, as well as the sports academy, which had just started this year (2016) at the Living Hope Campus as well.

This study was conducted at the Living Hope Campus, Todah Campus, and the Prosper Campus (pseudonyms). The Living Hope Campus is in a semi-urban area where parents are working as professionals, while other parents are self-employed. The Todah Campus is in a rural area where families are more involved with farming as a way of life. The Prosper Campus is in semi-urban and semi-rural areas. The people there earn their living through selling products and being self-employed.

Most of the students from these campuses come from as far as Jozini, Mtubatuba, Nkandla, and Pongola, amongst other areas. Many come from poor backgrounds where their families live on government grants. About 98% of these students are studying through the National Students Financial Aid Scheme (NSFAS). It was for these reasons that I chose the Tehillah TVET College as the focal point of my study so that I could explore the mentoring needs of the novice lecturers who had joined this college. Further reasons were that this college attracts many stakeholders provincially and internationally, their staff is competent in lecturing, meaning that it produces quality students who can compete internationally.

3.5 SELECTION OF PARTICIPANTS

Sampling involves making judgements about which individuals and locations to include in the study (Bertram & Christiansen, 2014). Purposive sampling is when the selection is done with a specific purpose in mind (Maree, 2007). This study used four novice lecturers as the source of data, two from the Living Hope Campus, and one from both the Prosper and Todah Campuses. It also made use of four members of management who were to respond on how the management respond on novice lecturers' needs.

The meeting was arranged with all the novice lecturers (those that had been employed at the college for less than five years), and the intention of the study was explained. Eight novice lecturers were willing and volunteered to be involved in the study. I therefore consulted those whom I thought would be prospective participants. I explained everything about the study and also indicated to them that they would be interviewed and audio-recorded. Management

was also requested to participate as the campus managers of the college. The eight participants, comprising of four novice lectures and four members of management were the relevant participants to respond to the research questions.

The selected lecturers were deemed to be relevant to the study as they were new in the field of teaching and they were from other industries. They had never been exposed to the teaching environment, so they were able to give me detailed information about their experiences and views on mentoring in the TVET college sector. This purposive participant selection ensured that I accessed comprehensive data from my participants since the study focused on their views, opinions, and experience.

3.6 DATA GENERATION METHODS

Interviews were used as the method of data generation, and allowed the researcher to investigate the data as they were obtained and to learn about the thoughts, philosophies, attitudes and actions of the participants (Maree, 2007). The face-to-face meeting with the participants allowed me to get the full data, and followed with accuracy the issues raised about the needs in mentoring novice lecturers.

The method for data generation was a semi-structured interview schedule. Semi-structured interviews succeed in addressing the need for similar responses, meaning that the same questions are asked and the interview is being developed by the conversation between the researcher and the participant (Wisker, 2001). Semi-structured interviews permitted me to set my own relevant questions as a way to generate in-depth data. The interview schedule was created with comprehensive areas regarding the facts about mentoring. The participants were interviewed separately in their own spare time and at locations of their choosing. The interviews were recorded so that there would be no data loss, and for the sake of the participants to be comfortable and undisturbed by the interviewer taking down points.

3.7 DATA ANALYSIS PROCEDURES

The data was analysed using an inductive content analysis. Firstly the data was transcribed and this helped me to relive the interviews. This type of analysing data allows the researcher to reduce the data into controllable units, coding, classifying, creating and searching for developing themes and patterns (Bogdan & Biklen, 2003; Cohen, 2007). This method of analysis allowed me to identify (cautious) themes and relationships from the participant's

responses. This further ensured that I handpicked appropriate references as relevant data in order to show the different types and to check for the consistency of what the participants were saying. Researchers who work within an interpretive paradigm have to take care when analysing data. This is because the focus must be on the study, the researcher must be able to provide a full description of what the participants are saying. Terre Blanche and Durrheim (2002) highlight that data analysis in interpretive research is not a tranquil exercise, but rather, it includes the development of philosophies about the phenomenon being studied.

During the process of analysing the data, I coded the data derived from the transcripts. The coding process involved highlighting chunks or phrases in the transcribed data and designs in my own way. These chunks of data were then connected to one another so as to form clusters of meaning. This process is defined as inducing themes using a bottom-up method where one looks at the material and works out whether the determined philosophies are exactly those that were highlighted (Terre Blanche & Durrheim, 2002). They then gave me permission to use those transcripts as part of the data generation.

3.8 TRUSTWORTHINESS

When conducting a qualitative case study, the researcher has an intense interest in the personal experiences and views of the participants. It is for this reason that trustworthiness has to be ensured. To ensure trustworthiness in this study, Guba and Lincoln's model (1985) was used. This model suggests the practice of four strategies, which are credibility, transferability, dependability and conformability.

3.8.1 Credibility

This refers to the researcher's capability to produce findings that are definite and authentic, which is known as member checking (Guba & Lincoln, 1985). To ensure credibility, I used a tape recorder to record interviews. After transcribing the interviews, I then took the transcripts to the participants so that they could verify the contents. McMillan and Schumacher (2010) refer to this as confirmation by participants, which aims to receive feedback on the data, as well as explanations and assumptions from the participants themselves. This exercise supported and allowed me to obtain further clarity on the matters discussed in the interviews. All of the participants approved the transcription and confirmed that the picture painted about mentoring in each transcript was accurate.

3.8.2 Transferability

This refers to the researcher's ability to produce general findings that are appropriate to the new settings outside the actual study's settings (Christiansen, Bertram & Land, 2010). To improve transferability, I used detailed research methods, settings and clearly defined the assumptions underlying the study of mentoring, as well as the procedures used so that the reader could critique the applicability of the findings to other settings. This study described and analysed the data with the aim of giving the reader a detailed report on the mentoring needs of novice lecturers at a TVET college. This study could be used by other researchers to understand not only the context of TVET colleges, but also that of other higher institutions that may experience a similar situation.

3.8.3 Dependability

This refers to reliability as the consistency in detecting the same finding under parallel circumstances (Merriam, 1998). From the start, I explained the academic alignment of the study and also conducted independent assessments to clarify how the data was generated and analysed, and performed crystallisation in order to obtain a broad understanding of the phenomenon. As this study employed the interpretive paradigm, it was expected that the participants could behave contrarily and express different opinions in a different setting.

3.8.4 Confirmability

This refers to the degree to which research findings can be confirmed by others and by the data generated (Guba & Lincoln, 1994). This was ensured by going back to the participants to check the researcher's initial interpretation of the content of the interviews. This exercise assisted me to obtain clarity about other issues that were raised during the interview process. I also presented this study to other professionals for auditing purposes.

3.9 ETHICAL CONSIDERATION

Ethical issues must be considered first and foremost when doing research. The central point of ethics in research is that the researcher has to obtain the consent of all of the participants, and also must emphasise that no harm of any kind will befall them if they participate in the study (Cohen, Manion & Morrison, 2007). Furthermore, the researcher must take all precautions to avoid or reduce harm that may be caused to the participants. Additional ethical

issues, such as informed consent from the participants, voluntary participation, the right to withdraw from the study at any stage, anonymity, and the confidentiality of the content of the discussion between the researched and the researcher need to be considered.

I took the necessary precautions in ensuring that no harm came to the participants. Permission to conduct the research was requested and granted at all levels that the research required. Seeking permission from the Department of Higher Education and Training was the first level of gaining access to the research site. The second level required me to request permission from the campus managers of all the campuses involved. The last level included requesting permission from each participant. I was aware of the fact that getting permission from a higher level, the Department of Higher Education and Training, did not mean that I should no longer request permission from the prospective participants. The participants had the right to agree to participate or to refuse to participate. I spelled out to each participant what the study comprised. When the participants had agreed to participate, they were then formally given letters of request prior to the interviews. They were asked to sign these as evidence of their agreement to participate. Throughout the data collection process, I ensured the participants of the confidentiality of the information that they provided. I guaranteed the participants that their real names would not be disclosed when writing the dissertation. They were further told that pseudonyms would be used and that their participation was voluntarily, meaning that if they wished to withdraw within the period of study, they would be allowed to do so without any consequence. No money was paid to them either. The recordings were made in accordance with their permission, and it was explained to them that the recorded tapes would be destroyed afterward the study had been completed.

3.10 LIMITATIONS OF THE STUDY

A limitation is an influence or condition that cannot be controlled or where the situation may be beyond the researcher's control (Simons & Goes, 2014). The time frame of the study was the first limitation. This included the participants keeping the times set out, as well as changing times that were planned by both the researcher and the participants. This was also caused by the participants' busy schedules since they were at work. To overcome this limitation, I had to request an appointment from their campus managers to interview the participants during work hours. Another alternative was to visit them at their homes after work. Provision was made to overcome the budgetary limits by limiting the research to nearer campuses.

3.11 CHAPTER SUMMARY

This chapter firstly discussed the research design and methodology, which embraced the interpretive paradigm, the qualitative approach, and a case study approach. It then discussed the research site, selection of the participants, data generation methods, and the data analysis procedures. Issues of trustworthiness, ethical issues, as well as the limitations of the study were also discussed. The next chapter will analyse the data generated through the interviews.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In the previous chapter, I presented the research design and methodology employed in this study. This chapter presents and discusses the findings. The data from which the findings were derived was generated from TVET college lecturers who came from other industries, and had been lecturing for less than five years in the TVET college field and the four members of management. To remind the reader, the study sought to answer the following critical questions:

- A. What are the mentoring needs of novice lecturers in a TVET college?
- B. How does college management respond to the mentoring needs of novice lecturers?
- C. How can the mentoring of novice lecturers in a TVET college be enhanced or improved?

Additionally, in presenting the data, I have included verbatim quotes from the participants to ensure that clear evidence to support the findings is provided; and the meanings that the participants assigned to the topic under study were not lost. The chapter commences with the profiling of the participants.

4.2 PROFILE OF PARTICIPANTS

This section presents the demographic data of the participants who were interviewed in the study. Table 4.1 provides the demographic information of the eight participants, of which the first four were novice lecturers, while participants' five to eight were members of management. I have listed them in the order in which they were interviewed. In this study, I approached four lecturers who came from other industries and who had been at the college less than five years. Four members of management were approached from the three campuses where the novice lecturers came from.

Table 0.1 Demographic Information

Participants	Race	Gender	Employment	Campus	Years in	Years in	Highest
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			Status		Industry/ Teaching	Teaching/ Management	Qualification
Participant 1	B	M	Lecturer	Prosper	3	2	N.Dip(EE)
Participant 2	B	M	Lecturer	Living Hope	4	4	N.Dip(CE)
Participant 3	B	M	Lecturer	Living Hope	5	3	B. Sc.
Participant 4	B	M	Lecturer	Today	4	4	N.Dip(CE)
Participant 5	B	F	Senior Lecturer	Living Hope	10	2	Masters
Participant 6	B	F	Campus Manager	Prosper	10	6	Honours
Participant 7	B	M	Campus Manager	Today	25	12	Masters
Participant 8	B	M	Campus Manager	Living Hope	20	9	Honours

Key: B=Black, M=Male, F=Female, N.Dip=National Diploma, EE=Electrical Engineering, CE=Civil Engineering, B.Sc. =Building Science

Participant 1 was a novice lecturer at the Prosper Campus. He has been in the industry for three years and had been in the TVET College for two years at the time of this study. He was a lecturer in the Engineering Report 191- Electrical Department subject and was lecturing Industrial Technics, Instrumentation, and Electro-Technology. He holds a National Diploma in Electrical Engineering S4 and a PGCE qualification.

Participant 2 was a novice lecturer at the Living Hope campus. He had been in the industry for four years and had been at the TVET College for four years. He was a lecturer for both Engineering Report 191- Civil Department, and in the NCV-Civil Engineering department. He also lectured Mathematics N 4 in Report 191, Plant and Equipment Level 2 and Level 3,

and Construction Planning Level 2 and Level 3 in the NCV-Civil Department. He has a National Diploma in Civil Engineering S4, and a PGCE qualification.

Participant 3 was a novice lecturer at the Living Hope campus. He had been in the industry for five years and had been at the TVET College for three years. He was a lecturer in Engineering Report 191- Civil Department, as well as Building Science N2 and N3, Building Drawing N1- N4, and Building Technology N4. He has a degree in Building Science, and a PGCE qualification.

Participant 4 was a novice lecturer at the Todah campus. He had been in the industry for four years and had been at the TVET College for four years. He was a lecturer in the NCV- Civil Department. He was lecturing Materials Level 3 and Level 4, Plant and Equipment Level 3, and Construction Planning Level 4. He has a National Diploma in Civil Engineering, and a PGCE qualification.

Participants 5 to participant 8 were staff members from management and who came from the same TVET College but different campuses where these novice lecturers were working at the time of this study. Participant 5 was a Senior Lecturer at the Living Hope campus. Participant 6 was the Campus Manager at the Prosper campus. Participant 7 was the campus manager at the Todah campus. Lastly, Participant 8 was the campus manager at the Living Hope campus.

4.3 FINDINGS AND DISCUSSIONS

I used the research questions as the main themes in reporting on the data. The three main themes were: the mentoring needs of novice lecturers at a TVET college, the response of management to the mentoring needs of novice lecturers, and the enhancement or improvement of mentoring novice lecturers at a TVET college. Further to the main themes, emerging themes from the data are also used to report the findings.

4.3.1 Mentoring needs of novice lecturers at a TVET college

When discussing this with the participants, it emerged that novice lecturers require mentoring so as to be developed in their new career path. Mentoring needs include classroom management, training, workshops and seminars, development in their teaching methods, and assistance in managing college expectations. In the following sections, I discuss each sub-theme as it emerged from the data.

4.3.1.1 Classroom Management

The study revealed that one of the needs of novice lecturers in a TVET college is to be guided on how to manage the classroom. In a discussion with Participant 4 from the Todah campus, it emerged that he lacked classroom management skills. The participant said:

“So I’m not sure what was going on because classroom management was too difficult” (Participant 4, Todah campus).

From the Living Hope campus, another participant shared a similar concern as that of Participant 4. The participant indicated that he did not know how to manage a classroom:

“...and I do not know how to manage my classroom...” (Participant 3, Living Hope campus).

From the Prosper campus, participant 1 shared a related concern to those of the other participants from the Todah and Living Hope campuses. It appeared that he also lacked classroom management skills:

“...and I did not know what to do with the class...” (Participant 1, Prosper campus).

From the Living Hope campus, participant 2 echoed the views of the other participants. It was evident from his words that he required skills to manage the class because sometimes the students provoked him, which alone required him to strengthen his classroom management skills:

“Sometimes students will provoke you because they want you to react badly but as the lecturer you have to act as an adult and support must be more on teaching methods and classroom management in most cases” (Participant 2, Living Hope campus).

Management had the same understanding that these novice lecturers needed to be supported on how to manage the classroom because they had never been in front of students before. Participant 8 from the Living Hope campus supported the idea that novice lecturers need to be equipped on how to deal with students:

“Again there is something called psychology and sociology in education, how do you deal with your students as a lecturer psychologically” (Participant 8, Living Hope campus).

Other management participants confirmed the same concern as participant 8. From her words, it came across that novice lecturers had never been lecturers before, so they required presentation skills:

“So they need presentation skills, particularly the classroom management because they used to be students themselves long time ago” (Participant5, Living Hope).

Another management participant made it clear that it is through gaining an understanding of policies that would help novice lecturers to manage their classrooms since policies entail how to discipline students, which is part of classroom management:

“Novice lecturers have to be developed and trained on Departmental policies. Amongst those policies should be the code of conduct for students because that is where disciplining of students comes in” (Participant 6, Prosper campus).

New employees require structured mentoring in their new jobs so that they can perform their level best. This data reveals that novice lecturers need to be mentored particularly in classroom management. Although they were not necessarily neophytes in this field of work, they were inexperienced in working in this kind of environment. It is evident from the data that management’s responsibility is to ascertain that novice lecturers are developed psychologically and professionally in the management of the classroom. According to Leroy and Huysamer (2012), and Mukeredzi, Mthiyane and Bertram (2015) (see Section 2.7), novice lecturers need to be provided with skills and knowledge on how to manage their classrooms. Study conducted by Paris (2013) highlights that the initial year of the novice lecturer may be full of psychological vulnerability and unwanted emotions. The presence of the mentor may assist in smearing the practical solutions to such challenges during this period.

The framework of this study assumes that novice lecturers are able to grasp new skills and knowledge while they are on the job as classroom managers. In the process of gaining new skills, novice lecturers need to unlearn the old practices, which are irrelevant to the TVET college environment. The implication here is that the DHET needs to provide workshops and in-service training programmes for novice lecturers. What emerged from the findings was that, those new employees must be skilled and re-skilled for maximum job performance.

4.3.1.2 *Trainings, workshops and seminars*

In the discussions with the participants, it emerged that training, workshops, and seminars are required to understand how TVET colleges operate. Participant 3 from the Living Hope campus and participant 4 from the Todah campus revealed that the kind of training and workshops required would assist in understanding the prerequisite terms and teaching processes:

“We need workshops in terms of new developments that are there..... and also trainings that would assist us in teaching” (Participant 3, Living Hope campus).

“If you are coming from the industry and you hear people talking about POE’s, POA’s, ISAT and FETMIS, all these terms are new. So we need training, not because it is difficult but just the introduction” (Participant 4, Todah campus).

However, other participants indicated that management had never arranged training or workshops that would assist them to understand what is required:

“We need the trainings and workshops to assist us in doing our work but the management had never conducted any of them” (Participant 1, Prosper campus).

A number of management participants revealed that novice lecturers require training, workshops, and seminars so as to unpack what colleges anticipate from employees in conducting their duties. This was evident in the words of different participants from separate campuses:

“So basically these people need much training” (Participant 5, Living Hope campus).

“This developmental training programs will have to cover things like policies that are pertaining to teaching and learning, pertaining to examinations, how to conduct examinations, pertaining students’ attendance etc.” (Participant 6, Prosper campus).

“One must be informed in terms of how do you prepare your work and your subject, how do you present it in class and how do you communicate it to a learner” (Participant 8, Living Hope campus).

Trainings, workshops and seminars may also be used as part of mentoring to equip novice lecturers in performing their duties effectively. It is in these trainings, workshops and

seminars that novice lecturers may be given ways of dealing with issues that are problematic in classrooms. Each organisation has its own culture. Employees within the organisation thus need to be initiated into the culture of the organisation. This can be done through training, seminars, and workshops. Novice lecturers are not immune to this process. The findings reveal that novice lecturers require training on different aspects of the TVET college setting. These aspects may include the SHERQ internet system and TVET terminology. As indicated in Section 2.10 by Le Hong and Funfhaus (2014), training and workshops ought to be organised in order to upgrade and develop lecturers. Leroy and Huysamer (2012) highlight that the DHET place emphasis on the fact that work-based learning opportunities need to be created for lecturers who are lecturing vocational subjects (See Section 2.9). This suggests that new employees need to be introduced to the organisational operations prior to engaging with organisational tasks. Organisations have to prioritise empowering them first before expecting them to perform what they are employed to do. Within the framework of this study, it is noted that adult learners need to be coached and be given training that will assist them to receive new knowledge. Therefore, novice lecturers require training and workshops so that they can adjust and adapt to the context of a TVET College.

4.3.1.3 *Developments in teaching methods*

This study reveals that since novice lecturers come from industries and have never been exposed to delivering subject matter to students before, development in teaching methods is needed. Different participants at separate campuses explained this as follows:

“Teaching methods, I also had a challenge because if you are lecturing a subject such as those for Civil engineering in the TVET is challenging” (Participant 3, Living Hope campus).

“I think I need to be guided on how to deliver the subject matter especially the methods or skills of imparting the subject matter [...] but I do not have a skill of delivering that knowledge to students” (Participant 2, Living Hope campus).

“In teaching methods, I always use one method of practicals and I think I need to know and understand other teaching methods” (Participant 1, Prosper campus).

“...in regards to teaching methods, I obviously had a challenge...” (Participant 4, Todah campus).

The management participants confirmed that novice lecturers need to be developed in teaching methods since while they have subject knowledge, they lack the skill of imparting this knowledge to their students. The participants responded as follows:

“I know that if you are talking about the teaching methods, you talk about something that somebody has to be trained for. Just the mini training in teaching methods is needed for novices lecturers of which that are not provided by the college” (Participant 5, Living Hope campus).

“Remember we do not have colleges that are training lecturers so that they can teach... Yes they apply as teachers but most of them unfortunately they don’t qualify as teachers, they are academic qualified. So we need to start pedagogic principles” (Participant 7, Todah campus).

“Teaching methodology is the serious need because now one has to communicate knowledge to learners” (Participant 8, Living Hope campus).

“...the professional skills in particular because this person is well qualified in the field but when it comes to the professional skills and the knowledge of how to teach, that one is lacking” (Participant 6, Prosper campus).

Industrial employees are ‘hands-on’ with their work. Recruiting industrialists to the TVET College is the best practice because they are a solution for TVET colleges since the main purpose is to close the gap of skills shortages. The data reveals that novice lecturers require development in how to impart their knowledge to students. These lecturers are loaded with skills and information, but they lack the skills to deliver this knowledge. Their informative status does not guarantee quality deliverance. As indicated in Chapter 2, Paris (2013) indicates that the lack of self-confidence in novice lecturers results in them failing to fulfil their teaching responsibility (See Section 2.7). Alternatively, Hudson (2012) emphasises a critical issue that mentors need to model a lesson to novice lecturers. This would assist novice lecturers by observing and seeing how to do it rather than being simply told how to do it (See Section 2.6). The implication is that the DHET has to invent stations where TVET lecturers have to be trained. Once the lecturer has been recruited with his knowledge and skills, then training is required before he/she starts their duty of teaching. What emerged from the data is that training colleges to train novice lecturers as a prerequisite. Within the framework used in this study, novice lecturers would be able to use the experience they have to understand the

new teaching methods and skills that they would be given. Jarvis' framework posits that novice lecturers can easily learn new skills because the environment is suitable for learning.

4.3.1.4 *College expectations*

The findings from the participants reveal that one of the mentoring needs is college expectations. In the discussion with the participants, it emerged that novice lecturers need to be informed about the college's expectations during their arrival so as to work according to these standards:

"...would assist me in giving the full picture and idea of what the college is expecting from me as a novice lecturer" (Participant 2, Living Hope campus).

"It was bit tense and tough when I came here because at first I did not know what to do and how to handle myself" (Participant 1, Prosper campus).

"Since I saw those things for the first time, I did not know how to do such things. Unfortunately people at the college are always busy when you try and seek help, they are always busy and you end up not knowing what is expected of you" (Participant 3, Living Hope campus).

"If I had somebody who would give me guidance maybe it would be easy to adapt to the new system. I would like a mentor to introduce me to the system like to tell me where to find what, how to do what, where and when" (Participant 4, Todah campus).

Participant 6 shared the common understanding that novice lecturers have to be informed regarding what the college expects from them as early as possible. This would assist both management and novice lecturers in working according to the college's requirements.

"And also just to assist them in coping with the culture, the college culture, which is totally different from where they are coming from. Therefore, it is important that you introduced them to this culture to say this is how we do things" (Participant 6, Prosper campus).

Because novice lecturers are not aware of what is expected from them, it would be easy for them to do as they like or as they think best. This would be seen as becoming incompetent in other spheres. College management has to ensure that novice lecturers are updated on what is

expected from them as they join the new sector. From the data, it emerged that novice lecturers had no idea of the culture of the TVET college milieu. They would adapt easily if there would be ordinances on what the college expects from them. According to Clark (2012) and Paris (2013), as indicated in Chapter 2, new employees need to be introduced to an organisation because new settings frustrate them since they are not familiar with its expectations (see Section 2.6 and 2.7). The implication is that novice lecturers need to be well-versed in the college's expectations and be furnished with the relevant and essential skills.

The framework for this study (Jarvis' Theory) assumes that adult learners have many barriers to studying, which hinder them in easily accessing what they require. The expectations of TVET colleges would hinder novice lecturers in adapting and gaining the skills that the college requires them to possess. Emerging from the data is the fact that novice lecturers are not aware of what the college expects from them, which is a barrier them adapting to their new environment, as assumed by the framework of this study.

4.3.2 Response of college management to the mentoring needs of novice lecturers

Some aspects were raised as to how college management responds to the mentoring needs of novice lecturers. Those aspects include management not being cognisant of mentoring needs, types of mentoring, and academically qualification versus professional qualification. In the section below, I discuss each sub-theme as a response of college management to the mentoring needs of novice lecturers.

4.3.2.1 Management not cognisance of mentoring needs

When discussing with the participants management's response to their needs, it emerged and is noted that management is not cognisant of their mentoring needs. Management sometimes does not even know about the novice' lecturers needs or if they do, they either take a long time or never meet them:

“I was going to be stranded because even my senior lecturer was not able to give me the real thing and help that I needed at that time”.

“...But I do have a feeling that even my supervisor does not know about my needs so that is why she would not provide me with what I need” (Participant 1, Prosper campus).

Another participant who shared a similar opinion to participant 1 and who came from Living Hope campus, participant 2, revealed that nobody from management assisted him, except the assistance that he received from his colleagues:

“It was so difficult because I did not even have somebody to assist me and show me how to do things here. I can say in most of the things, I was successful because of my colleagues, otherwise I would not have been able to do things” (Participant 2, Living Hope campus).

From the same campus, another participant agreed with participant 2 in indicating that management did not assist novice lecturers. Participant 3 commented that:

“The response, especially from the management side, I had some concerns, but they did not attend to the concerns most of the time” (Participant 3, Living Hope campus).

In discussions with the management staff members, it appeared that their hands were full so they sometimes considered the needs of novice lecturers or they shifted the responsibility to others to take care of them. Participant 5 concurred with the other novice lecturers:

“So, if I as the supervisor do have time, I also arrange and then speak to them, help them with everything that is needed or the department, but basically, they need a strong mentoring” (Participant 5, Living Hope campus).

It emerged from another participant that novice lecturers should consider assisting their peers instead of waiting for management to do so. This is what Participant 6 had to say:

“If there is a section that he does not understand, he must remember that he was introduced to lecturer so and so, so if he encounters a problem in this section, he can approach that person” (Participant 6, Prosper campus).

Participant 7 believed that management has to deal with monitoring so that novice lecturers could try and solve the challenges that they encounter themselves:

“Ours is to monitor the work from the system you know, after they have conducted their assessments. I always say a challenge is there to develop you. Before taking your problem to another person, try and solve the challenge yourself” (Participant 7, Todah campus).

Management are the people that need to play a key role in an organisation for it to be successful. They have to plan, lead, organise and control everything that happens in the workplace. Above everything, it is their duty to nurture the employees in an organisation. The success and failure of the organisation depends on them. The data reveals that in these cases, management did not assist novice lecturers to work effectively. Whatever achievement they had made, this was obtained through assistance received from their colleagues. In Chapter 2 of this study (see Section 2.8), as confirmed by Samuel Chipunza (2013) and Mukeredzi et al. (2015), South Africa loses most of its academics due to a lack of support from management. Conversely, Shreeve, Gibb and Ribeiro (2013) indicate the importance of developing the middle and front line managers so that they understand how to make an organisation productive and effective. The authors further indicate that management needs to be trained to acquire good leadership skills in order to help novice lecturers to be at ease working with them (see Section 2.9). It emerged from the data that management had no time for novice lecturers, instead they were referred to others if and when they required assistance. This shows that management has to avail themselves at all times to assist new employees in the workplace. Management’s responsibility is to empower and equip the employees in the workplace. Through its positive influence, an organisation can succeed.

4.3.2.2 *Types of mentoring*

In the discussions with the participants, it emerged that for the novice lecturers to advance, mentoring is a prerequisite. The findings revealed that formal mentoring was preferred by most of the participants, except one participant who preferred informal mentoring. They explained as follows:

“I prefer formal mentoring because formal will be structured meaning that it will be having a programme that my mentor will be following” (Participant 2, Living Hope campus).

“I prefer formal mentoring because if I know that there is a person that is assigned to assist me, it even makes that person to know or feel that he/she has a responsibility to

assist me. There must be a structured programme to follow” (Participant 3, Living Hope campus).

“I prefer formal mentoring because surely on that one you won’t have a problem. If you are not sure in whatever case, you just go to your mentor. In a formal mentoring you know that you have someone, whom you report to, whatever goes wrong and you know he/she will guide you” (Participant 4, Todah campus).

However, participant 1 had a different point of view to the other participants because he believed that if mentoring were informal, novice lecturers could choose anyone that he/she felt comfortable with without being glued to somebody that you may not feel at ease with.

“I would prefer informal mentoring because in the informal you can express yourself to any person in a free manner rather than being formal. There are things that you cannot say in a formal programme but easy to say them in an informal environment” (Participant 1, Prosper campus).

Management shared an equal understanding of rather utilising formal mentoring, however, one participant felt that both types, formal and informal mentoring, are vital.

Participant 5 mentioned that she would prefer both types of mentoring because in the informal, novice lecturers would get somebody with whom they are comfortable, and she would become an administrator so that things were done accurately. Alternatively, she believed that formal mentoring is crucial because novice lecturers are unique, so each individual requires a mentor who can bestow special attention on them. This is what she has to say:

“I believe that it must be both types of mentoring because remember formal mentoring, I will have to select someone as the management but informal mentoring, I also as a supervisor, I will have to do it from time-to-time. So when I see that there is something that does not go accordingly that need to be corrected from time-to-time then I needs to provide sometimes an informal mentoring just things like that. So both of them are important for these lecturers and it will assist them” (Participant 5, Living Hope campus).

Participant 6 from the Prosper campus raised a concern that from the onset, novice lecturers need to be compelled to find a devoted mentor who will render an appropriate supervision before acquiring disloyal people:

“...therefore it is important that in the first week when a person joins the institution, before this person can be grabbed and be taken by a person that is going to impart a negative attitude, you just have to make it sure that you are able to identify people from your team that will be able to hold this person’s hand and lead them to the right direction” (Participant 6, Prosper campus).

Participant 7 from the Todah campus corresponded that mentoring requires people to be tasked to do it. In our discussion, he revealed that formal mentoring is the full-time duty of senior lecturers:

“... monitoring by the senior lecturer should be constant and then ongoing support that they have to give [...] So you need to rely from the DSG, which is the Development Support Group, which is a senior lecturer, the mentor, and the novice lecturer” (Participant 7, Todah campus).

In addition, Participant 8 shared a similar idea that formal mentoring should be conducted by a senior lecturer or any other experienced lecturer:

“If we could have a formal and a systematic monitoring where a person is assigned to a mentor who is an experienced lecturer or senior lecturer for a specific period of time and that person is assisted and assessed accordingly, which must be formal and recorded” (Participant 8, Living Hope campus).

Mentoring is a process for the transmission of knowledge and the psychosocial support to be received by the mentee (Cullingford, 2006). It involves communication and is based on a relationship that will grow. This data reveals that it is critical for novice lecturers to be mentored during their arrival at a TVET college using formal mentoring. They should be mentored in a manner that would benefit both the college and them as new employees in the organisation. Hamburg’s (2013) study is confirmed by the data findings of this study that formal mentoring could be developed with the purpose of aiding novice lecturers. On the one hand, the author further emphasises that the attainment of formal mentoring depends on the participants, the mentor, and the mentee, as well as the sustenance that these parties’ gets

from the organisation (see Section 2.4.1). On the other hand, the same author portrays informal mentoring as the ordinary get-together of the mentor and the mentee, which requires the mentee to discover a mentor who is experienced, skilled, and willing, instead of waiting for management to do so (see Section 2.4.2). Study conducted by Salleh and Tan (2013) in Shanghai schools reveals that a novice lecturer is assigned with a gupan (backbone) teacher so as to cover all aspects that a novice teacher may require concerning teaching. This notion highlights the significance of a mentor to the novice lecturer.

The framework of this study sets out the obligation for mentors to act as facilitators in the process. As the mentor facilitates and guides the mentee, he assists in calming the mentee down and in overcoming all the barriers that are encountered so that the adult learner is able to balance these barriers.

4.3.2.3 *Academic qualification versus professional qualification*

It emerged from the discussions with the participants that since novice lecturers come from industries and have work-based intelligence, they are academically qualified and not professionally qualified. This indicates a need for novice lecturers to be developed professionally since they are struggling:

“I only struggled when I was supposed to go to class. I would prefer to be mentored in the things that I do not know and give me something extra that I need to know and also for my development” (Participant 1, Prosper campus).

Another participant, Participant 2, voiced a similar concern regarding struggling. This participant from the Living Hope campus revealed that he had to strategise since students need to pass:

“...to impart information to these students so that they can gain something it was difficult but had to perform because at the end of the day, students have to pass. With that in my mind, I had to strategise...” (Participant 2, Living Hope campus).

From the same campus, Participant 3 echoed the same sentiment about the challenges of not being professionally qualified:

“I experienced lot of challenges. I had to learn these new policies that are used by the college and some of the things I did not know how to deal with them, how to solve

some problems if there are any. So I had to adjust [...] Assessments I did not know how to conduct them so it was also challenging because the way I used to set up paper, I used to set the difficult paper for the students because I did not know all those criteria on how to do it. The first need is to have time with the mentor as the novice lecturer so that he is able to explain everything, especially when it comes to documents, the preparation of files, how do you prepare before you go to class” (Participant 3, Living Hope campus).

In addition, Participant 4 stated that for him, as somebody who worked in the industry, he had no idea of the systems in place at the TVET College and he was overwhelmed by the terminology:

“Since I am an industry person, I turned to adapt to the new environment and that was difficult for me because every time I had to get information especially the college system because systems are not the same. If someone who is from the industry, especially those who are teaching vocational subjects, you turn to be overwhelmed by the terminology that is used in the college” (Participant 4, Todah campus).

In the discussions with management, it became clear that novice lecturers need to be developed professionally because they have been recruited from industries and have thus never been trained or developed professionally to teach in the TVET sector. Participant 5 made it clear that novice lecturers are expected to present their work to a good standard, which they have not been doing.

“...most of them they lack the skill to compile paperwork that is needed in the classroom, paperwork that is needed for the tests and presentation skills because remember in the industry, is not about presentation but it is about work so if now you have to come to the classroom and do the presentation it becomes difficult for them [...] so those basic courses will give you those pedagogics skills that you need in order to manage your classroom” (Participant 5, Living Hope campus).

Due to a lack of professional development in novice lecturers, Participant 5 underlined the fact that other novice lecturers would ask her to come and assist them with discipline in their classrooms. She revealed that she did not assist them, instead she advised them:

“... because in the system we have things like verbal warning and stuff like that, just print those papers and give it to them to sign because once you give it to them, they will respect you” (Participant 5, Living Hope campus).

Participant 6 also shared the same understanding in saying that novice lecturers from industries could be the best candidates during interviews, but they need to be developed according to the teaching profession, which they are not:

“We look at their CV’s and that is where we identified the gaps, for an example, a lecturer is an artisan but not a professional [...] although a person can be a recommended candidate, can do very well in an interview but you can still see that this person needs to be developed. Also the professional skills in particular, you know that this person is well qualified in the field but when it comes to the professional skills, the professional skills and the knowledge of how to teach are lacking.”

“...When a person joins an institution, we have to develop a professional development programme and show them the basics that they need so as to cope in the new institution” (Participant 6, Prosper campus).

Another participant from another campus agreed with the other participants that novice lecturers join TVET colleges without any training to teach, which means that they need to be developed with pedagogical skills:

“Remember, we do not have colleges that are training lecturers so that they can teach the most of the programmes. So when you look at our PQM, it calls for pulling out employees from the industry to education environment. Yes they apply as teachers, but most of them, unfortunately, they do not qualify as teachers, they are academic qualified. So we need to start pedagogic principles. They need to understand the subject guidelines; they need to understand assessment guidelines and all those things are just the comprehensive package when you employ such a person.”

“...remember that that person is not qualified as an educator or as a lecturer, so there should be an ongoing developments that are taking place because you cannot just feed him once with everything” (Participant 7, Todah campus).

Similarly, Participant 8 from the Living Hope campus shared a similar opinion as the other participants that novice lecturers' production is based on the results of students, so they need to be assisted:

“You join the sector and you are coming from another sector, you are coming from the industry and you have been dealing with the production and now you are dealing with students and no longer with producing a product, but now you have to produce results in learning. One must be informed in terms of how do you prepare your work and your subject, how do you present it in class and how do you communicate it to a learner” (Participant 8, Living Hope campus).

Professional development may be a period of development during which an individual acquires a level of competence necessary in order to operate as an autonomous professional. Individuals may participate in professional development because they are interested in lifelong learning and want to improve and maintain their professional competence. Through the involvement of mentors and management, novice lecturers could be developed professionally. According to Franklin and Molina (2012), Kutsyuruba and Walker (n.d), and Gulyaev et al. (2015), management should be extremely involved in the professional development of novice lecturers (see Section 2.10). Conversely, Mukeredzi et al. (2015) and Aderibigbe et al. (2014), as it appeared in Chapter 2, indicate that a solid rapport between the mentor and mentee could regulate the professional development of novice lecturers (see Section 2.6 and 2.7). The data confirms that novice lecturers struggle in their operations because of their level of qualifications. This implies that TVET colleges need to crucially consider the level and the relevance of education when recruiting new employees into the sector. That would mean that management has to instantly professionalise its employees when they are recruited from industries. Within the framework used in this study, the accumulated experiences of the novice lecturers will assist them in developing their professional field. These novice lecturers are academically qualified, so this experience will be used to learn new things.

4.3.3 Enhancing the mentoring of novice lecturers at a TVET College

Various proposals emerged from the data that could enhance the mentoring of novice lecturers at TVET colleges. These include induction, development of structured programmes,

and criteria to be used when selecting mentors. In this section, I present these proposals as they emerged from the data.

4.3.3.1 Induction

In the discussions with the participants, it transpired that comprehensive induction was what the novice lectures felt was necessary. Management concurred with the novice lecturers in recognising what the TVET college induction entails.

In a discussion with Participant 1 from the Prosper campus, it emerged that induction delayed and did not assist them to the point that they proposed what should be done when conducting an induction:

“It was just that we were familiar about those aspects. The thing that I observed with all those people that were presenting there, they do not know the real situation of the classroom so they are people that cannot prove to be true and it is not people that have been in class but it’s people that were trained to induct us”.

“...what we proposed, it was just another way of doing it...” (Participant 1, Prosper campus).

Participant 2 indicated that he and his novice colleagues were inducted after some time, not immediately after they joined the college. He stated that:

“We were introduced to the college structures, different campuses as well as the different departments in all the campuses. We were also told about HR issues [...] we were also told about Finance department and it was more like an orientation about how the college works” (Participant 2, Living Hope campus).

Another participant from Living Hope campus, who shared a similar opinion to the other participants, Participant 3, revealed that he and other new employees were inducted after a week and they were taken to the central office:

“They just informed us how the college is operating, the different campuses that are there and also the Sherq system, how to find certain things and also the HR issues.” (Participant 3, Living Hope campus).

From the Todah campus, Participant 4 blamed college management for not giving them information that they needed at an early stage:

“My first challenge was how and where to find information. So I could not access SHERQ. I struggled on to that one. Therefore, we need to have somebody who is familiar about SHERQ system, how to set the assessment. You need to have this font, footer in to kind of that footer, how to put marks and staff which cover sheet, cover paper where to get cover paper or assessment cover sheet those entire thing, you know. How to moderate and who is going to moderate you. All those things were new so that is the first thing where we need to have somebody who’s going to teach us those little bit about it” (Participant 4, Todah campus).

The management participants also discussed this underdeveloped structure of induction that the college offers, and concurred with Participant 1 from the Prosper campus in finding that there should be an alteration in the way in which the induction is presented.

Participant 5 made it clear that college induction aims to benefit all of the college employees, not specifically just lecturers; and it is conducted at a central point:

“It always takes one day and they cover the college rules and they tell them about the different types of campuses in the college and are basically about the structure or about the college alone. But there must be something at campus level, where there’ll have to identify that if the novice lecturer is coming from the industries or was working in Hospital and now he/she want to be a lecturers there must be something formal where the lecturer will have to be provided with some form of training, a mini training on how to deal with different types of aspect, especially the aspect of planning, the aspect of presentations of which that must be done from day-to-day” (Participant 5, Living Hope campus).

Participant 6 approved of the fact that there was formal induction provided by the college training department, which takes one day:

“It is about the vision and the mission of the college, the college structure, the code of conduct for the staff and then they get into briefly about the policies and documents, very briefly. So it’s the generic kind of, which does not focus on the subject or the programme that will be taught by the lecturer” (Participant 6, Prosper campus).

This participant further suggested the kind of induction that would be suitable for novice lecturers at a TVET College, which should not be a one-day programme, but rather a week-long programme:

“Firstly, it can be the campus tour. When the person comes to the campus is not about taking this person to the class but firstly induction builds confidence when a person is new in the environment...”

“...Secondly, you now come to the policies. You explain them and make them available to that person [...] Thirdly, now we are coming to the subject and even shown how to fill in the register [...] Then you introduce this person to the team...”

(Participant 6, Prosper campus).

It emerged from Participant 7 that as management, their hands were fully occupied with work, so a one day induction program was afforded and then they handed over to senior lecturers to continue with assistance:

“Usually, because there is a lot of work that we are doing, it’s one day induction which we look at the subject guidelines and then we look at the assessment guidelines, we look at the syllabus and we look at pedagogic principles...”

“...this is your mentor and this is your senior lecturer then you will get everything from them...” (Participant 7, Todah campus).

Another participant echoed this and added that college induction has nothing to do with the classroom, but only concerns college rules:

“We do have a college prescribed induction where they are taken for one day and they are bombarded with how to fill these forms, how to open our Sherq system, what else, how to get inform for the college, code of conduct, we do have that but it’s too generic and it is not at the campus level. At the campus level, we have none”

(Participant 8, Living Hope campus).

As Participant 7 specified, they handed over to senior lecturers to continue inducting the novice lecturers at campus level. Participant 8 explained:

“Then when you come to the campus, maybe your senior lecturer or you line manager will give you maybe if you require files, he/she will give you four empty files with file dividers and file index. Give you subject guidelines put them into your file and then that’s a last day you will see a senior lecturer with regards to that...”

“...You should be instead be assisted, how do you compose a formal assessment, what elements should be part of your assessment, we don’t do that. But it is a serious need if this particular new lecturer should be fit enough and be able to stand in his/her own” (Participant 8, Living Hope campus).

The data shows that the kind of induction that these TVET colleges offer is not distinctive for novice lecturers. Induction should aim to assist novice lecturers with their operations. The purpose of induction in higher institutions fails to offer the precise induction that would guide novice lecturers regarding what to do in the classroom situation. The data emphasises that this kind of induction familiarises them with the college’s operations, not classroom operation.

According to Franklin and Molina (2012), Paris (2013), and Hamburg (2013), as indicated in Chapter 2 of this study, induction is a platform where novice lecturers become familiar with the policies and protocols of the organisation (see Section 2.3.1). Alternatively, Leroy and Huysamer (2012), as indicated in Chapter 2, confirm the ideas of the participants in articulating that induction is where new staff is given information either by the HOD or a Senior Lecturer, who then supply the novices with the required documents, and it ends there (see Section 2.9).

It was discovered from the data that induction should be taken in another direction if it is to assist novice lecturers in TVET colleges. This should be a weeks’ programme, which would introduce them to the environment, but predominantly to their operations. This does not mean that this would replace mentoring, but an induction programme would fabricate self-assurance in the novice lecturer, whilst mentoring would shape them professionally.

The framework employed in this study highlights learning anxiety, which can be constructed in a safe environment. Novice lecturers would learn without fear of any threat of losing their jobs, and instead be filled with the understanding that failure is minimal. Mentors would encourage them to relate theories and concepts that they learn in the induction process to their duties.

4.3.3.2 *Development of structured mentoring programmes*

It emerged from the study that there is an immense demand for structured programmes that could be two-sided. Firstly, it should be in-house developmental programmes that would assist them with internal operations. Secondly, it should be external programmes where TVET colleges develop a relationship with companies so that novice lecturers are in line with what industries call for.

Participant 1 claimed that the offering of in-house programmes by the college, and the external relationship with companies could succour novice lecturers so that they are well-informed:

“The only thing that I think the management should take care of is that they must look for the programmes that are relevant to what we are teaching. They also have to look at the broader picture on how to develop us in the same way as we are in the classrooms. I believe that there are so many programmes that can help us because the government is now focusing on Engineering, artisans and technicians, but we do not focus on what engineering is doing, like developmental programmes or practical. So I believe if they can take us to companies or industries that require these skills so as to observe, equip and improve ourselves” (Participant 1, Prosper campus).

Another Participant shared this viewpoint and suggested that in-house programmes could assist them, however, enrolling and furthering their studies as novice lecturers could be an investment. In relation to in-house programmes, departments should have their own developmental programmes for uniformity. This participant shared their belief that the mentor need not to assist in the classroom situation alone, but also in the personal life of the novice because it indirectly affects the performance of the lecturer:

“...structured programme, meaning that there will be having a programme that my mentor will be following...”

“...I believe that if we can be able to track the problems at an early stage and I have somebody whom I report to not only my problems in the classroom but also my personal problems that can affect me indirectly because that can help influence in my work performance [...] there must be seminars where novice lecturers are taught

different teaching methods or styles so that they understand that different students can learn through different styles” (Participant 2, Living Hope campus).

This participant shared the idea that enrolling and furthering their studies could be another way of developing novice lecturers:

“So far I am assisted by enrolling PGCE course [...] I can also say that PGCE has brought me in the classroom and gave me knowledge on how to be a lecturer...” (Participant 2, Living Hope campus).

Participant 3 supported the idea of novice lecturers given a structured programme before entering the classroom:

“It is better to give him/her at least one week that he/she can spend learning about the environment that he/she will be exposed in, familiarise himself/herself with the policies, teaching methods and the assessments and all those things. So it will help that one week that he/she will spend with the formal mentor. It will help a lot because when he/she will be going to class, he/she will know even though there will be challenges along the way, but they can manage” (Participant 3, Living Hope campus).

This participant further proposed the magnitude of the external developmental programme, which would keep novice lecturers abreast with industries:

“...so I always value someone from the industry to come up with some ideas because it would help a lot since he knows what the industry wants and he would come up with the new ideas” (Participant 3, Living Hope campus).

Similarly, Participant 4 endorsed a similar idea regarding the in-house programme, as well as the external programme:

“The immediate supervisor, he is the one who is responsible to organise trainings for his subordinate [...] as a department, we need to come together, maybe have a training session together so as to enhance our knowledge in the department” (Participant 4, Todah campus).

Concerning the external developmental training, he further claimed:

“Just to be on the same side with what the industry is doing [...] So it’s kind of training on its own and also indicating how things are done comparing to previous years, especially in engineering department, things need to be done now and then” (Participant 4, Todah campus).

Management voiced similar concerns as it appeared that a structured developmental programme would be essential to fast-track the growth of novice lecturers within an organisation. Participant 5 responded:

“Ok I do believe that the first thing that we’ll need to have in the campus is a formal programme on mentoring. Then if someone is joining, first week, there must be some form of seminar or workshop so that will have the lecturer that if they are going to the classroom they know what to do and what to expect. So I do believe that in campuses there must be a policy and then there must be someone who is tasked to manage this guidance of the new lecturers” (Participant 5, Living Hope campus).

Similarly, Participant 6 from the Prosper campus was in accordance with Participant 5 from the Living Hope campus, but added that evidence needs to be kept:

“Well there must be professional developmental programmes that will cover all these areas. The programme must be structured so that even in future when a person is not doing according to the required standard, you can be able to go back to the file and say but Mr so and so, you were shown how to do things” (Participant 6, Prosper campus).

In addition, Participant 7 mentioned that:

“The mentors should have an action plan, should have a time frames and they should be some activities that are even of the first quarter and then there should be some review meeting to check whether something has been achieved” (Participant 7, Todah campus).

Lastly, Participant 8 further shared a common understanding. He additionally proposed that the mentoring programme could be in a video-form where novice lecturers could observe the important processes being recorder and watch them as and when needed:

“Then we develop a manual to assist them, which is informed by them and I am sure that will be more relevant than simple thinking. We know what they need but we don’t because people are unique as individuals and they will always have their unique needs as such. In fact, on top of that, we could have a manual or document for new lecturers where it can be in a form of a video so that it can take a person through the processes, the methods and basic stuff because many people are exposed to teaching and they have not been teachers” (Participant 8, Living Hope campus).

Structured programmes could aim to improve the quality and development that enforces a logical structure in the organisation. It is vital that an organisation listens to the views of novice lecturers. This is the only way in which they will be able to develop programmes that will be useful to novice lecturers since they would know and understand their needs. It would not be easy for TVET colleges to organise developmental programmes that are in line with what its subordinates require if they have not heard their views. The voices of novice lecturers are important.

In a study conducted by Hudson in 2012, it is emphasised that an organisation must consider the views of its employees on how can they be supported, and it must provide according to their needs (see Section 2.9). According to Duckworth (2015), mentors could carry out developmental programmes, but only if they could commit themselves to the programme fully so as to develop novice lecturers. Beltman and Schaeben (2012) find that the implementation of structured mentoring programmes yield good results in Higher Education Institutions (see Section 2.8).

The framework of this study specifies that the mentor and the novice lecturer have to become flexible so as to create a powerful and effective mentoring programme. The accumulated experiences of both parties will enable them to create new knowledge. Jarvis (2004) highlights that the adult learner may be motivated to do his/her level best. In spite of all the barriers that the adult learner encounters, novice lecturers may be able to overcome these barriers if the mentor motivates them.

4.3.3.3 Criteria for selecting mentors

In a discussion with the participants, it emerged that mentors must be selected, but at the same time, they must not be forced if they are not willing. According to some of the novice lecturers, mentoring is something that needs to be done by senior lecturers. However, one

novice lecturer, and management believed that mentors should be selected according to their willingness and their good track record.

Participant 3 from the Living Hope campus suggested that a senior lecturer has to do this:

“I would prefer if it is a senior lecturer because those people have been lecturing for a long time...” (Participant 3, Living Hope campus).

Another participant voiced a similar suggestion:

“I think that mentoring is one of the senior lecturers’ duties, I’m not sure. I think when the college employs a new lecturer; a senior lecturer needs to mentor that novice lecturer because that novice lecturer will be reporting to that senior lecturer so the senior lecturer has to take good care of that person...” (Participant 4, Todah campus).

However, Participant 2 from the Living Hope campus gave a different perspective, which does not involve senior lecturers:

“A mentor must be somebody who is willing to do this work of mentoring and somebody who is producing good results because if he/she is also not performing well, he/she can also be unable to mentor the novice lecturer because they will end up giving the novice lecturer negative influence” (Participant 2, Living Hope campus).

Similarly to the novice lecturers, the participants from management shared the same understanding concerning the criteria to be used in selecting mentors. Participant 5 from the Living Hope campus responded:

“The management must select someone who has been in the field the longest and someone who is good like maybe in planning situations. Somebody who can compile file and someone who’s good with his/her students. We’re lucky that some people in our college or in our campus, they are external examiners and external moderators so we have our people who are assets for their department. So there must be also the people who are identified for that” (Participant 5, Living Hope campus).

Another management participant, Participant 6, who shared a similar opinion to that of the other participants, revealing that any person with a good attitude could be utilised:

“We can identify people that have heart and passion because is not everyone who can be a mentor but to be able to assign somebody to that will always be available to assist and to impart positive attitude, to ensure that a novice lecturer learns a good and positive culture not be clouded with a negative attitude...”

“...person who is willing and able, who has the right attitude, right personality and right experience that is the person who can even go an extra mile. You can spot those people and groom them to be mentors. So we have people who are like that and people that you can rely on, a person with ambitions and a person with good conduct record [...] mentor must be somebody who can meet a certain criteria like I’ve already mentioned that it has to be a good conduct, have respect, good personality and have experience, as well as willingness” (Participant 6, Prosper campus).

Participant 7 believed in finding a more experienced person:

“I first look at the result. So you’re producing good result and then I consult with and if you are not willing then I check the next good performer. The mentors should have an action plan. Should they have a time frame and there should be some activities that are even of the first quarter and then there should be some review meeting to check whether something has been achieved” (Participant 7, Todah campus).

Another participant from the Living Hope campus, Participant 8, said:

“It should be somebody who is experienced and be willing. You should also have a good track record yourself. The institution must find a way of recognising such person because it is true that amongst ourselves we do have really good lecturers people who have good track records who can do justice when assigned with that exercise” (Participant 8, Living Hope campus).

Mentoring programmes could help employees to get organised and give them access to become experts. The success of the mentoring programme depends on mentors being willing to be involved in the activity of mentoring. A mentor has to be somebody who is performing well in his duty of teaching. Therefore, whether it is formal mentoring or informal mentoring, it is advisable that that particular person has to do well so that he can mentor a mentee in the right direction. Management has to play a major role in this regard. As indicated in Chapter 2, Hamburg (2013), Shah and Khan (2016), and Paris (2013) share the same understanding that

mentors need to be willing to assist a mentee, coach, and guide at all times. Furthermore, Paris (2013) expounds that other mentoring programmes have failed due to mentors that are selected against their will (see Section 2.7).

Kolb's Experiential Learning Theory indicates that a mentor needs to clearly understand the mentee better so as to work effectively. This framework specifies that both experiences, of the mentor and the mentee, would assist them in creating a new platform for mentoring where old knowledge and new knowledge result in the novice lecturer gaining new skills.

Lastly, it further emerged from my findings that management has a major role to play in the successful process of mentoring and the professional development of novice lecturers when joining the TVET sector. Mentoring could bear good results if all stakeholders are involved; management, mentors, and mentees would then play their role appropriately.

4.4 CHAPTER SUMMARY

This chapter focused on data presentation and an investigation of the findings in terms of the research questions. The presentation was in the form of themes that emerged through the content analysis of the data generated. The findings were examined and debated by revising the literature and the theoretical framework employed for this study. The next chapter focuses on a summary of the study, as well as conclusions, recommendations, and implications for future research.

CHAPTER 5

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study has explored the mentoring needs of novice lecturers at a TVET college from their point of view. It surveyed the response of college management to these needs, and examined enhancing the mentoring of novice lectures. Given the objectives stated above, the purpose of this chapter is to present a summary of the findings, make recommendations, list the limitations of the study, and reflect on the implications for future research.

5.2 SUMMARY OF THE FINDINGS, AND CONCLUSIONS ARRIVED AT

The summary of the findings is presented under each key research question of this study. These questions are represented below as critical questions 1 to 3 (CQ1 to CQ3). The literature and the data inform this summary of the findings. The impetus behind this approach is to ensure that the summary, recommendations and implications can be discussed based on the findings from the literature and the data.

CQ1: What are the mentoring needs of novice lecturers in a TVET college?

The literature identified many dynamics regarding the needs of novice lecturers when joining the TVET sector. Amongst others, the literature indicates professional growth, self-confidence, skills in classroom management, as well as pedagogic skills. Mukeredzi, Mthiyane and Bertram (2015), Paris (2013), and Heeralal (2014) emphasise the importance of the professional development of novice lecturers. If novice lecturers are not developed professionally, they may leave the profession because there is a chance that this lack of development could result in depression or dissatisfaction. According to Leroy and Huysamer (2012), novice lecturers need to be empowered by being given skills in classroom management. Alternatively, Millar (2014) emphasises that management needs to devise strategies on how to improve novice lecturers' presentation of their lessons, conducting team teaching, and peer observation. Among the mentoring needs of novice lecturers, the major finding was that novice lecturers need to be developed professionally in order to perform their duties to the required standard. Professional development refers to empowering them, particularly through the development of classroom management skills and teaching methods.

A lack of self-confidence is another issue that the above-mentioned authors revealed. If novice lecturers lack self-confidence, they may be unable to impart knowledge to their students. Novice lecturers need to have confidence when entering the classroom and have the skills to manage each classroom. Leroy and Huysamer (2012) indicate that novice lecturers need to be developed with pedagogic skills.

The findings of this study did not contradict the literature as the interviews with all of the participants, both novice lecturers and management staff members, indicated the need for the training of novice lecturers, and developing them in classroom management and teaching methods. The participants highlighted that they had never been teachers before; they were trained as industrialists so they had no idea how to manage a classroom or impart knowledge to students. More training should be conducted so as to equip them with this knowledge, as well as how to teach and deliver the subject matter in a manner that will benefit students. It emerged that being a lecturer does not only imply that you have to impart solitary knowledge to students. It involves many other tasks that lecturers must carry out. It was suggested that colleges should outline all of its expectations as novice lecturers join the TVET sector. This process should start from what is expected, up to the work that they are employed to do in this sector.

Both the literature and the data showed that classroom management skills and development in pedagogical skills are the basic needs of novice lecturers. Meanwhile, Le Hong and Funfhaus (2014) support the idea that there should be training so as to develop and upgrade staffs' ability and knowledge.

CQ2: How does college management respond to the mentoring needs of novice lecturers?

The literature acknowledged several aspects on how college management responds to the mentoring needs of novice lecturers. These include, among others, support needed from management, the availability of mentors, staff time, incentives, a smaller workload, suitable pacing, and readiness from both the mentors and mentees. However, the major finding from the literature was that management needs to provide support to novice lecturers. This means that because novice lecturers lack support from management, they often prefer to leave the profession. Mukeredzi et al. (2015) and Samuel and Chipunza (2013) agree that management should provide full support. Building on the work of Hauge, Norenes and Vedoy (2014), it

was underlined that given a smaller workload would be seen as support from management because novice lecturers often struggle to cope since they are new in the environment. Gulyaev, Lomovtseva and Pryadko (2015), Bitzenis and Vlachos (2012), and Shreeve et al. (2013) emphasise the significance of the high visibility of management and the provision of enough resources as items that would highlight the support of management towards novice lecturers.

It emerged from the data that management is not cognisant of the needs of novice lecturers. This means that even if management is aware of novice lecturers' needs, they often do not take care of these. Availability of the management and its cognisance to novice lecturer's needs may ensure and encourage new employees on their importance in a TVET College. The findings indicate that novice lecturers need management to offer them formal mentoring. The participants highlighted that mentoring should be a prerequisite for new employees. When novice lectures arrive at a TVET college, whether recruited from industry or from other sectors, they need to be mentored, the reason being that the organisational systems are not the same. Mentoring must be formal, not informal. It must be made known that each novice lecture has been assigned to a certain mentor, who is supposed to assist the novice up to a point where the novice can stand on his/her own. The participants proposed that it would be better if mentors could be allotted according to the different departments so that novices will be assisted according to the expectations of each department.

It further emerged that most of the participating novice lectures were academically qualified since most of them came from other industries. This means that they had never been trained as teachers and thus lacked pedagogic skills. So, they need to be developed professionally according to what the TVET College requires. Professional development seminars that the management may organise, may empower the novice lecturers in performing their duties without fear and execute any tasks assigned to them with courage. It transpired that all of the paperwork, including policies that the lectures need to know, they are not familiar with. Professional development would assist them in executing their duties according to what the college and the Department of Higher Education expect them to do. Professional development would assist them in understanding these policies, which would familiarise them with disciplining their students. As they would be developed professionally, they would also acquire knowledge on using professional documents like subject guidelines and assessment guidelines. Building on the work of Franklin and Molina (2012), and Kutsyuruba

and Walker (n.d.), novice lecturers would be developed further if they were given an opportunity to meet together so as to share experiences, discuss difficulties, acquire skills, and be nurtured together.

Several strategies emerged from the literature on how management could assist novice lecturers in becoming better and improving in their new career path. Memon, Rozan, Ismail, Uddin and Daud (2015) specify that management could act as a third party that combines mentors and mentees in the process of mentoring, giving a clear definition of the purpose of the programme.

CQ3: How can the mentoring of novice lecturers in a TVET college be enhanced or improved?

The literature discussed some approaches that could contribute in enhancing the mentoring of novice lecturers in a TVET college. Among other approaches that contribute to enhancing mentoring is the criterion of selecting mentors and structured programmes of mentoring. According to Ingersoll and Strong (2011), on the one hand, it is crucial that an organisation initially ensures the retention of novice lecturers within the environment. On the other hand, Hamburg (2013) emphasises the importance of having programmes that assist new-comers in an organisation. Paris (2013) claims that induction is a source that assists novice lecturers in familiarising themselves with an organisation.

The findings of the study did not contradict the literature as it was revealed through the discussions with the novice lecturers that induction would assist in enhancing the mentoring programme. Even though the college's induction is not specifically aimed at lecturers, it was suggested that they should receive induction, which would orientate them regarding what they are expected to do in the classroom situation. Again, this orientation needs to be prior to the novice teaching in the classroom. It was suggested that this needs to cover everything that the novice lecturer has to do in class, and must take them step by step through the process. It was also suggested that it needs to be conducted by people who are familiar with what is happening in a classroom, not just any senior employee.

It emerged that structured programmes would assist in enhancing mentoring. It was recommended that these structured programmes should be divided into two. There should be an in-house programme, as well as an external programme. The in-house should be a

programme that involves the mentor and the mentee, assisting with college programmes and all that touches on teaching and learning. This would assist the mentor to have a programme to follow when mentoring a mentee. The mentee would be able to follow the programme and measure his/her progress according to the programme. An external programme should involve novice lectures and the industries that will absorb these students in the future. It was clear that sometimes the lecturers taught out-dated information to the students. The college has the power to develop such programmes with these industries. Structured programmes would assist all the participants of the mentoring programme to know what to do and when to do it. This would make the process of monitoring and evaluation by all stakeholders easier. Records should be kept as evidence of the conducted programme.

The findings from the participants highlight that mentoring should not be compulsory for those whom management considers should do it. It was found in the interviews and in the literature that the mentoring process should be conducted by senior lecturers and should be part of their workload. It was suggested that mentors should be selected according to their willingness and according to their performance. If it is done willingly, it will be done with heart and with passion. Performance also needs to be considered so that a mentor can guide a mentee in the right direction and even assist the novice in performing their duties to standard.

Both the literature and the data indicate that management has a critical role to play in the process of mentoring novice lecturers. Novice lecturers look to management to initiate the process of mentoring, which is expected to be formal.

Having presented a summary of the findings of this study, I now make recommendations based on these.

5.3 RECOMMENDATIONS

This section makes recommendations in relation to the findings of the study in line with its objectives.

Regarding the first objective, which was to explore the mentoring needs of novice lecturers in a TVET college, it is recommended that when lectures join a TVET college, they must be given training on how to manage classrooms. Most of them have never been teachers before, so they need detailed training on teaching methods. It is recommended that they should be guided by somebody who is a lecturer and who has a good track record in his/her work. This

must be done by lecturers who have produced good results because they will be able to guide novice lecturers on how to handle different types of students, and will be able to assist them in obtaining and escalating the pass rate of their students. This must be conducted before the novice lecturer begins teaching for the first time. A lesson could even be modelled so that they get an understanding of what is expected when presenting a lesson. It is moreover recommended that a video could be made to make it easy for novice lecturers to observe what is expected in their career. They need to get this training to boost their self-image before entering the classroom.

It is further recommended that it should not be taken for granted that once a novice lecturer has been employed he/she knows what to do. They must be informed of what is expected of them. The college has people who are employed part-time as examiners and moderators from the Department of Higher Education and Training. These people can be utilised to assist novice lecturers to understand what is expected of them concerning their work. Therefore, novice lecturers must be given completed guides regarding what the college expects from them in terms of the core business that they are employed to carry out while employed at the college.

Regarding the second objective, which was to survey the response of college management to these needs, it is recommended that colleges should have a formal type of mentoring. A mentor should be a person who has been trained for this process and somebody who is familiar with the departmental rules and expectations. Novice lecturers must be mentored by people who are within the same departments so that it is easy to receive assistance with whatever is required. The college needs to have a pool of mentors who have been trained and understand what the college requires. This will assist staff in that all departments have trained mentors who will have an understanding of departmental needs. The period of mentoring must have a stipulated time frame, like six to twelve months, which would serve as a probation period. Then, a novice lecturer could be trusted and moved out of the probation period and become a permanent staff member.

It is further recommended that the college should offer some courses that would develop novice lecturers with professional qualifications. Colleges could collaborate with any university in the vicinity, and it should be compulsory for all novice lecturers to enrol with that university so as to be developed professionally. A time frame must be attached so that they can commit themselves to finish the course in the stipulated time. If a novice lecturer

fails to comply with the time frame, he/she must be compelled to account to both the college and the Department of Higher Education and Training as to why he/she should be kept within the system despite failing to upgrade his/her skills and knowledge.

With regard to the third objective, to examine the enhancement of the mentoring of novice lecturers, this study recommends that induction for lectures should not be similar to the induction of other college employees. Novice lecturers should be offered a detailed induction at their own campuses because each campus has its own requirements for the different levels of employees. It should take at least one week of induction before the lecturer is allowed to teach in the classroom. Lectures' induction should include subject expectations and subject guidelines, and assessment guidelines and policies. It is further recommended that people who conduct the induction of lecturers should be people who are familiar with what is happening in the classroom, or a person who has taught in class before.

It is further recommended that there should be an in-house structured programme and an external structured programme. An in-house programme should have a time frame as to when it starts and ends. An external programme should involve all vocational lecturers to get work-based information. Even if they cannot change the curriculum per se, the exposure and the knowledge obtained regarding what is taking place in various industries would keep them up-to-date with current information and would ultimately benefit students.

Furthermore, it is recommended that senior lecturers should not be given the task of becoming mentors. This seems to be the course for the failure of this process because it is a given duty to senior lecturers, not a choice. It is recommended that management must mark certain individuals who have a passion or are willing to conduct mentoring. The programme needs people who produce good results who can guide novice lecturers in all spheres of teaching. They must be offered certain training so as to keep them abreast of recent knowledge in terms of mentoring. Management should somehow decide on how to motivate them so that they continue carrying out these tasks willingly and without complaint.

5.4 LIMITATIONS OF THE STUDY

This study was limited by the following factors:

Due to the different programmes that the interviewed novice lecturers were teaching, it was difficult to find and interview them at the planned time. I would plan to meet with those who

lectured Report 191, which normally took place at midday only to find that our timetables and schedules were out of sync. It took me time to get hold of them because even over weekends they had their own commitments. We had to fit in interviews during their free periods, which sometimes would go late into the afternoon and evening. With the management participants, it was also difficult due to their full and tight schedules. We would plan a time for interviews only to find that unplanned emergency meetings kept popping up.

The research was limited to a single TVET college in the district of KwaZulu-Natal. The findings could thus not be generalised to other TVET colleges in the wider population.

5.5 IMPLICATIONS FOR FURTHER RESEARCH

Further research is recommended on the mentoring of novice lecturers in TVET colleges as the majority of research has been conducted in schools. I recommend that the topic of mentoring novice lecturers from industries should extend to other TVET colleges, thus enabling the researcher to explore a more comparative system. The researcher could use different methods so that the study would have the potential to be generalised to the wider population.

5.6 CHAPTER SUMMARY

This study was conducted to explore the mentoring needs of the novice lecturers when joining the TVET College. To achieve this aim, the study posed questions regarding these needs, how the college's management responds to these needs, and how the mentoring of novice lecturers can be enhanced. The study applied a qualitative approach to realise its objectives and thus eight participants were selected, four of which were novice lecturers who had come from other industries and had been working for less than five years in the field; and the other four were participants from management from four different campuses of the same TVET College. Semi-structured interviews were used to generate the data, which was qualitatively analysed through an inductive content analysis. It was discovered that novice lecturers need to be formally mentored because they are clueless regarding how to deliver subject matter to students and to be professionally developed, thus the college's management has to initiate formal mentoring.

The study concluded with the recommendations that the TVET College needs to find lecturers who are relevant, willing and capable to mentor novice lecturers. I believe that the

goal of mentoring novice lecturers can be accomplished when both management and novice lecturers co-operatively engage in a discourse on the needs of novice lecturers in the TVET sector.

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APPENDIX A: LETTER TO THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

10 No. 39583

GOVERNMENT GAZETTE, 8 JANUARY 2016



**higher education
& training**
Department
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DHET 004: APPENDIX 1
**APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN
PUBLIC COLLEGES**

1. APPLICANT INFORMATION

1.1	Title (Dr/Mr/Mrs/Ms)	MRS.	
1.2	Name and surname	SBONGILE CYNTHIA O. SHANDU	
1.3	Postal address	P.O. BOX 878 ESIMHAWINI, 3887	
1.4	Contact details	Tel: 035 796 5568	
		Cell: 073 114 0199	
		Fax: 035 796 5530	
		Email: miracle5571@gmail.com	
1.5	Name of institution where enrolled	UNIVERSITY OF KWAZULU-NATAL	
1.6	Field of study		
1.7	Qualification registered for	PhD (please specify)	<input type="checkbox"/>
		Doctoral Degree (PhD)	<input type="checkbox"/>
		Master's Degree	<input checked="" type="checkbox"/>
		Other (please specify)	<input type="checkbox"/>

2. DETAILS OF THE STUDY

1.8	Title of the study	FROM THE INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING OF NOVICE LECTURERS IN A TVET COLLEGE
1.9	Purpose of the study	TO IDENTIFY THE MENTORING NEEDS OF NOVICE LECTURERS IN A TVET COLLEGE

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APPENDIX B: ETHICAL CLEARANCE FROM THE UNIVERSITY OF KWAZULU-NATAL



12 April 2016

Mrs Sbonhle Cynthia Ohamu Shandu (215079861)
School of Education
Edgewood Campus

Dear Mrs Shandu,

Protocol reference number: HSS/0307/016M

Project title: From Industry to the Classroom: Exploring the mentoring of novice lecturers in a TVET College

Full Approval – Expedited Application

In response to your application received on 29 March 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

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

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

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

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

Yours faithfully

Dr Shonuka Singh (Chair)

/ms

Cc Supervisor: Dr Phumlani E Myende
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shonuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: singhsp@ukzn.ac.za / scsresnm@ukzn.ac.za / mtolome@ukzn.ac.za

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APPENDIX C: LETTER TO THE CAMPUS MANAGER

REQUEST FOR PERMISSION TO THE CAMPUS MANAGERS

P.O. Box 878

ESIKHAWINI

3887

14 December 2015

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

TITLE: FROM INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING OF NOVICE LECTURERS IN A TVET COLLEGE

The purpose of this study is to explore the mentoring needs of novice lecturers in a TVET college. The aim is to establish the extent to which the management meet the novice lecturers' needs.

I am the student at the University of KwaZulu-Natal (UKZN), Edgewood Campus in the Education discipline. The research I am doing, forms part of my Master in Education (MED) study. This study is supervised by Doctor Phumlani Myende who is the lecturer at UKZN, school of Education. For any queries concerning this study, he can be contacted at 031 260 2054.

I therefore request your permission to conduct this study in your Campus with some of your staff. Time to conduct the interviews with participants would not affect their working hours. The data to be collected will be used in a dignified and respectful manner which means that it would not expose the name of the college or the campus nor their names. The recorded copies of that data will be disposed of if no longer required for research purposes.

There are no direct benefits to participants for this study and the participants will be allowed to withdraw at any time they wish.

I would be grateful if my request is taken into consideration.

Thank you

Yours faithfully,

S.C.O. Shandu (Mrs)

Cell : 073 114 0199/ 076 254 2818

Email: miracl.ss71@gmail.com

APPENDIX D: INFORMED CONSENT TO THE CAMPUS MANAGER

INFORMED CONSENT FORM FOR THE CAMPUS MANAGER

TITLE: FROM INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING NEEDS OF NOVICE LECTURERS IN A TVET COLLEGE

I _____ hereby confirm that I understand the contents of this document and the nature of this study and so consent for it to be conducted in the Campus.

I fully understand that there are no benefits to participants and they could withdraw at any time if they want to, without any undesirable repercussion.

SIGNATURE

DATE

APPENDIX E: LETTERS TO THE PARTICIPANTS

REQUEST FOR PERMISSION TO THE PARTICIPANTS

P.O. Box 878
ESIKHAWINI
3887
14 December 2015

REQUEST FOR PERMISSION TO PARTICIPATE IN THE RESEARCH

TITLE: FROM INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING OF NOVICE LECTURERS IN A TVET COLLEGE

The purpose of this study is to explore the mentoring needs of novice lecturers in a TVET college. The aim is to establish the extent to which the management meet the novice lecturers' needs.

I am the student at the University of KwaZulu-Natal (UKZN), Edgewood Campus in the Education discipline. The research I am doing, forms part of my Master in Education (MED) study. This study is supervised by Doctor Phumlani Myende who is the lecturer at UKZN, school of Education. For any queries concerning this study, he can be contacted at 031 260 2054.

I therefore request your permission and your additional time to receive your valuable contribution through our discussion in this matter. If ever you are willing to avail yourself, you will be notified in advance concerning the date and the time for our meetings. I would be voice-recording and note-taking for all our discussions. Those contributions would be used in a respectful and dignified manner meaning that you would not be identified and even the name of your Campus would not be used in any presentation or publications of this study. The voice recordings and the notes would be disposed of if no longer needed for my research purposes.

There are no direct benefits to you from taking part in this study. You will be allowed to withdraw at any time and there will be no any undesirable repercussions.

I would be grateful if my request is taken into consideration.

Thank you

Yours faithfully,

S.C.O. Shandu (Mrs)

Cell : 073 114 0199/ 076 254 2818

Email : miracl.ss71@gmail.com

APPENDIX F: INFORMED CONSENT FOR THE PARTICIPANTS

INFORMED CONSENT FOR PARTICIPANTS

TITLE: *FROM INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING NEEDS OF NOVICE LECTURERS IN A TVET COLLEGE*

I _____ hereby confirm that I understand the contents of this document and the nature of this study and so consent for it to be conducted in the Campus.

CHOOSE ONE OF THE FOLLOWING WITH A TICK.

I consent to the data collection activities and the use of my view points in this study.

OR

I do not consent to the data collection activities and the use of my view points in this study.

SIGNATURE

DATE

APPENDIX G: INTERVIEW SCHEDULE TO NOVICE LECTURERS

FROM THE INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING NEEDS OF NOVICE LECTURERS IN A TVET COLLEGE

INTERVIEW SCHEDULE NOVICE LECTURERS

Interviewer :
Participant :
Gender :
Qualifications :
College :
Campus :
Years of teaching experience :
Subject Teaching :
Levels Teaching :
Date of Interview :

A. WHAT ARE THE MENTORING NEEDS OF NOVICE LECTURER?

1. Tell me about your experience when you joined this College?
2. Did you experience any challenges when you went to class for the first time?
3. How did you experience classroom management, teaching methods and assessments?
4. How did people treat you, how did you cope? Were you coping or struggling?
5. Between formal and informal mentoring, which one do you prefer?
PROBE: Why do you prefer that, please explain.
6. What needs do you wish could be satisfied by the type of mentoring you have chosen?
7. Since you have been in the industry for a long time, what sort of guidance regarding teaching methods would you prefer?
PROBE: From whom would you expect that guidance; would it be the colleague or an immediate supervisor?
8. Since you have been here these few years, is there any mentoring you have received?
PROBE: Is there any explanation that you were given as to why or why not this mentoring was given or not given?

B. HOW DOES THE COLLEGE MANAGEMENT RESPOND TO THE MENTORING NEEDS OF NOVICE LECTURERS?

1. Was there any induction offered to you by management?

PROBE: How was it carried out? What aspects were covered? How long did it take?

2. When encountering some challenge as a novice lecturer, how did you report them?

PROBE: To whom did you report? How were they solved? Were you satisfied with the solution?

3. Are there any developmental programmes, seminars or workshops offered by management to novice lecturers?

PROBE: Are they helpful enough?

C. HOW CAN MENTORING BE ENHANCED?

1. Do you think is it important for the management to listen to your ideas or views as new employees in an organisation? If so, why?

2. What do you think can be done to improve the mentoring needs of the novice lecturers?

APPENDIX H: INTERVIEW SCHEDULE FOR THE MANAGEMENT

FROM THE INDUSTRY TO THE CLASSROOM: EXPLORING THE MENTORING NEEDS OF NOVICE LECTURERS IN A TVET COLLEGE

INTERVIEW SCHEDULE FOR MANAGEMENT

Interviewer :
Participant :
Gender :
Qualifications :
College :
Campus :
Years of teaching experience :
Years in managerial position :
Date of Interview :

A. WHAT ARE THE MENTORING NEEDS OF NOVICE LECTURER?

1. When novice lecturers join this College, are there any needs that you have identified on them?
2. According to your observations, what could they need so as to perform their duties effectively?
3. What type of guidance do you think novice lecturers need?

B. HOW DOES THE COLLEGE MANAGEMENT RESPOND TO THE MENTORING NEEDS OF NOVICE LECTURERS?

1. As the management, do you provide any induction to novice lecturers?
PROBE: How was it carried out? What aspects were covered? How long did it take?
2. When they encountered some challenges, how did they manage to sort them out?
PROBE: To whom did they report? How were they solved? Were they satisfied with the solution?
3. Are there any developmental programmes, seminars or workshops that you offered to novice lecturers?
PROBE: Are they helpful enough?

C. HOW CAN MENTORING BE ENHANCED?

1. Do you think is it important for you as the management to listen to ideas or views of novice lecturers? If so, why?
2. What do you think can be done to improve the mentoring needs of the novice lecturers?

APPENDIX I: TURNITIN CERTIFICATE

The screenshot displays the Turnitin Feedback Studio interface. The document being reviewed is titled "SHANDU SCO" and "MENTORING NEEDS OF TVET NOVICE LECTURERS". The document content includes:

SHANDU SCO

MENTORING NEEDS OF TVET NOVICE LECTURERS

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This chapter sets the tone about the mentoring needs of novice lecturers, outlining background of mentoring needs for these newly appointed staff in the Technical Vocational Education and Training (TVET) Colleges. The objectives, the critical questions, key concepts and the demarcation of the study are further discussed in this chapter.

1.2 RESEARCH PROBLEM

The right-hand side of the interface shows a "Match Overview" panel with a total similarity score of 8%. Below this, a list of sources is provided:

Source	Similarity
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3 rusdens.com Internet Source	1%
4 www.africomnet.org Internet Source	<1%
5 www.mcser.org Internet Source	<1%
6 www.netknowing.com Internet Source	<1%
7 www.iat.eu Internet Source	<1%

At the bottom of the interface, the page number is 1 of 75, the word count is 28522, and there is a "Return to Turnitin Classic" link. The Windows taskbar at the very bottom shows the time as 04:38 PM on 2017/01/25.

APPENDIX J: LANGUAGE EDITOR CERTIFICATE

Exclamation Translations

To whom it may concern

The dissertation entitled, "From the industry to the classroom: Exploring mentoring needs of novice lecturers in a TVET College" has been edited and proofread as of 02 February 2017.

As a language practitioner, I have a Basic degree in Languages, an Honours degree in French and a Master's degree in Assessment and Quality Assurance. I have been translating, editing, proofreading and technically formatting documents for the past seven years.

Please take note that Exclamation Translations takes no responsibility for any content changes made to the document after the issuing of this certificate. Furthermore, Exclamation Translations takes no responsibility for the reversal or rejection of the changes made to this document.

Kind regards



Melissa Labuschagne

Melissa Labuschagne trading as Exclamation Translations

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