UNIVERSITY OF KWAZULU-NATAL

THE ROLE OF LEADERSHIP IN ACADEMIC PROFESSIONAL DEVELOPMENT

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DECLARATION

I, Raisha Singh, declare that:

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

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

(iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

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Raisha Singh (Mrs)

DEDICATION

I dedicate this research to my Master, Sri Ramakrishna Paramahamsa, who represents the highest manifestation of God realisation that transcends all time and place. I am indebted to Sri Ramakrishna for influencing my spiritual growth and for deepening my understanding of God consciousness. A silent force with a universal appeal, Sri Ramakrishna has influenced the spiritual thought currents of our time.

"He is born in vain who, having attained the human birth, so difficult to get,
does not attempt to realise God in this very life"
(Sri Ramakrishna)

I am forever indebted to our Holy Mother, Sri Sarada Devi, for instilling in me the concept of the Motherhood of God, thus ensuring that I maintain faith and devotion in God during the trials and tribulations that I have experienced in my life. The salient teaching of Holy Mother has contributed to my personal growth for which I am most grateful.

"Ordinary human love results in misery.
Love for God brings blessedness"
(Sri Sarada Devi)

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"This is the secret of spiritual life:
to think that I am the Atman and not the body,
and that the whole of this universe with all its relations,
with all its good and all its evil, is but as a series of
paintings—scenes on a canvas—of which I am the witness"
(Swami Vivekananda)

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ABSTRACT

Leadership is one of the most comprehensively researched topics of the 21st century; as it plays a vital role in student learning and whole school improvement, effective leadership is critical to student achievement. Academic staff morale at Mnambithi TVET College is low as the disjoint between the leadership and academic staff is evident. The throughput rate is very low and absenteeism among the learners registered at the College is very high. This research was based on the premise that in order for the College to perform better, a greater investment with regard to academic professional development has to be made in the lecturing staff to ensure success. Only with a motivated and committed workforce will the College be in a position to deliver improved pass rates and better articulation of students.

The aim of the research was to determine the role of leadership in academic professional development. The leadership at the College is directly responsible for training and development, therefore it was necessary to gain an insight into their role to ensure that effective training is taking place. The objectives of the research were to determine whether academic professional development is taking place and if this development is adding value to the organisation; to determine the role and involvement of leadership towards academic professional development; to establish if there are any opportunities or any issues hindering academic professional development at the College; and to identify strategies that could be introduced to improve academic professional development.

A qualitative research approach was taken as this helps to understand exactly how people feel or think about a particular topic or question. Face-to-face interviews were conducted with the 15 management staff at Mnambithi TVET College and data were analysed using thematic analysis. The findings of the research revealed that academic professional development is imperative to student success, however due to ineffective leadership, training and development has been neglected at the College. The recommendations made are for leadership to put in place various systems such as the revival of the training committee, to employ additional staff in the human resource division, to increase funding for training and development, and to establish partnerships to improve academic professional development at the College.

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LIST OF ACRONYMS

ACE	-	Advanced Certificate in Education
DANIDA	-	Danish International Development Agency
DHET	-	Department of Higher Education and Training
EPMDS	-	Employee Performance and Management Development System
FET	-	Further Education and Training
HRDS	-	Human Resource Development Strategy
HRD	-	Human Resource Development
IQMS	-	Integrated Quality Management System
NPDE	-	National Professional Diploma in Education
NC(V)	-	National Certificate (Vocational)
NSDS III	-	National Skills Development Strategy III
PGCE	-	Post Graduate Certificate in Education
SETAs	-	Sector Education and Training Authorities
SACE	-	South African Council for Educators
TVET	-	Technical Vocational Education and Training
UKZN	-	University of KwaZulu-Natal
UNISA	-	University of South Africa

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Higher education is complex and functions in extremely turbulent and complex political environments, as governments strive to "advance reform initiatives", improve on service delivery, increase graduate and throughput rates, compete with other international educational institutions and initiate change amidst "shrinking revenues" (Persichitte, 2013, p. 14). Banathy (1991) cited in Persichitte (2013, p. 14) mentioned that education is at the centre of social development and is "seen as a key to the transformation of society". Yet it is common knowledge that Higher Education is slow to deliver and has very rigid structures.

Further Education and Training Colleges throughout the world are facing tremendous challenges that arise from social and economic issues, urbanisation, globalisation, new technology and accountability (Kezar, Gallant and Lester, 2011). Leadership at these Colleges changed drastically as the institutions moved from being locally managed to complete institutional autonomy, placing tremendous pressure on them to appoint specialist managers to deal with and understand these challenges (Lambert, 2013). Research by King (2011) further suggests that continuous change occurs within the classroom environment, such as increases in student numbers and changes in curricula, hence teachers require expertise to facilitate these changes. Lambert (2013) advocated that while the role of a principal is becoming increasingly challenging due to higher expectations from learners, increased financial burdens place pressure on effective leadership.

The Further Education and Training (FET) landscape in South Africa has reached a critical period, as FET Colleges are under pressure from the government to increase the number of students who will be able to enter the workforce, to increase skills and skills training through relevant curriculum to address the skills shortage in the country, and to build capacity (Department of Higher Education and Training, 2012). To achieve this, FET Colleges have been strategically placed to serve local communities with proper education and training opportunities, in order to improve skills that will drive the South African

economy through employment and entrepreneurial activities. This, however, has not been very successful, as the FET sector has experienced a myriad of rapid changes such as a change in legislation, the merger of Colleges, and the launch of a new curriculum (Dayaram, 2005). These changes have resulted in a variety of challenges such as a high turnover of academic staff, uncertainty with regard to the new curriculum, and a high failure rate that has contributed to the poor public perception of the College sector in the country (Department of Higher Education and Training, 2012).

Leadership plays a critical role in student learning and organisational development through initiatives such as "distributing responsibility within the organisation, providing support and building capacity" (Wahlstrom and York-Barr, 2011 p. 22). Wahlstrom and York-Barr (2011 p. 22) further advocate that "high quality professional development requires high quality leaders" who are able to encourage professional learning that will increase educators' effectiveness in the classroom and improve student results. This research was located at Mnambithi FET College in Northern Kwa-Zulu Natal, South Africa. The College came into being as a result of a merger between the Ezakheni Technical College and the Ladysmith Technical College. The College is the main service provider of vocational education and training to the surrounding areas in the uThukela district. The College is one of the smallest in the country and has directly experienced several of the challenges mentioned by Kezar, et al. (2011), such as financial constraints, inadequate infrastructure and a lack of resources.

The surrounding areas are mainly rural, thus social and economic problems such as poverty, crime and unemployment experienced by the local communities have a direct impact on the College (Matoti, 2010). The Department of Higher Education and Training's (DHET) bursary scheme is insufficient and has to be supplemented by parents, yet as a result of unemployment and poverty some parents are unable to provide for their children's transport and accommodation costs. This contributes to a high drop-out rate at the College. Aside from the various trials experienced, Mnambithi FET College strives to serve the local communities (Scherer, 2012).

1.2 Rationale for the research

The creation of a vibrant institution that can focus on student achievement and well-being requires a strong and competent workforce that is able to deliver quality education and training to their students (Department of Higher Education and Training, 2014). Academic staff must be continuously trained and re-trained, updating their knowledge in order to remain current with the latest technology and new trends in teaching, as well as to be able to adapt to curriculum changes. Steyn (2010) cited various authors who agree that the education system is in a dismal state due to the poor quality of teaching. To improve the quality of teaching the College must improve the morale (Matoti, 2010) of academic staff, who will then give of their best in class to improve the throughput rate at the College (Abdelaziz, 2013).

Mnambiti FET College has to deliver on the educational priorities as set out by the DHET in the provision of quality vocational education and training programmes (Department of Higher Education and Training, 2014). The mandate of the Department is to ensure that there is an improvement in both pass rates and the retention rate of students, thus ensuring articulation amongst its students to Higher Education, employment or self-employment (Department of Higher Education and Training, 2013b). Central to delivering on this mandate are the lecturing staff employed at the College, as it is the lecturers who are in direct contact with students (Department of Higher Education and Training, 2013a).

The main problem with regard to academic professional development at Mnambithi FET College is that over the last two years there has been little or no training. This research was therefore undertaken to determine the role of leadership in academic professional development, as staff development and training rests with the decisions taken by senior management (Pitt, 2012).

The researcher had three reasons for conducting this study within the FET sector, with the first being that a vibrant FET sector will improve skills and literacy levels in the country. Milburn (2010) argued that leaders who fail to develop the skills of their employees could be detrimental to institutions.

The second reason is that youth development and the empowerment of youth through relevant and formal education and training programmes will contribute positively, as a skilled and capable workforce is a priority for the DHET.

Finally, in order to provide quality education and training, the College has to improve the working conditions of its staff members. Continuous professional development will improve the relationship amongst the leadership, academic staff, students and the community as a whole.

1.3 Background to the study

To provide quality education and training that is responsive to the needs of the country and to ensure that the citizens of South Africa are able to compete internationally, it was necessary to streamline the post school education and training system in the country (Department of Higher Education and Training, 2012). Education used to be controlled by the Department of Education and the Department of Labour, however this caused a division between the two departments and articulation and coordination became very difficult (Department of Higher Education and Training, 2012). To overcome these challenges and to streamline education and training, the DHET was formed in 2009 to deal with the provision of post school education and training. Since then general education has been controlled by the Department of Basic Education.

The newly established Department of Higher Education and Training and the launch of a new curriculum placed enormous pressure on the management and academic staff at Colleges (Mestry and Bosch, 2013). In addition, higher education was streamlined and there has been close monitoring of FET Colleges with respect to student achievement. Access to higher education became easier for the needy through the DHET bursary scheme which also led to an influx of students. With emphasis on teaching and learning, the department prioritised the need for academic development at FET Colleges (Department of Higher Education and Training, 2013a).

To create a skilled, motivated and capable workforce, human resource development and training is crucial in any organisation (Singh, 2011; Department of Higher Education and Training, 2014). Following a skills audit, training and development with specific reference to academic professional development at Mnambithi FET College moved to senior management and a training committee. It is the senior leadership that drives training for staff members, as the substantial training budget needs the approval of senior management. As a result of a lack of adequate leadership support, training and development has been neglected and has not been seen as a priority by senior managers, even though a budget has been allocated by DHET (Pitt, 2012).

The researcher therefore understands that in order for the College to perform better, a greater investment with regard to academic professional development has to be made in the lecturing staff to ensure success. Through the development of a motivated and committed workforce, the researcher hopes that the College will be in a position to achieve an improvement in the throughput rate of students.

1.4 Problem statement

Higher education has been directed by various policies and procedures to transform the vocational education and training landscape (Makunye and Pelser, 2012). After democracy was introduced post-apartheid, Further Education and Training Colleges in South Africa went through rapid transformation in order to expand the educational landscape within the country. Milburn (2010) affirmed, however, that Higher Education continues to experience continuous change in order to remain current with international needs, as well as to be competitive with other educational institutions.

At Mnambithi FET College academic staff morale is low, as a disjoint between the leadership and academic staff is evident (Mestry and Bosch, 2013). A poor understanding of the vocational education and training system, low throughput rates that result from high failure rates, and a low retention rate creates a negative impression of the sector. The sector is further affected by the HIV/Aids pandemic, poverty and a shortage of suitably

qualified lecturers to drive vocational education and training (Department of Higher Education and Training, 2012).

Since 2007 Mnambithi FET College has been challenged by a dearth of senior management. The College is being run by an Acting Principal and only in May and July 2014 were a new Deputy Principal: Academic Services and Deputy Principal: Corporate Services appointed respectively after a long period of time. A Chief Financial Officer was placed at Mnambithi FET College, however, he focussed mainly on financial matters, with little or no intervention in academic affairs.

The change in legislation which brought about mergers of FET Colleges and the transfer of staff from Provincial Departments to the College Councils created uncertainty in the employment status of staff (Mestry and Bosch, 2013). The launch of the new NC(V) curriculum, which emphasises theoretical and practical training, as well as the introduction of the DHET College bursary scheme, also had an impact on management. Through the recapitalisation of Colleges, the Department of Higher Education allocated them millions of Rands; due to inadequate expertise and support staff, Colleges were expected to spend the allocated budget within the same financial year. Management was under tremendous pressure to ensure that upgrades were completed as funds not used were to be refunded to the Department (Department of Higher Education and Training, 2012).

According to Makunye and Pelser (2012) change has an impact on Higher Education institutions, therefore academics must develop to meet these growing challenges. The FET sector is no different and has also been affected by competition, a lack of financial resources, and greater levels of accountability (Makunye and Pelser, 2012). Several other challenges related to staff can be attributed to the employment of new staff members straight out of university and technikons who have the relevant subject expertise but no exposure to teaching methodology, a lack of proper classroom management skills and a lack of exposure to industry (Bohloko, 2012). Transformation within Mnambithi FET College had a tremendous impact on the morale of staff, yet it is staff members that have direct contact with students (Mestry and Bosch, 2013). It is also the academic staff who drive teaching and learning at the College to improve pass rates and to deliver on national

priorities as laid down by the DHET. According to Makunye and Pelser (2012), in order to cope with the constant change within the Higher Education environment, professional development is the academic answer to complex challenges.

1.5 Aim and research questions

The aim of the research was to determine the role of leadership in academic professional development at the College.

The challenges experienced at the College led to the following research questions, which were answered in the course of this study:

- What academic professional development is currently taking place and is this development adding value to the organisation?
- What is the role and involvement of leadership in academic professional development?
- Are there any issues hindering academic professional development at the College?
- What strategies may be introduced to improve academic professional development?

1.6 Research methodology

The methodology for this research was qualitative research as it allowed the researcher to interact directly with the stakeholders in the environment where the research was conducted. A study by Bansal and Corley (2012) indicated that researchers who use the qualitative method enjoy considerable latitude when conducting research, as it allows for greater freedom during interactions with respondents and also provides various opportunities for researchers to probe for further responses. The research instrument used for this study was interviews, which were conducted with management staff members at Mnambithi FET College. The data was analysed using the thematic analysis as the

researcher looked for common themes from the respondents. Once the data were analysed the findings were presented, conclusions were drawn and recommendations were made.

1.7 Theoretical framework

The theoretical framework for this research was based on academic professional development. The focus was on 'academic' relating to teaching and learning, 'professionalism' referring to the manner of classroom delivery, and the impact of continuous professional 'development' that will create a positive image for the College within the community. Steyn (2010) advocated that institutions and professionals will have to adapt to the challenges and demands of the working environment.

1.8 Limitations of the research

The research was limited to the leadership and academic staff at Mnambithi FET College; a similar study conducted on two or more Colleges could produce different results.

The main focus of the research was on the role of leadership on academic professional development, however whilst the topic has been extensively researched in the past under the auspices of 'staff development', the review of current literature on academic professional development posed a challenge.

A further limitation arose out of the researcher's position as the Campus Manager of the Ladysmith Campus where she interacts with the senior leadership and staff, hence she had to be aware of her position during the research.

1.9 Significance of the research

Various aspects highlight the significance of this research. First, the research demonstrated the need of having a motivated workforce that will contribute positively to an organisation. Second, the research highlighted challenges such as student achievement, retention and dropout rates within the FET Colleges, which could also be related to schools and universities.

Third, the researcher hoped that academic professional development could add value by improving the relationship of various stakeholders within the College. This should then improve the overall atmosphere within the sector. Once lecturing staff are motivated they will have a positive attitude towards management and will be able to treat their students with respect and dignity. Fourth, the topic has not been extensively researched as there was a lack of recent studies on the topic under the auspices of 'academic professional development'.

1.10 Structure of the research

In chapter one the researcher presented the introduction, background and rationale for the research. The chapter included the research objectives and research methodology for the study.

Chapter two provides a broad framework for Higher Education and Training in South Africa.

Chapter three examines related literature in the field of leadership, academic development and professionalism within the educational environment. A review was done to obtain a clear picture of what literature was available and to identify if there were any gaps in the existing literature.

Chapter four focuses on the research design, research methodology and data collection employed in this study.

In Chapter five the findings of the research are analysed and presented.

Chapter six focuses on the discussion and interpretation of the findings that emerged from the findings of the research.

Chapter seven concludes the research and makes recommendations for the future.

1.11 Summary

The aim of chapter one was to provide an overview and orient the reader to the location and the processes that were followed during the study. The chapter commenced with an introduction and the rationale for the research, after which the background to the study was discussed which provided an overview of the problem statement. Thereafter the research questions and the research methodology were explained. The theoretical framework was then discussed and the chapter concluded with the limitations of the research and the significance and structure of the research. Chapter two will provide an overview of the Technical Vocational Educational and Training landscape in South Africa.

CHAPTER TWO: AN OVERVIEW OF THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING LANDSCAPE IN SOUTH AFRICA

2.1 Introduction

Chapter two provides a brief overview of the Technical and Vocational Education and Training Landscape in South Africa. In 2014, the DHET officially renamed Further Education and Training Colleges (FET) to Technical Vocational Education and Training Colleges (TVET). From this chapter onwards FET Colleges will be referred to as TVET Colleges.

This chapter will provide a brief overview of TVET Colleges in South Africa, give an overview of Mnambithi TVET College, and describe the Legislative, Regulatory and Policy Framework that governs TVET Colleges in South Africa. Key concepts and the impact of the change in legislation and policy with regards to the launch of a new curriculum and funding by the Department of Higher Education and Training Bursary Scheme will also be reviewed and highlighted.

2.2 Overview of TVET Colleges in South Africa

The history of TVET Colleges in South Africa can be traced back to the former Technical Colleges that provided an alternate education system for learners who did not complete secondary schooling. Technical Colleges mainly existed to support the apprentice system for artisans who were constantly required by industry. Learners would register for the N1 - N3 programmes which were trimester based, and could thereafter proceed to register for the N4 - N6 certificates which could be converted into a National Diploma upon completion of 2 000 hours of practical work experience. This form of education provided by Technical Colleges was originally restricted to whites only, however a decade before the end of apartheid registrations were opened to other race groups (Department of Higher Education and Training, 2012).

Education in South Africa is therefore embedded in the apartheid legacy, whereby unequal educational opportunities, discrimination, inequality, poverty, race and gender issues disadvantage African people in South Africa (Matoti, 2010; Department of Higher Education and Training, 2012).

In view of the above challenges, the TVET sector in South Africa needed a complete overhaul to provide quality education and training opportunities to all South Africans. This could only be achieved through equity, access, redress and expansion of the further education and training sector to become institutions of choice for the majority of the learners in the country (Mestry and Bosch, 2013). Funding played a critical role in the revamp and strengthening of Colleges, as did a review in policy by the education authorities, transformation of the sector, and programme diversification, which were central to providing equal opportunities, access and a dynamic and vibrant vocational education and training sector (Mestry and Bosch, 2013; Department of Higher Education and Training, 2013b).

2.3 An overview of Mnambithi TVET College

Mnambithi TVET College is situated in Ladysmith in Northern KwaZulu-Natal and has three campuses - Ladysmith Campus, Ezakheni Campus and the Estcourt Campus - and two skills centres.

The College is governed by the College Council and the Senior Management structure, including the Acting Principal, Deputy Principal: Academic Services, Deputy Principal: Corporate Services, various portfolio managers and campus managers. The College is a public institution and reports directly to the DHET. The College therefore implements legislation and policies as prescribed by the DHET.

2.4 The Legislative, Regulatory and Policy Framework of TVET Colleges in South Africa

The successive changes in legislation and policy have had an enormous impact on TVET Colleges (Department of Higher Education and Training, 2012).

Table 2.1 provides a snapshot of the significant legislative, regulatory and policy changes that had a direct impact on TVET Colleges since 1994.

Table 2.1 Legal Prescripts

Legislative and Regulatory Framework	
1998	Education White Paper 4. A programme for the transformation of the Further Education and Training Sector to provide access to high-quality education and training. Technical Colleges were declared Further Education and Training Colleges (Department of Education, 1998).
1998	Further Education and Training Act (Act No. 98 of 1998) was signed to regulate Further Education and Training. Under this Act, FET staff remained in the employ of the Department of Education (Department of Education, 2006).
1998	Employment of Educators Act (Act No 76 of 1998) (Department of Education, 1998).
1998	The Skills Development Act (Act No. 97 of 1998) was a framework created to develop and improve the skills of the South African workforce. Sector Skills plan. National Skills Fund established in terms of section 27 of the Skills Development Act of 1998. The main purpose of the National Skills Fund was to fund projects identified in the National Skills Development Strategy (Department of Labour, 1998).
2000	South African Council for Educators Act (Act No 31 of 2000). SACE registered educators under the Employment of Educators Act, 1998. This was compulsory for all academic staff who met the minimum criteria for registration (Department of Education, 2006).
2002-2006	152 Technical Colleges in South Africa were merged into 50 Further Education and Training Colleges (Department of Higher Education and Training, 2012).
2005-2009	R1.9 billion was budgeted for the re-capitalisation of Further Education and Training Colleges (Department of Higher Education and Training, 2012).
2006	The Further Education and Training Colleges Act (Act No. 16 of 2006) was signed to regulate Further Education and Training in Colleges. Under this Act the employment of FET staff was moved from Provincial Authorities to College Councils. Colleges became autonomous (Department of Higher Education and Training, 2012).
2006	The training of lecturers was prioritised in the recapitalisation grant (Department of Higher Education and Training, 2012).
2009	The Department of Education was split into two departments - the Department of Higher Education and Training and the Department of Basic Education (Department of Higher Education and Training, 2012).
2012	The Further Education and Training Colleges Amendment Act (Act No. 3 of 2012) removed all references to provincial authority. Under this Act the employment of FET staff moved over to the Department of Higher Education and Training (Department of Higher Education and Training, 2013b).
2013	The White Paper for Post School Education and Training was created to build an expanded, effective and integrated post-school system. It was announced that Further Education and Training Colleges (FET) were to be renamed Technical Vocational Education and Training Colleges (TVET) (Department of Higher Education and Training, 2013b).

Source: Constructed by the researcher from previous literature

The above legislative and regulatory framework played a significant role in the governance and management of Colleges, particularly when it came to the employment status of staff being moved from the provincial authorities to College Councils. This responsibility was vast and College management and the Mnambithi TVET College Council were not adequately prepared with regard to the capacity of the human resource unit. Inadequate funding posed a further challenge (Wyngaard and Kapp, 2004).

Policy documents such as the National Certificate Vocational NC(V), the introduction of the College bursary scheme and government priorities as outlined in the New Growth Path for job creation provided a clear mandate that the TVET College system must address the skills shortage in the country by providing high quality education and training to the youth to pave the way for employability (Department of Economic Development, 2011b). The National Development Plan, the New Growth Path and the National Development Strategy placed particular emphasis on job creation and the expansion of education and training to help reduce poverty and inequality in South Africa (Department of Economic Development, 2011b). The Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training was developed to streamline the qualifications for academic staff at Colleges and the Public Further Education and Training College Attendance and Punctuality Policy was developed to enforce attendance of students in class.

Table 2.2 provides a further explanation of the Policy Framework for Technical Vocational Education and Training Colleges in South Africa (Department of Education, 2006; Department of Higher Education and Training, 2009; South African Government, 2014).

Table 2.2 Legal Guidelines

Policy Framework for TVET Colleges	
2006	National Certificate Vocational L2, L3, L4 was gazetted (Department of Higher Education and Training, 2013b).
2007	National Certificate Vocational introduced as a new curriculum to Colleges which was designed to incorporate theory and practical (hands on training) into the programme (Department of Higher Education and Training, 2013b).
2007	The FET College Bursary Scheme for students was introduced (Department of Higher Education and Training, 2013b).
2009	NATED/Report 191 programmes were phased out as they were viewed as being outdated ((Department of Higher Education and Training, 2012).
2009	The New Growth Path is a vision set by the South African Government to place jobs and decent work at the centre of the country's economic policy. The focus of the New Growth Path is to determine where there is a possibility of creating employment and to develop policies and implementation plans to take advantage of these opportunities (Department of Economic Development, 2011b).
2010-2030	Human Resource Development Strategy (HRDS) The priority of the HRDS is to ensure that citizens are equipped and trained to participate fully in society and to be able to find or create work. The main purpose of the strategy is to ensure that citizens are productive at work through a series of skills training programmes (Human Resource Development Council of South Africa, 2010 - 2030).
2011-2016	National Skills Development Strategy III (NSDS III) The main focus of the NSDS III is to improve the effectiveness and efficiency of the skills development system. Emphasis is placed on the integration of workplace training and theoretical training to enable learners to enter the formal workforce adequately equipped with the relevant experience and skills (Department of Higher Education and Training, 2010).
2011	The re-introduction of the NATED courses were now referred to as Report 191 due to a resistance from industry and learners to the NC(V) courses (Department of Higher Education and Training, 2012).
2011	National Skills Accord In order to implement the New Growth Path the National Skills Accord came into being. The National Skills Accord (Department of Economic Development, 2011a) set out eight key areas to improve training and skill development in South Africa, with a focus on FET Colleges. The eight priority areas highlighted were: • Expand the level of training. • Make internships and placements available in the workplace. • Set guidelines for the training of artisans. • Improve funding for training opportunities. • Set annual targets for training interventions. • Incorporate stakeholder involvement and improve SETA governance. • Align the New Growth Path to the Sector Skills Plans. • Improve the role and functions of FET Colleges.
2012	The National Development Plan aims to reduce employment and eliminate poverty and inequality in South Africa through initiatives such as partnerships, enhancing the capacity of the state and creating an inclusive economy (South African Government, 2011).
2013	Youth Employment Accord The purpose of the Accord is to implement a youth employment strategy that will ensure that a large number of youth are employed through effective education and training opportunities and work placement, by encouraging youth to embark on entrepreneurial opportunities, and through youth cooperatives (Department of Economic Development, 2011a).
2013	Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. This policy was developed to put in place a set of suitable higher education qualifications that can be used for the professional development of lecturers in order to strengthen teaching and learning at FET Colleges (Department of Higher Education and Training, 2013a.).

2013	Public Further Education and Training College Attendance and Punctuality Policy This policy aims to enforce high levels of attendance and punctuality to improve students' chances for success and to prepare them for the professional culture of the workplace (Department of Higher Education and Training, 2013c).
2013-2015	The Further Education and Training Colleges Amendment Act (Act No. 3 of 2012) controls the migration of FET College lecturers to the employ of the Department of Higher Education (Department of Higher Education and Training, 2013b).
2014	The official launch of Further Education and Training Colleges (FET) as Technical Vocational Education and Training College (TVET) (Department of Higher Education and Training, 2013b).

Source: Constructed by the researcher from previous literature

It is important to provide a brief summary of the legislation and policies that have a direct influence on the TVET sector, as legislation and policy issues impact on the lecturing staff and classroom delivery. These include the launch of the new NCV curriculum, the change in the employment status of staff, and funding for Colleges. The abovementioned will be briefly elaborated upon further.

2.5 The impact of changes in legislation on TVET Colleges

According to the Further Education and Training Act, No 98 of 1998, educational staff were employed by the Department of Education. The formal curriculum was the NATED/Report 191 engineering and business studies programmes. There was also stability at Colleges and pass rates were good.

The Further Education and Training Colleges Act, No. 16 of 2006, allowed Colleges more freedom when their powers were moved from Provincial Authorities to College Councils; only senior management, the Acting Principal and the Deputy Principals remained in the employment of the state. This brought about a massive exodus of suitably qualified, experienced and trained staff who preferred to be deployed to schools, as they did not want to lose their benefits and because they did not trust their new employer (Dayaram, 2005).

Another significant change that occurred as a result of Act No. 16 of 2006 was that some College Councils were unable to pay benefits such as medical aid, pension and housing allowances. Disparity between staff benefits were clearly visible and led to a series of continuous strikes and dissatisfaction, as this was treated as casualisation of labour. Unions were involved and Senior Management and the College Council at Mnambithi

TVET College had to incorporate benefits in the salaries for staff members (Dayaram, 2005).

The large number of vacancies at the College were eventually filled by new staff members who had technical qualifications but very little teaching experience, or by educators from the schooling sector who had pedagogical knowledge but no technical qualifications (Wyngaard and Kapp, 2004). It has become evident that TVET College lecturers need a combination of technical qualifications, pedagogical knowledge and industry-related experience to provide quality teaching that will ensure success and create a vibrant and effective post school education and training sector (Greenwood, 2010).

The Further Education and Training Colleges Amendment Act (Act No. 3 of 2012) changed the employment status of staff at TVET Colleges yet again. Through a vigorous process that took at least two years, staff are now employed by the DHET and not with the College Councils (Department of Higher Education and Training, 2012).

The shift in the employment status of staff caused serious tensions and had huge implications for Colleges as it was evident that not all staff would transfer over to the DHET. The reason for this was that DHET focussed on the core business of teaching the gazetted programmes such as the NC(V) and Report 191 programmes. Staff teaching nonformal programmes and skills courses were not considered for transfer. With regard to the change in the employment status of staff, Colleges moved from stability to instability and this change had a direct impact on the students.

2.6 The impact of policy on the new curriculum

A new curriculum, the National Certificate Vocational NC(V), was introduced to Colleges in 2007. This curriculum included both theoretical and practical aspects of learning, there was a significant change in the subject and assessment guidelines, and the concept of internal continuous assessment and integrated summative assessment was introduced (Department of Higher Education and Training, 2013b).

The intention of the NC(V) programme was to create a diverse programme and qualification mix and phase out the NATED/Report 191 programme, as the NATED/Report 191 was not revised and seemed outdated. This did not happen however, as industry still recognised the NATED/Report 191 programme and was not confident about the new NC(V) programme. The uncertainty with regard to the phasing-in of one programme and the phasing-out of another had a direct impact on staff, for example the entrance requirement for learners on the NC(V) programmes was grade 9, therefore staff members had to deal with learners who had a grade 9 and learners who had completed grade 12 in one class (Department of Higher Education and Training, 2012).

The throughput at TVET Colleges was very low and did not match the financial investment and the government's vision of a massive expansion of the TVET sector. This raised serious concerns with regard to the quality of teaching and learning, as the pressure was on TVET Colleges to provide post school education and training to a large number of youth who had completed matric, youth who were unemployed, and youth who wanted to articulate into higher education institutions such as universities (Mestry and Bosch, 2013).

To increase access and improve the quality of teaching and learning at TVET Colleges the government implemented two important initiatives, the first of which was a College bursary scheme that would allow financially needy students to enter Colleges. The second was the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. The professional training of lecturers should be considered an important turnaround strategy to improve pass rates among learners, as quality lecturers who have the necessary skills and competence are valuable in a class (Singh, 2011; Department of Higher Education and Training, 2013a).

2.7 The impact of funding by the Department of Higher Education and Training Bursary Scheme

To achieve its main policy objectives, i.e. "to expand access, improve(d) quality and increase(d) diversity of provision" as outlined in the White Paper for Post School

Education and Training (Department of Higher Education and Training, 2014, p. 4)) the DHET introduced the Department of Higher Education and Training Bursary Scheme.

According to Hasley (1993) and Hayward (2006) cited in Milburn (2010. p. 87):

> *"universities have transformed from elite systems to mass university systems that has resulted in students entering the university less numerate, literate and knowledgeable, yet with high expectations of quality learning and support services."*

With the introduction of the financial aid scheme learners would receive transport and accommodation costs and tuition fees would be paid to the College. This was an excellent initiative by the government, however Colleges were not sufficiently equipped to handle the massive influx of students (Department of Higher Education and Training, 2012). Classrooms were over-crowded, the infrastructure was inadequate and most Colleges implemented two different sessions for the NC(V) and NATED/Report 191 programmes. Sharing of resources between the morning and afternoon sessions also became a challenge for staff and for management. For these reasons, effective and professional leadership were extremely important to manage these institutions (Dayaram, 2005).

2.8 Summary

Chapter two provided a brief overview of the TVET College sector and highlighted the impact of the change in legislation and policy frameworks on Mnambithi TVET College.

Chapter Three will provide an in-depth literature review on academic professional development and the role of leadership in academic professional development.

CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

Chapter three examines the relevant literature in the field of professionalism and academic professional development within the educational environment.

During the literature review on academic professional development at TVET Colleges it was noted that the literature was sparse, therefore literature on staff development, teacher development, learning communities, and to a lesser extent the challenges and benefits of academic professional development, were looked at.

3.2 Definition of Academic Professional Development

There are several definitions of professional development, however most authors concur that professional development deals with the "growth of teachers" and "professional learning" (Luneta 2012, p. 362) of its academic staff as it deepens teachers' abilities to provide quality teaching (Mukeredzi, 2013). Virani (2011, p. 32) further expanded on the definition by including activities such as "personal development, life-long education, workplace exposure, mentoring and coaching programmes, peer support and study groups" as tools to assist in the provision of quality education and training.

Research conducted in Pakistan by Khan and Begum (2012, p. 363) advocated that "on-going professional development updates teachers' knowledge and skills", while Rodgers and Skelton (2013) added that professional development provides new ideas and methods that strengthen teacher productivity. This view was supported by Abdelaziz (2013, p. 23), who conducted research in Saudi Arabia and defined professional development as the "process and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might, in turn, improve the learning of students".

Abdelaziz (2013) explained the definition as the design and implementation of processes and activities, the improvement in the attitudes and skills of teachers as an immediate objective, and looked at improvement in learner achievement as a long term objective.

Professional development is directly linked to teacher performance and student achievement. This view was supported by LaCursia (2011, p. 27), who mentioned that "quality professional development" plays an important role in teaching. Carlisle (2011) explored the concept of a strong leader and looked at the role of a principal as being to provide support and to encourage teachers to contribute to the change process for successful school improvement.

King (2011) explained that the term "professional" relates to a person who has specialist knowledge and uses this knowledge for the up-liftment of society. He advocated that although extensive research has been done on teacher expertise and diversity in the classroom, professional development is central to improving learner outcomes. For academic professional development to be successful the process must be aligned to the outcomes of the academic programme and to staff member expertise (Huber, 2013).

Professional development for teachers has become a central theme in achieving the mandate of the educational authorities to improve the learning experience of students through the provision of high quality education and training programmes. The professional development of academic staff is therefore pivotal in enhancing a learner's experience within the educational environment.

While policy guidelines strive to implement the selection and recruitment of suitably qualified teachers, the retention of these teachers is a challenge, hence training, re-training and continuous professional academic development is of paramount importance within the TVET sector. King (2011, p. 3) pointed out that "ongoing development of cultures of learning" is beneficial to the academic staff as they will be empowered to enhance "pupils' learning" in class. In addition, Steyn (2010, p. 232) mentioned that continuing professional development "contributes to a school's success by promoting a climate of renewal and improvement.

3.3 The importance of Academic Professional Development

The educational landscape is subject to change, reform and transformation, and remains an important priority for provincial departments and national governments, hence nations across the globe strive to improve educator performance and competence through teacher learning and teacher professional development (Dixon, Yssel, McConnell and Hardin, 2014; Jita and Mokhele, 2014; McConnell, Parker, Eberhardt, Koehler, and Lundeberg, 2013). Constant and rapid change is brought about when there is a change in a curriculum, a change in assessment practices and standards, societal change, technological advancements (Dixon et al., 2014) and/or significant change within the political landscape that necessitates the transformation of the educational landscape.

Research both nationally and internationally on academic professional development has highlighted the need for educational institutions to have on-going professional development for its academic staff (Abdelaziz, 2013). According to King (2011), change processes within the education system are only effective when there is on-going support and training for teachers. Widly, Siguroardottir, and Faulkner (2014) argued that an understanding of the culture within an educational institution is central to understanding what will be needed to improve learner performance. This opinion was shared by King (2011), who advocated that professional development amongst teachers is central to improving learner performance thus contributing to whole school improvement. It is the expertise and skills of lecturers that will make an impact on the lives of students and increase pass rates. The support from portfolio managers and senior managers are crucial in supporting lecturing staff to achieve these goals (Persichitte, 2013). Senior managers must prioritise on-going training and development for academic staff to remain current, provide adequate resources for effective teaching and learning, and ensure that College facilities are conducive for teaching (King, 2011).

Greenwood (2010, p. 141) alluded to the fact that teacher education has not responded appropriately to the global changing landscape and made reference to teachers being exposed to traditional methods of development such as internal workshops and seminars,

rather than the focus being on "foundational knowledge, diversity and multicultural education".

Foundational knowledge refers to both pedagogical and subject content knowledge that a lecturer would obtain through a formal academic qualification from a university or technikon. This would enable a lecturer to embrace diversity in the classroom and assist in teaching children from different race groups in one class, thus embracing the concept of multicultural education. Greenwood (2010, p. 145) added that there must be "academic freedom and academic professional autonomy" for teachers when academic professional courses and programmes are designed. Most often management decides on the types of development programmes that would benefit the lecturing staff, which has proved to be a fruitless exercise as academic staff experience different challenges in the classroom and therefore require different forms of training. The social and educational environment is subject to constant and complex change, therefore on-going professional development is necessary for ensuring that teachers are updated and remain professionally competent in their area of specialisation (Luneta, 2012).

Higher Education in South Africa is going through trying times, and is moving from a point of stability to instability due to the on-going strikes that result in fewer teaching days, overcrowded classrooms and poverty among students (Scherer, 2012). Teachers are therefore under tremendous pressure to perform and must be supported through professional development programmes. Such programmes are offered at TVET Colleges through a budget for training and development from the DHET. Patterson (2006), as cited in Rodgers and Skelton (2013), mentioned that education in the 21st century should focus on teamwork as opposed to isolation, as teachers enter the workplace with different expertise, knowledge and experience. Phelps (2012) argued that the professional attitudes of teachers, their values and their beliefs, together with their interactions with students, parents and communities, play a significant role in student achievements.

3.4 Factors to be considered for the improvement of academic development programmes

For professional development to be on-going and a success Mukeredzi (2013, p. 5) made reference to three important areas - the teacher should be considered to be an "active learner", academic development programmes should be done in collaboration with each other and within a similar educational environment, and teachers should enter development programmes with prior knowledge.

Opfer (2010) claimed that continuous professional development must be relevant to the subject and the school and have clear goals and objectives. Opfer (p. 416) further emphasised that the programme must be offered by suitably qualified providers who acknowledge prior learning and experience, concentrate on new learning strategies and promote "enquiry and problem solving".

Rivera, Manning and Krupp (2013) alluded to the fact that a lack of teacher confidence is a major challenge to successful teaching, and therefore placed specific focus on a combination of traditional methods and scientific inquiry to improve content knowledge to boost the confidence of teachers in the classroom. Clercq (2013) described content knowledge as the actual subject matter that must be taught and pedagogical content knowledge as the teachers' interpretation of the subject matter, the method of delivery in the classroom and the ability to make the subject matter assessable to the learners.

LaCursia (2011) highlighted several elements necessary for professional development programmes to be successful, such as support from the principal, involvement and cooperation by the teachers, the focus of academic programmes on content, collaboration among the teachers, duration of training, and programme evaluations to determine their success or shortfall. Pellegrino (2011, p. 79) argued that the link between the teachers' personal and professional lives is important as student learning is "directly connected to the teachers' beliefs, identity, well-being and social connections".

Steyn (2010) highlighted several factors that are important in the implementation of professional development such as teachers' needs, the role of the principal and teachers, and initial requirements for professional development. Steyn added that principals who form part of professional development programmes set an example for their junior staff members, which in turn promotes all round improvement.

3.5 Forms of academic professional development programmes

International research suggests various forms of academic professional development that are beneficial in the training and development of excellent teachers and which improve their teaching practices once they enter the workforce (Jita and Mokhele, 2014; Sanchez, 2012).

Research by Makunye and Pelser (2012) suggested that development is necessary within institutions and made reference to three types of academic professional development, i.e. formal, non-formal and informal. Formal programmes such as a professional teachers' qualification are offered by a recognised university or a technikon; non-formal programmes may include mentoring and coaching as part of a College's in-house training system; and informal programmes may include subject meetings and internal workshops.

Forms of training and development at Mnambithi TVET College should be designed to improve the organisation through a series of long term training interventions. Through academic professional development the College should strive to become a learning organisation that will lead to "positive change and growth in the individual, team and the organisation" (Brown, 2014 p. 325). According to Brown, the main focus of a learning organisation should be an investment in its people through the creation of knowledge for the organisation and for the individual. Knowledge is then shared amongst individuals to achieve organisational goals.

The forms of academic training that would be most beneficial to the professional development of academic staff at Mnambithi TVET College is elaborated on below. In

addition, certain forms of development that may not be suitable at present are looked at as they may gain relevance in the future.

3.5.1 Learning communities

Learning communities function properly once they are supported by learning activities which focus on student performance, student achievement and student throughput. Teachers who have a thorough knowledge of their subject convert passive learning into active learning as their professional development within learning communities is focused on content implementation and improvement (Steward, 2014). Scherer (2012, p. 33) argued that school principals must support teachers by "building professional learning communities" that will focus on on-going inquiry into practice, as this will provide opportunities for teachers to learn, grow and achieve success in their work. Students who are taught by experienced, motivated and committed teachers are able to excel and improve their results.

Clercq (2013, p. 77), however, reasoned that "professional learning communities" have certain limitations as they are dependent on the "collective professional expertise" of the members within the learning community and recommended that experts within the school should assist as partners. McConnell et al. (2013) argued that while professional learning communities are important in enhancing student performance, staff experience challenges due to social problems and cannot commitment to travel to different sites. This creates barriers to successful professional development programmes, therefore the authors recommended that other forms of development should be considered, such as a "virtual professional learning community" McConnell et al. (2013, p. 267). Further, Baran (2010) made reference to dissatisfaction among teachers who are only exposed to traditional methods of professional development, recommending online communities of practice as a popular way to improve knowledge among teachers.

The use of technology, particularly video-conferencing, to improve learning among participants is beneficial to collaborative learning, argued McConnell et al. (2013). This view was expanded further by Baran (2010, p. 81), who proposed online communities of

practice where information and communication technology such as a "digital library, recordings from real classroom teaching and communication tools" could provide easy access to continuous professional development.

Steward (2014) recommended professional learning communities, whereas McConnell et al. (2013) mentioned that virtual professional learning communities are an excellent model to enhance the professional development of staff. The focus of learning communities is to encourage the sharing of expertise within an institution. For institutions that have financial constraints, the model could reduce the cost of training as there could be in-house sharing of expertise to improve classroom practice. Technology plays a major role in the effective delivery of curriculum, therefore the concept of virtual and online learning communities of practice is the most suited for education in the 21st century.

The idea of learning communities is thus an over-arching concept for professional development for academic staff, as "learning in a professional community is considered to be more effective than traditional methods" (Stewart, 2014, p. 28). Other models of development that lean strongly towards learning communities as they involve the development of individuals within the organisation such as teamwork, mentoring, coaching, a school based model for development, collaboration, experiential learning and job-embedded development will be looked at.

3.5.1.1 Teamwork, mentoring and coaching as a model for professional development

According to Sparks (2013, p. 28), "schools rise and fall as a result of the quality of teamwork". He contended that teamwork is essential for the improvement of teaching and learning, however Sparks (2013, p. 29) cautioned that simply by grouping people together to form a team does not necessarily make an effective team. He mentioned four points that are critical for effective collaboration within a team: a) the purpose of the team, b) the accountability of each member, c) the structure of the team, and d) the trust shared by each member within the team. This view was supported by Kao (2012), who advocated that academic collaboration has an advantage as it creates a working culture that encourages

innovation among teachers and creates advanced knowledge whereby teachers partner with each other to share best practices. It cannot be emphasised enough that teamwork plays an important role in staff training. Support from colleagues not only improves the teaching and learning environment, but also boosts the confidence of the lecturers. As per Steyn (2010), teachers continue to learn and gain valuable experience at the workplace, however on-going professional development supported by leadership, peer mentoring and staff interaction is the preferred model as it is the most effective.

Looking at professional development from a business perspective, mentoring is regarded as an option to improve professionalism and morale among teachers and learners (Templeton and Tremont, 2014). Mentoring must be included as continuous training to achieve organisational goals with regard to throughput, as it focusses on the individual support of a lecturer. This view was supported by Rodgers and Skelton (2013, p. 6), who emphasised that the process of mentoring allows "stronger teachers to assist weaker teachers" by sharing skills, knowledge and resources, while Templeton and Tremont (2014) pointed out that mentoring may be looked at as a support structure that enables teachers to excel in achieving personal and organisational goals. Carlisle (2011, p. 777) explored the use of coaching as an option for providing high quality professional development, as a coach links the training opportunities from the coaching programme to the learning content to create new knowledge. Agrawal (2013, p. 1191) affirmed that coaching and mentoring is a model whereby there is a "one-to-one relationship between two teachers" with one teacher being the mentor and the other being a novice educator, whereas learning communities involve more than two teachers.

3.5.1.2 School based model for development

Research conducted in Hong Kong by Ho and Arthur-Kelly (2013, p 22) and Clercq (2013, p 81) supported the "school cluster system", which provides a platform for teachers to share expertise, experience, resources and ideas to improve school administration and teaching and learning. The difference between the school based model and other forms of professional development is that the school based model is driven by departmental

authorities who bring teachers from neighbouring schools together to share common practices (Clercq, 2013).

The focus of departmental authorities is to use senior teachers to guide and mentor teachers with less knowledge and experience. Jitane and Ndlalane (2009), as cited in Clercq (2013, p. 79), cautioned that school cluster structures that do not focus on improving teacher performance and student achievement may not be effective, therefore there must be "teacher-led interactions" to ensure success. Clercq highlighted several benefits of a school cluster development programme where teachers were taught new skills, were afforded the opportunity to improve their competencies to improve preparation and planning of lessons, and were able to share their skills and resources with their peers. Jita and Mokhele (2014) recommended subject groups and teacher clusters as an alternate form of professional development for mathematics and science teachers in South Africa.

Research carried out by Pitt and van der Merwe (2012, p. 26) in Canada looked at a "school based model" for professional development that links "classroom instruction and learner outcomes". This is a process that integrates improved methods of development for teachers to adequately equip them to meet the challenges of the classroom, i.e. teachers will be required to use different instructional techniques to transfer learning outcomes to the learners. Pitt and van der Merwe argued that traditional methods for professional development used in the past were unsuccessful as they did not yield any positive results, and therefore explored the "career life cycle of a teacher" as an effective method for sustained "staff development" as the "knowledge and experience" retained by the teacher gradually increases over time.

Research conducted in Texas highlighted "systemic and meaningful professional development, support from colleagues and the freedom to make decisions" as fundamental aspects of the development of excellent teachers (Sanchez, 2012, p. 445), whereas research conducted by Mukeredzi (2013) in rural schools in Zimbabwe revealed that teachers can experience personal and professional growth during normal teaching activities within their school environment. "Teaching activities, professional learning and professional studies" occur when teachers are studying and teaching, thus they are experiencing learning and

professional growth and development through their day-to-day teaching activities (p. 2). This process eventually creates an understanding for teachers regarding their roles and responsibilities within a classroom, which ultimately contributes to their academic professional development.

3.5.1.3 Collaboration

Ho and Arthur-Kelly (2013, p. 24) were of the view that a "new mode of collaborative professional development is needed for teachers", where novice and experienced teachers approach teaching and learning as consultants, where "collaboration, job relevance and reflection" are included into current content. This view was supported by Kao (2012, p. 43), who mentioned that collaboration contributes to "faculty development and student education" by promoting quality and the transfer of knowledge. A study by Abdelaziz (2013) is noteworthy as it explored contemporary measures for a collaborative professional development programme, where meetings are held regularly to discuss strategies and to share ideas through an on-going continuous and consistent process.

It is evident from a study by Sparks (2013) that it is important to decide on a framework for collaboration where each team member understands the purpose of the team, is committed to the decisions taken, and displays a sense of belonging to ensure progress. Carlisle (2011) highlights that collaboration among teachers may lead to connectedness but does not necessarily lead to school improvement, as teachers may not use discussions and materials received to improve classroom instruction. Phelps (2012) summed up the concept of collaborative professional development by stating that through collaboration teachers stay current, are able to network with each other, and derive professional and administrative support from other educators.

Baran (2010, p. 81) argued that the size of the group plays an important role in collaborative learning and recommended the use of smaller groups where continuous professional development should be "personally and contextually relevant". Clercq (2013, p. 78) concurred with Baran (2010) and mentioned that collaboration does not "occur in isolation" as it is "socially constructed". Phelps (2012, p. 71) took "collaboration" to a

new level as he acknowledged the use of "online collaboration", such as online support groups and blogs, to assist teachers to be effective in the classroom.

3.5.1.4 Job embedded development

Hansen-Thomas, Casey and Grosso (2013) maintained that professional development must include knowledge of the learner and the learning content and therefore proposed a model whereby teachers train teachers. The authors argued that a "job-embedded, hands-on and campus specific" training is a preferred model for an effective professional development programme (p. 133). This form of "job-embedded" teacher development programmes allow teachers to gain new knowledge and experience by sharing ideas, beliefs and reflective practices to improve their learners' achievements in the classroom (Clercq, 2013, p. 78). According to Mukeredzi (2013), teachers also learn and develop academically through their roles as educators in the classroom. This view was supported by Stewart (2014), who stated that learning within a professional environment is more successful than individual learning. Specialist teachers with knowledge and expertise share information with their peers and therefore contribute to an effective learning programme.

3.5.1.5 Experiential learning

Burke (2013, p. 247) further discussed a model of "experiential professional development", while Mälkki (2012) explored the view of several authors on an "experiential learning" model where reflection and action are directly involved in a transformative learning process. The experiential learning approach is a hands-on approach to learning as the learner is able to experience concepts taught through both a theoretical and practical process that enhances a deeper understanding of the subject content. Abdelaziz (2013) elaborated that each teacher is given an opportunity to share their knowledge, experience, practical teaching techniques and methods, which leads to an increase in self-worth as teachers are motivated through the support structures provided within the school. Research conducted in Tanzania placed emphasis on a "blended learning approach", where development takes place through a combination of "online learning and face-to-face instruction" (Onguko, 2014, p. 78).

According to Rueda (1998), as cited in Hansen-Thomas et al. (2013, p. 133), three "sociocultural standards" may be used as a conceptual framework for professional development - where learning is considered to be a social activity and not an individual activity, emphasis is placed on language as it is important to have a common understanding, and constructive professional development is related to classroom activities and classroom objectives. Luneta (2012) further categorised academic professional development programmes into four models, namely off campus such as conferences, seminars and workshops; on-campus such as classroom visits, mentoring and coaching; enrichment programmes such as teachers workshops; and university based programmes such as a further qualification in education.

The focus of school leadership should be on keeping passionate teachers in their classrooms to increase student motivation and pass rates (Phelps, 2012). Richard (2012) added that a career as a teacher does not happen overnight and looks at an educator as a person who has developed over time, who understands teaching dynamics and who understands the dynamics and complexities of the country. Well planned continuous academic professional development can contribute to whole school development as training will be well structured and on-going. This will bring about an improvement in a teacher's content knowledge, and this knowledge will be imparted to the students which will eventually improve the student's performance in class (Opfer, 2010, p. 414).

3.5.2 Reading and writing skills

Reading and writing skills is a model whereby the teacher engages in the reading and writing process alongside their students to gain experience and understand how their students feel when they have been requested to write (Sanchez, 2012). This practical experience enhances the ability of the lecturer to deliver quality teaching as the teacher will have a deeper understanding of the reading and writing process. The study undertaken by Sanchez (2012, p. 46) in Texas is noteworthy as it highlights the importance of writing skills as an instrument for creating "literate communities". According to Sanchez, the ability of individuals to collaborate with each other to improve reading and writing contributes to their professional growth as teachers are now placed as learners; the teachers

experience the same challenges that their learners do in the classroom and are able to engage in discussions with their peers to share best practices.

The learning experience assists teachers to identify challenges that their learners would experience. As a result of this process the teachers are able to use this experience to improve the writing skills of their learners. Carlisle (2011) added that extended professional development programmes aimed at literacy coaching to improve the quality and knowledge of reading contribute to an improvement in teacher performance and student achievement. Training that focuses on the improvement of reading and writing skills is most beneficial to development as it gives lecturers the opportunity to understand the challenges that their learners experience in class. Using this experience lecturers are able to adapt and improve their teaching skills, which will eventually be of maximum benefit to the learners in the class.

3.5.3 Open distance learning model

Hossain (2010, p. 123) proposed an "open distance learning" model as an option for enhancing teacher professionalism, as it enables teachers to further and continue with their studies at home through a correspondence programme delivered by a university through the radio, television, internet or satellite. This mode of engaging in professional activities enables a teacher to study at home without having to be physically present at an educational institution. Currently this model is used extensively by lecturers to further their qualifications. Due to the distance of universities and the fact that universities can only accommodate a certain number of students full-time, the distance learning model is most effective for career progression.

3.6 Academic professional development in South Africa

From a South African perspective and with specific focus on TVET College lecturers, specialised academic professional development includes assessor, moderator and facilitator training, orientation programmes on subject and teaching methodology, the design and development of learning materials, lecturer development, language and communication

skills, content knowledge, computer skills and assessment techniques, teaching skills, monitoring and reporting, and written and verbal language application.

Formal academic professional development programmes for lecturing staff are the NPDE, ACE and the PGCE. These are formal professional qualifications that are offered at recognised universities and technikons. The qualifications serve as a teacher's licence to teach and is recognised as a formal qualification by the South African Council for Educators (SACE). A further professional qualification directed specifically at College lecturers is the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. The formal programme is scheduled to be introduced in 2016 (Department of Higher Education and Training, 2013a).

Other forms of non-formal professional development that would be beneficial for lecturers at TVET Colleges include curriculum theory-based workshops where subject committees are formed to share best practices, performance appraisals where lecturers are supported through monitoring and evaluation, and informal discussions on improving teacher performance by senior lecturers (Clercq, 2013).

Sabah, Fayez, Alshamrani and Mansour (2014) recommended informal professional development meetings, attending internal and external courses, joining professional development networks, participating in reflective discussions, and conducting action research and investigation into current teaching practices and out of school learning such as school-university partnerships. Continuous professional development above and beyond workshops, meetings, seminars, and educational projects is most beneficial. Professional development that may have huge financial constraints can also take place in the form of exchange students or partnerships with other Colleges abroad to capture best practices (Clercq, 2013).

The National Minister of Higher Education, Dr Blade Nzimande, released a media statement entitled "Turn every workplace into training space" (Gabi, 2011, p. 1) to encourage the private and public sector and the municipalities to allow graduates to gain the necessary practical skills through learnerships and workplace exposure. Commitment

Two of the National Skills Accord places further emphasis on the workplace to "make internship and placement opportunities available within the workplace" (Department of Economic Development, 2011a, p. 6) to support students who have completed their certificates at TVET Colleges and Universities of Technology.

The above two initiatives are linked to practical exposure to allow students to gain experiential learning before they enter the world of work (Department of Economic Development, 2011a, p. 6). With emphasis being placed on students to gain workplace experience, the DHET realised that it would also benefit lecturing staff to be placed in relevant industries to supplement their knowledge and expertise (Department of Higher Education and Training, 2013b). Industry exposure for lecturing staff would prevent a situation where learners have more practical experience on the theoretical aspects taught and use this knowledge to undermine the lecturers in class (Department of Higher Education Training, 2013b).

3.7 Challenges to academic professional development

Sherman (2010, p. 10) emphasised eight challenges that may be considered barriers to professional development:

- An unconducive and prohibitive environment where training is conducted;
- Lack of adequate and relevant equipment;
- Inconsistent coordination and collaboration among the teachers;
- Lack of consistency among the teachers;
- Lack of support from the leadership of the organisation;
- Lack of parental support and involvement in development programmes;
- Student concerns and characteristics; and
- Certain subjects seen as being unimportant by the leadership of the organisation.

On-going professional development for academic staff is always limited as it is considered expensive, which eventually leads to workshops that are isolated and fragmented (Sanchez, 2012). Training and development that is not planned, does not follow a sequence and

occurs infrequently does not contribute to meaningful professional development. Richard (2012) claimed that due to financial constraints, a lack of funding and a lack of training materials is an impediment to continuous professional development. Sanchez (2012) added that teachers encounter numerous challenges with regard to technology embedded in the subject content due to a lack of access to technological equipment. This challenge directly cascades to the classroom environment; Rivera et al. (2013, p. 2017) pointed out that while professional development programmes are beneficial, teachers are unable to implement new learning in class due to a "lack of funding and access to equipment". Baran (2010) argued that the geographical location of teachers as well as financial and logistical challenges affect teachers' involvement in professional development.

A shortage of resources and uncertainties, such as the level of expectation from learners within a classroom environment and teachers who are unable to attend professional development programmes, make the learning experience difficult (Baran, 2010). Opfer (2010, p. 414) emphasised that the quality of programmes offered, their effectiveness and the value for money attached to them should be measured against the "time, disruption and resources" used for continuous professional development. Professional development during teaching and learning time will cause disruptions as the leadership has to employ substitute teachers to continue with the teaching and learning process. Additional resources for professional development such as learning materials, visual display equipment and the use of a venue for training could also pose challenges.

Varela (2012, p. 7) concurred with Luneta (2012), stating that professional development programmes that do not relate to classroom delivery and which occur in isolation turn teachers into "passive learners", often resulting in high absenteeism among teachers during training days. This revealed that teachers were told how to teach and improve their results but were never shown new methods or new teaching strategies. Varela (2012, p. 17) stated that teachers have the right to demand "high quality" academic professional development that is on-going, and which leads to an improvement in teaching and the provision of quality education for learners.

McConnell et al. (2013) added that the ability to decide on a common meeting time and the small number of teachers who teach the same subject and share the same interests are also considered as barriers to professional development.

Pellegrino (2011), Clercq (2013) and Luneta (2012) felt strongly that a one-size-fits all approach to academic professional development is not beneficial, while Varela (2012, p. 17) emphasised that a "cookie-cutter" approach to professional development and training does not cater to the real needs of teachers. Clercq (2013) highlighted a need for differentiated academic professional development programmes that are able to address individual teacher's needs based on the duty that the teacher must perform and their current level of knowledge and expertise.

A study by carried out by Hossain (2010, p. 131) in Bangladesh highlighted "excess workload" as a major reason for teachers being unable to attend or enrol for professional development programmes, and therefore proposed an open distance learning model for teachers who cannot leave home and work to study for higher degrees.

Opfer (2010) contended that the attitudes and beliefs of teachers towards a developmental programme must be changed through active participation in sharing best practices and in engaging in constructive relationships with colleagues. Staff development initiatives serve as the best method to build relationships among colleagues.

A major challenge experienced by the Further Education and Training sector is the recruitment, selection, placement, training and retention of College lecturers. The skilling and re-skilling of College lecturers to ensure effective delivery of new programmes and to increase throughput is a key priority for the DHET (Department of Higher Education and Training, 2012).

3.8 Benefits of academic development

A study by Hossain (2010) is noteworthy as it explains the reason for academics to engage in professional development activities to enhance themselves by keeping pace with the

constant change in the modern world, so that as educators they can add value to the education of their learners. Hossain's (2010, p. 125) research, based on a study by Houle (1961), identified six important reasons for educators to participate in professional development:

- Constantly updating current knowledge with new knowledge related to teaching and learning;
- The ability to master new concepts within a profession;
- An on-going approach to the study of basic concepts and disciplines within a profession;
- The ability to grow "individually and professionally' within a profession;
- The ability to develop new ideas and maintain a "grip" on detail; and
- Being on the constant look-out for new ideas, methods and procedures, yet ensuring that one does not discard essential ideas that worked previously and most importantly "retaining the power to learn".

A study by Pellegrino (2011) on professional development is noteworthy as it advocates three benefits for students: teachers are seen as passionate and committed; teachers are able to facilitate efficient student learning; and teachers are seen as role models who balance their professional and personal goals to strive for student achievement and school improvement. A study by Opfer (2010, p. 414) in England discussed three types of impacts of continuous professional development; development that "leads to change; improves the status of the teacher; and increases recruitment and selection". Change in an institution refers to an improvement in its image due to a competent and professionally qualified lecturing staff, as the qualifications obtained improve the status of the teachers.

Positive and constructive behaviour from teachers who continuously improve their content knowledge has a positive impact on student confidence and self-esteem (Opfer, 2010). Phelps (2012, p. 416) argued that professional development leads to the acceptance of "professional responsibilities" in the form of administrative duties, managing paperwork and curriculum preparation, while Sabah et al. (2014) maintained that continuing professional development enables a teacher to improve teaching methods, change their

attitude and behaviour in the classroom, and inspire change in their students' learning outcomes. The overall benefit cannot be underestimated as academic professional development programmes build confidence in lecturers, enhance the learning experience for the students, and most importantly contribute to the upliftment of society.

For teaching and learning to be successful, Phelps (2012) believed that teaching had to be a relationship between a teacher, the students, the parents, and colleagues. Teaching is a three way process where the teacher will engage with parents at parents meeting, engage with the students in the provision of quality education, and discuss challenges experienced with their colleagues to improve the learners' performance. Teachers benefit from guided alternate teaching methods (Carlisle, 2011) that they are able to apply in their classroom to improve their students' learning.

Pitt (2012, p 27) claimed that the "school principal is the prime factor in teacher development", adding that it is their responsibility to create a "vision for a professional learning community" that will "connect school expenditure to teacher development". This view was supported by Wahlstrom and York-Barr (2011, p. 23), who stated that "professional learning that increases educator effectiveness and results for students requires skilful leaders who develop capacity, advocate and create support systems for professional learning".

3.9 Summary

Chapter three provided an in-depth literature review on academic professional development, which is the main focus of this study. The researcher explored the concept and need for academic professional development at Technical Vocational Education and Training Colleges, and looked deeply at the various forms of academic programmes that leaders could use to improve the ability of teachers to deliver high quality education and training to their learners. The chapter included an overview of challenges that may be experienced when implementing academic professional development programmes. Chapter four focuses on the research methodology used and the method of data collection.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 Introduction

This chapter outlines the research methodology that was used for this study and the rationale for using it. It also elaborates on the method of collecting data and the procedure for data analysis.

4.2 Research design

Research methods are designs used for the collection, analysis and interpretation of data, and are chosen according to the type of research to be conducted according to the experiences of the researcher and the audiences chosen for the study (Creswell, 2009).
The three most popular research designs are qualitative, quantitative and mixed methods. Qualitative research looks at "exploring and understanding the meaning of individuals or groups" Creswell (2009, p. 4), whereby the researcher attempts to gain an "in-depth understanding of the phenomenon". Quantitative research looks at the "number and volume" of data collected in terms of 'numbers, quantities, figures, amounts and incidences" (Anyan, 2013, p. 1). According to Creswell (2009, p. 145, 176), qualitative research can be described as a form of "interpretative inquiry" where the researcher interprets what they "see, hear and understand", compared to quantitative research where the researcher focuses on "surveys and experimental designs". Mixed methods rely on quantitative and qualitative data collection "according to the logic of mixed methods to address a research question" (Frels 2013, p. 184).

A qualitative research approach was taken in this study; this was the most appropriate approach as it permitted the researcher to conduct the research within the environment where the "participants experience the issue or problem under study" (Creswell, 2009, p.175). Qualitative research was also chosen for the study as it allowed the researcher to interpret the information received from the participants with a holistic perspective to finding out what the actual problem was (Anyan, 2013, p. 1).

Bansal (2012, p. 510) mentioned that a qualitative study allows the researcher "latitude" in the manner in which interviews are conducted, as well as in the techniques used in the analysis of data. Through data collection and data analysis the researcher was able to "expose certain boundaries and push theoretical insights" into the research area (Bansal 2012, p. 513). This meant that the researcher was able to integrate the analysed data with the emergent theory and the literature relevant to the study. Anyan (2013) further elaborated that qualitative research allows the researcher to comprehend how the participants interpret their surroundings and how this understanding affects their behaviour within the organisation. A qualitative approach enabled the researcher to probe respondents during the interview process and to record and compare the feedback received during the data analysis stage (Frels, 2013). This led to in-depth insight into the research area and to a deeper understanding of the research problem. Qualitative research therefore was the most appropriate design.

It must be noted that qualitative research can be challenging during the data analysis stage. Bansal and Corley (2012) argued that researchers using the qualitative method must present their data creatively as qualitative data cannot be easily synthesised. Quantitative research, on the other hand, "tests theories by examining the relationship among variables" so that data can be analysed by using statistical procedures (Creswell, 2009, p. 51). Quantitative strategies of inquiry use surveys to depict trends, attitudes or opinions, thus quantitative research was not recommended for this study as the researcher wanted to engage with the participants to gain an in-depth understanding of their views on the research topic (Creswell, 2009).

4.3 Location of the study

This study was located within the education fraternity with a specific focus on lecturer development, and was informed by concepts such as lecturer knowledge, experience and academic professional development. The research was conducted at a Technical Vocational Education and Training College located in Northern KwaZulu-Natal.

At the time of the study the College management team consisted of the acting principal and two deputy principals, and the management staff complement consisted of the three campus managers, six assistant directors, one human resource practitioner, two heads of departments and four senior lecturers. The academic staff complement consisted of 168 staff from both the engineering and business studies faculties.

The demographics of the student population comprised of 99.49% Black students, 0.07% Coloured students, 0.39% Indian students and 0.06% White students. The College offered tuition through the medium of English.

4.4 Data collection strategy

The qualitative research design allowed the researcher to collect data by conducting interviews with participants within the same organisation. Interviews were the only method of data collection.

4.4.1 Sample

Marshall (2013) alluded to the fact that an adequate sample size is fundamental to creating credible research, however he also concluded that there are no rules for selecting a sample size in qualitative research. The author did, however, recommend that an adequate sample size for single case studies should generally be between 15 and 30 interviews.

The researcher hoped to explore the views of a wide range of managers regarding the concept of academic professional development at the College. This approach to sampling thus ensured that a wide spectrum of managers was interviewed (o'Cathain, Goode, Drabble, Thomas, Rudolph, and Hewison, 2014).

Fifteen in-depth, semi-structured interviews were conducted with a purposive sample of senior, middle and junior management at Mnambithi FET College in order to elicit the view and opinions of the respondents. The interviewees included the Acting Principal, the Deputy Principal: Corporate Services and the Deputy Principal: Academic Services, the Quality Manager, the FETMIS Manager, the Curriculum Manager, the Student Support

Services Manager, the Marketing Manager, the Finance Manager, an HR Practitioner, the Campus Manager of the Ezakheni Campus, two Heads of Department and two Senior Lecturers.

4.4.2 Interviews

Qualitative research has a variety of data collection methods such as observations and questionnaires, however the researcher chose the option of interviews as it was a method that allowed face-to-face interaction (Creswell, 2009) with the research participants. Through the interview process the researcher was able to understand the participants' views of the issue at hand (Creswell, 2009). A further reason for using interviews as an instrument was that interviews were a natural process of inquiry that allowed the researcher to collect "rich and meaningful data" (Frels, 2013, p. 188). The aim of the interviews was to gain an understanding and to draw conclusions based on the feedback received from the respondents.

The research topic was based on the role of leadership in academic professional development, thus people in leadership positions were selected as they were perceived to be directly or indirectly involved in academic professional development at the College. Once an ethical clearance form was obtained from UKZN (Appendix C) an interview schedule was finalised, with the interviews lasting for approximately 45 minutes. The interviews were audiotaped and the data collected were transcribed by the researcher. Eleven questions (Appendix B) were asked during the interview process in order to understand the view of management staff on the professional development activities at the College.

The interviewees were both male and female, and the middle managers were from both the engineering and business studies faculties. The purpose of this was to ensure that the research did not permit bias. Some respondents felt uncomfortable with the questions due to the sensitive nature of the problem with regard to academic development, while some highlighted that they were not able to participate in the research due to their busy work schedules. In order to overcome the above-mentioned challenges the researcher made the

respondents feel comfortable during the interviews and highlighted the confidentiality with regard to the research being conducted. The researcher scheduled the interviews with the respondents as per their time available in order to accommodate them, and also to ensure that the interviews took place.

Prior to the interviews the research process was explained and the participants were handed the informed consent form. Participants were made aware that their participation was voluntary and that they could withdraw from the research at any time. Participants were comfortable with the process, the nature of the research and the research topic and thus consented to the interviews. During the interview sessions the researcher probed the respondents for further explanations on the questions (Appendix B). The respondents were allowed to answer the specified questions, raise any issues that were relevant to the interview and to make general comments. McGrath (2013) cautioned that when conducting interviews the researcher must conform to the interviewees' culture of language and opinions.

In ensuring that the interviewees' culture of language and opinions was considered the researcher was able to change between two languages such as Zulu and Afrikaans during the interviews. The researcher who was fluent in Zulu and had knowledge of the Afrikaans language, was able to explain certain terms according to the language choice of the respondent. The researcher also encouraged the respondents to elaborate further in their choice of language. The opinions of the participants, was important for the research therefore the respondents were allowed to engage in open discussions during the interview process.

The respondents were also encouraged to give examples and where necessary to substantiate their responses. The reason for this was to get the maximum responses from the interviewees on the role of leadership in academic professional development at the College.

The participants were actively involved in the interviews and showed enthusiasm about the study being conducted. The respondents highlighted that the study served as an "eye opener" to challenges with regard to training at the institution. They also mentioned that the research increased their knowledge and capacity to think, and stated that the research was beneficial to the College as it would improve training and development among the academic staff.

4.5 Ethical considerations

Interviewing was a process of gaining knowledge, however interviewing participants in a research study does pose a challenge (Haahr, 2014) as the researcher may be exposed to ethical challenges as the research involves human interests and perceptions. For this reason the researcher respected the rights of the interviewees who were requested to complete the Informed Consent Form (Appendix A). This form outlined the research topic, the rationale for the study and the aims and objectives of the study. The interviewees were asked for permission to audiotape the interviews and were informed that the interviews were confidential. The researcher also made notes during the interviews.

4.6 Data analysis

Creswell (2009, p. 144) cites Schatznam and Strauss (1973) who mention, that "qualitative data analysis entails classifying things, persons, and events" into specific themes to make data analysis easier. Froehlich (2012, p. 443) added that "ideas are grouped according to similarity" and therefore concluded that "similarity plays a significant role before an idea is developed". During the data analysis stage, once the interviews were conducted they were transcribed precisely as they were recorded and checked for accuracy by the researcher. The transcriptions were read through several times to understand the data (Creswell, 2009). The researcher then looked for common topics, themes related to the research, and events and patterns to understand, explain and interpret these findings. Thematic analysis such as themes and sub-themes were then used to interpret the data collected. Thematic analysis was used as it involved a process of grouping answers into certain themes to derive patterns from the responses received (Olds, 2014). A thematic framework was developed around the research topic, the research questions and the responses received, and relevant data related to the themes and sub-themes were grouped together (o'Cathain, et al., 2014). The data were then analysed according to themes and sub-themes where the researcher was able to identify ideas that were similar, and she was also able to identify new ideas that emerged from the respondents. By using interrelating themes and descriptions the researcher interpreted the meaning of the data and recorded this meaning in the study (Creswell, 2009).

4.7 Summary

Chapter four provided an overview of the research methodology and the method of data collection and analysis. The outcome of the empirical work is presented in chapter five.

CHAPTER FIVE: FINDINGS

5.1 Introduction

The current chapter outlines the results of the research which were captured using the thematic analysis.

5.2 Themes and sub-themes

Once the data were analysed the following themes and sub-themes emerged:

Theme 1	Leadership
Sub-theme 1.1	Leadership's understanding and definition of Academic Professional Development
Sub-theme 1.2	The importance of Academic Professional Development for the College - A Leadership Perspective
Sub-theme 1.3	The role of Leadership in Academic Professional Development
Theme 2	Current Professional Development Programmes
Sub-theme 2.1	Overview of current Professional Development Programmes
Sub-theme 2.2	The relevance of the current Professional Programmes
Sub sub-theme 2.2.1	Addressing the needs of the College
Sub sub-theme 2.2.2	Developing academic staff
Theme 3	Desired Academic Professional Development
Sub-theme 3.1	Professional Development
Sub-theme 3.2	Additional Development needs to support Academic Professional Development
Sub-theme 3.3	Specialised Development
Theme 4	Benefits of Academic Professional Development
Sub-theme 4.1	Individuals
Sub-theme 4.2	Students
Sub-theme 4.3	College
Theme 5	Barriers to Academic Professional Development
Sub-theme 5.1	Dysfunctional HR unit and training committee
Sub-theme 5.2	Funding
Sub-theme 5.3	Lack of leadership support
Sub-theme 5.4	Staff commitment towards training
Theme 6	Strategies to improve Professional Development at the College.

- **Theme 1: Leadership**

The leadership at Mnambithi TVET College was found to play a vital role in the professional development and training of their academic staff.

  - **Sub-theme 1.1: Leadership's understanding and definition of Academic Professional Development**

The leadership demonstrated a clear understanding of academic professional development as the development and capacitation of lecturing staff in the workplace by enabling them to further their studies and to improve their qualifications to support their core functions, which are teaching and learning. The majority of the respondents expressed the view that it was a process where lecturers are afforded the opportunity to gain a professional teacher's qualification which includes teaching methodology, pedagogy and teaching didactics.

One respondent argued that:

> *"Lecturers who join the College have some form of academic qualification that is linked to subject content but do not have a professional teacher's qualification." (R15)*

One participant believed that academic professional development *"empower(s) people in the world of work"* as lecturers were able *"to work to the best of their ability and accurately". (R10)*

The respondents highlighted that academic professional development could improve the image of the College through the provision of quality education and training. They further emphasised that professional training and development would improve the performance of the lecturers as they would have a better understanding of the subject content and teaching methodology. This knowledge would in turn improve service delivery at the College. This

view was supported by one respondent who mentioned that academic professional development would enhance the *"capacity for growth and change in education". (R7)*

Leadership further described academic professional development as a specialised formal qualification that supplements the current expertise of lecturers. An example was provided by one respondent who highlighted that when a lecturer with a *"...Marketing Diploma comes to the College to teach, the lecturer will need academic professional development to further their career in the teaching profession". (R1)* The respondent further elaborated that *"professional development is a generic approach for imparting knowledge to the students". (R1)*

The leadership defined academic professional development as a recognised *"teachers' qualification that includes both subject and pedagogical knowledge". (R9)*

Another respondent added that:

> *"Professional development is an add-on to a lecturer's current expertise in subject knowledge that will assist the teacher to be more productive in class". (R15)*

The respondents further elaborated that the skills of lecturers need to be revived so that they are able to be effective and efficient in the teaching and learning environment. They recommended that lecturers must be empowered in their fields of specialisation in order to demonstrate their confidence in the field in which they are teaching.

Although the concept leaderships' understanding of professional development and the definition thereof may be similar, it was important to determine whether all respondents understood the concept. The respondents to the interviews were both academic and administrative support staff (non-teaching) members and the main purpose of the College is teaching and learning, therefore it was necessary to determine if all respondents shared the same view. Through the responses received it became evident that the academics and most of the support staff shared the same view.

- **Sub-theme 1.2: The importance of Academic Professional Development for the College - A Leadership Perspective**

All of the participants concurred that academic professional development is important for the academic staff and for the College.

A respondent expressed the view that: *"the core business of the College is teaching and learning, therefore to improve throughput the College will need staff that is academically and professionally qualified. Academically qualified staff are assertive and will be an asset to the institution". (R11)*

Another respondent explained that:

> *"If the College wants to become a centre of excellence the College must employ lecturing staff that is properly qualified in their profession. The College cannot have anyone lecturing with a qualification that is not relevant in their field. One sees it in the results of the students whether staff are professionally qualified as results improve and it is also evident in the morale of the staff who have been trained." (R8)*

One respondent was of the opinion that the schooling sector does not do justice to some of the learners, as they are faced with challenges such as language barriers and a culture of learning. The respondent added that a professional qualification will assist lecturers to deal with slow learners who experience problems with subjects such as English, mathematics and mathematical literacy.

Respondents highlighted reasons for academic professional development as including that it enables academic staff to be current and up to date with new developments in their profession, as teaching changes over time. It was also explained that it creates professionalism in the workplace as staff members will participate positively as they will have a better understanding of the subjects that they are teaching.

Respondents agreed that more students will be attracted to the College if they are taught by professionally developed staff members. This will improve productivity and increase lecturers' confidence as they will gain more knowledge towards carrying out their function as educators.

This view was supported by one respondent who added:

> *"If you want to become a centre of excellence you must have staff who are properly qualified in their profession." (R8)*

One respondent mentioned that a reason for academic staff to go on strike is because they are not sure of themselves in the classroom. It was argued that lecturing staff who are engaged in professional studies are able to interact with each other, improve their pedagogical knowledge and be assertive in class.

It was further emphasised by respondents that professional development will improve the credibility of the sector through the improved performance of lecturers. This will eventually increase student performance and produce high quality students who will meet the job market demands of the country. A respondent added that this will bring about a sense of pride in the College as the staff will be equipped to deliver quality education and training.

The respondents strongly supported the view that leaders must ensure that the staff is trained professionally and that this form of training must be seen as a priority. A strong emphasis was placed on the concept that *"knowledge is power"* and that *"development is life-long learning for academic staff". (R7)*

The majority of the respondents suggested that the leadership should identify gaps, challenges and problem areas among the lecturing staff and introduce suitable training to address these needs. They asserted that a needs analysis, a skills audit, the Integrated Quality Management System (IQMS) for lecturing staff or the Employee Performance and Management Development System (EPMDS) for administrative and management staff

could be used as a tool to determine how many of the staff at the College are professionally qualified and how many are not.

It was emphasised by one respondent that:

> *"It is important to identify the weakness or gaps within the employee work situation and requirements and train staff accordingly. Leaders should look from a holistic perspective on training, via a skills audit and skills plan and separate or sift genuine training requirements from wish lists." (R15)*

Respondents further suggested that this process must be driven by the Human Resource Development Unit, which should be responsible for drawing up a training plan that is linked to the training budget. The interviewees agreed that leadership should be supportive of training for academic staff and where possible allocate sufficient funds towards training. This view was supported by one respondent who stated that the "*budget from DHET is insufficient"* and recommended that "*leadership should allocate sufficient funds towards training". (R6)*

One respondent articulated that leaders look at human capital investment where the return on investment will be the improvement of students' results. As a result the certification rate among students will improve along with the retention rate, thus contributing to effective delivery in the class.

- **Sub-theme 1.3: The role of leadership in Academic Professional Development**

Leadership in any organisation plays a significant role in staff training and development, yet it has become evident that no academic professional development has been funded by the College. This frustration was pointed out by one respondent who mentioned that *"leadership is not taking academic professional development seriously". (R12)*

The interviewees expressed the view that while the leadership realises that staff development is necessary, the implementation of a successful training programme is ineffective. They added that leadership should consider staff training to be a priority and have visionary thinking in terms of long term and short term training goals. One respondent said that academic staff are empowering themselves by enrolling for a professional qualification so that they can have job security by being employed permanently.

This view was supported by another respondent who emphasised that:

> *"Staff are empowering themselves for two reasons such as an increase in their salary and to obtain genuine professional development to improve their logical thinking, professionalism and accountability". (R10)*

Another respondent agreed that the leadership are encouraging new staff members who do not have a teaching profession to engage in professional development to reskill themselves. Professional qualifications such as the NPDE, ACE or the PGCE are recommended by the leadership. Study towards these qualifications is not funded by the College, yet there has been a budget for it.

Some respondents highlighted that the training and development plans for the College are futuristic, as they may be included in the 2015 Strategic Plan and in the Annual Performance Plan of the College. Other respondents explained that staff training in the NPDE, ACE and the PGCE will be looked at for 2015, including the new policy framework for lecturer development in 2016. A recommendation was made that there must be a College plan for 2015 and to do an analysis of lecturers who are not professionally qualified to be placed into the training programme.

From the responses it is evident that there is no academic professional development taking place at the College, yet there is a great need to develop the academic staff. One respondent emphasised that leadership *"must look at staff performance in terms of results,*

identify lecturers who are performing badly and determine whether there is a need for further development". (R12)

The main problem with regard to academic professional development at the College over the last two years is that there has been no formal and informal training for lecturing staff. This may be related to the lack of senior management, as the training committee could not meet and take concrete decisions with regard to developmental programmes for staff. The lack of senior management has had a direct impact on staff morale as decision making became a slow process. This has resulted in the following:

- Academic training has been overlooked as there was no training in 2013 and 2014; ·

The training committee could not meet to finalise training needs;

- A proper and detailed skills audit was not conducted by the HR unit for staff development;
- A staff development plan has not been finalised as there are no induction programmes or formal, informal and in-house training for staff at the College; and
- Training for staff did not take place hence the approved budget was not used.

The opinions expressed by the respondents highlighted the important role that leadership must play in creating a competent and capable workforce at the College. Various respondents mentioned that leadership is not directly involved at campus level and are therefore unaware of the activities on the campuses. They added that leaders should prioritise the training of staff on the ground level and must have the ability to deliver on these training initiatives.

- **Theme 2: Current Professional Development Programmes**
  - **Sub-theme 2.1: Overview of current professional development programmes**

The majority of the respondents confirmed that currently no College funded academic professional development is taking place. They did, however, highlight other forms of development that are taking place, such as subject content training in a few NCV subjects by the DHET which focuses on subject knowledge, VIP Payroll for the HR staff and Health and Safety training for the Quality Management Unit. Only a few staff are engaged in this form of training however, as it is specialised and does not cater for the main purpose of the College which is teaching and learning. The only training that is funded by Danish International Development Agency (DANIDA) is the Mentoring and Coaching short course.

As a TVET College the programmes offered such as financial management, management assistant, business management and human resource management are registered as National 'N' Diplomas. The diplomas are obtained after 18 months of theoretical training and 18 months of practical experience. The lecturing and support staff at the College are allowed to register for the National "N" Diploma at no cost.

The respondents, however, argued that:

> *"The 'N' Diploma is not academic professional development as most staff is doing the subjects that they do not teach." (R8)*

This view was supported by other respondents who highlighted that the 'N' diploma programme assists staff to further their careers and to seek employment outside the sector. Most of the respondents emphasised that individual staff have registered with UKZN for the NPDE and with UNISA for the PGCE at their own expense, as there is no financial support from the College. As a result of a lack of proper training structures and training plans there are lecturers who have self-funded their studies in PGCE or NPDE as they want to develop themselves. The professional qualifications from UKZN and UNISA are both

approved teaching qualifications and are accredited courses. The College must thus look into the matter of staff who are studying individually in order to create a skilled and capable workforce as per the budget.

Most respondents identified the need for professional development programmes such as the PGCE, NPDE and Advanced Certificate in Education. A need for the assessor, moderator, facilitator course and content related courses was also identified for academic staff to improve teaching practices.

The interviewees claimed that as there is no HR manager and HR support training cannot not be prioritised, hence the training committee needs to be revived in order to make proper decisions for staff training.

- **Sub-theme 2.2: The relevance of the current professional development programmes**

Academic professional development, whether it is funded by the College or individual staff members, will ultimately address the needs of the College and develop staff in their profession as educators. It was emphasised that staff are currently funding their own studies, yet the completion of these studies will improve the students' achievements and the image of the institution.

- **Sub sub-theme 2.2.1: Addressing the needs of the College**

It was evident from the respondents that the College will benefit from academic professional development.

A respondent highlighted that *"professional development will improve the skills of the lecturer and the College will benefit from their skills in the classroom. This will improve results and also influence the attitude of staff towards the students". (R15)*

The short training programmes provided by the DHET are focused on addressing the changes in the curriculum. This is subject focused content training for a short period that aims at training a number of lecturers for a period of two to five days to capacitate those lecturers to train other lecturers.

A respondent added that workplace exposure will enhance the knowledge of the lecturers and this will improve their performance, as they will be able to integrate theory with practical experience by explaining to their students what is happening in industry. Some interviewees further elaborated that workplace exposure for the lecturers will update their knowledge of the working environment and build their confidence as they will have experienced what they are teaching.

One respondent confirmed that:

> *"The Sector Education and Training Authorities (SETAs) are in a limited way placing lecturers in the workplace to gain actual workplace exposure." (R3)*

Respondents emphasised that lecturing staff will be qualified with a professional qualification and qualified staff will ensure that pass rates will be high and that students will be able to grasp concepts taught from the lecturers. The findings on the National 'N' Diploma programmes highlighted that the qualification addresses the needs of individual lecturers who prefer to upgrade their qualifications in order to look for better opportunities within the private sector.

This view was supported by one respondent who mentioned that:

> *"The National 'N' Diploma will help staff to capacitate themselves so that they become more marketable." (R5)*

Some respondents argued that the qualification will assist if staff need mobility in teaching a variety of different subjects. It was emphasised by the majority of respondents that

academic development will provide guidance to lecturers on how to teach, as well as how to conduct assessments and examinations properly.

A respondent expressed an opinion that academic professional development will add value to the College and to the classroom, but also argued that staff who *"register for a professional qualification are more engaged in their personal assignments rather than focussing on the students". (R15)*

- **Sub sub-theme 2.2.2: Developing academic staff**

Most of the respondents agreed that professional development will develop the academic staff at the College, emphasising that academic professional development will capacitate lecturers to produce high quality, competitive students. One respondent added that the lecturer will be able to deal with "*day-to-day challenges as it helps them to keep up with the changes of technology and to be able to give the learners current information and knowledge". (R13)*

It was highlighted by respondents that academic professional development is an eye-opener, as it assists in classroom management. Staff members become a new person as they have benefitted from a new skill learnt and are thus able to impart this knowledge to the students.

One respondent explained that:

> *"It motivates the lecturer and builds confidence and makes it easier for the lecturer to interact and to impart knowledge to the learner. The relevancy is the betterment of the individual to teach." (R1)*

Due to rapid changes within the teaching and learning environment academic staff need to be developed often. While the 'N' Diploma will assist in providing subject knowledge, a teaching qualification improves the didactics of teaching which will ultimately boost the lecturers' confidence in the class.

- **Theme 3: Desired Academic Professional Development**

  - **Sub-theme 3.1: Professional Development**

Most respondents suggested that academic staff require a professional qualification, such as the PGCE, NPDE and ACE qualifications, from a university that includes classroom management, teaching methodology, record management and assessment methods. Respondents also emphasised the need for short courses such as assessor, moderator and facilitator training to improve facilitation skills.

A respondent cited that Colleges are moving towards *"occupational programmes"* and highlighted the need for *"staff to be trained as assessors and moderators"*. In order to teach the occupational programmes staff must be *"registered as qualified assessors and moderators with the ETDP SETA". (R3)*

It was explained by the respondent that training towards material development is important. The respondent added that this form of training will not only be used to *"supplement the current textbooks but also to develop new learning materials for programmes that are requested by industry". (R3)*

Other views expressed were that training on the use of different teaching aids, subject matter content and training to improve facilitation skills is required; training on the preparation and planning of a good lesson, the technical know how to set the pace and to take control of the teaching and learning situation, and the ability to determine the syllabus to spread the volume of the work that needs to be covered throughout the year. Teaching administration and support for students who have academic challenges was also highlighted as an area for development.

- **Sub-theme 3.2: Additional Development needs to support Academic professional Development**

One respondent expressed the need for "*anger management training due to the amount of industrial action at the College". (R6)*

Other respondents felt that a general professional staff conduct type of training could also be beneficial. It was emphasised that a dress code should be introduced and enforced at the College.

Some respondents felt that life skills, interpersonal skills for better communication and understanding, conflict management to assist in classroom and staff matters and communication skills will improve internal relations among the lecturing staff and students. One respondent strongly recommended that staff need exposure in "*project management to focus on targets that need to be addressed". (R2)*

Interviewees expressed the need for training in discipline, as lecturers interact with students and with other lecturers. They also emphasised that time keeping, time management, leave and absence management, Occupational Health and Safety Management Systems (OHSAS), management of resources, engagement plans and environmental awareness are important.

A need for teambuilding efforts to create an environment where staff is forced to talk to each other, work ethics and behavioural attributes was identified. A respondent emphasised that "*motivational speakers with specialist knowledge such as a Chartered Accountant who is able to discuss and create vibrant lessons should be used to enhance teaching and learning". (R15)*

Other respondents added that there is a need for reflection and exposure as the College is in a small town, hence lecturers need to be exposed to new technology.

- **Sub-theme 3.3 Specialised Development**

Specialised development looks at holistic training and career progression to improve the overall expertise within the organisation.

One respondent strongly expressed the need for:

> *"…training that would assist to conduct research for the organisation, and to be able to translate this research into demand driven courses." (R3)*

The respondent further elaborated that the institution will gain a wealth of knowledge should lecturers advance their professional qualifications, such as by attaining Honours, Masters and Ph.D. degrees. Any institution would benefit from this expertise as staff members would be able to give direction to the institution.

Respondents were of the opinion that staff will require training in the latest technology such as e-learning and the use of tablets to facilitate teaching and learning in the classroom. Other respondents expressed the need for technology, work placement and industry exposure to keep up with changes in the world of work that will link theory to industry.

It was elaborated that artisan development training is required for the new and existing engineering staff. Training such as stock control, payroll, procurement, human resources, selection and recruitment, bid evaluation and bid adjudication, contract management was recommended for administrative staff.

- **Theme 4: Benefits of Academic Professional Development**

  - **Sub-theme 4.1: Benefits for Individual**

A respondent explained that *"Staff will have a sense of being better qualified for the job as they are given the opportunity to further themselves." (R8)*

Another respondent commented that *"…lecturer dignity, confidence and professional standing is enhanced as the lecturer has a command in delivering the lesson". (R2)*

Other respondents added that professional development should not be seen in monetary terms only, but as a life-long benefit on how one can contribute to the organisation and the world.

The interviewees added that lecturers will be happy as outside stakeholders will recognise that they are qualified staff. This will contribute to a contented staff complement, which will improve the quality of teaching and learning for the students. Training will boost the morale of lecturing staff and the trust of the students in the lecturer and the institution. An improvement in results will assist to remove the stigma of poor public perception and will instil a sense of pride in the lecturers.

- **Sub-theme 4.2: Benefits for Students**

It was highlighted by respondents that the improved teaching will lead students to benefit from understanding the subject better, which will in turn lead to improved student performance. Lecturers will be able to relate to their learners and to understand their problems as they will be able to assist the students with challenges. The students will have more confidence in the lecturer's ability to teach, which will in turn improve their return on investment as they will progress further.

A respondent mentioned that:

> *"The benefits are lecturers who will able to plan their lectures and deliver quality teaching and learning to students so that there is high attendance rate, excellent results, certification rate and retention rate." (R12)*

Respondents emphasised that knowledgeable students with the latest information will be developed if the lecturers are developed. Students will benefit from subject content, subject knowledge and subject delivery or teaching methodology.

- **Sub-theme 4.3: Benefits for the College**

Respondents agreed that the College will benefit from a motivated workforce, enthusiastic learners, improved pass rates and improved certification rates, which will lead to a culture change within the institution that will create a positive environment. One respondent claimed that *"lecturing staff (take) pride in knowing that the institution takes interest in them and that they are not only here to work but are also seen as individuals who are motivated to give of their best in the classroom". (R8)*

Other respondents added that through better trained and experienced lecturers the College will attract more students who will become more competent and will be able to find jobs. This view was supported by one respondent who mentioned that "*better pass rates will lead to better certification rates and job placement for students within the work environment". (R6)* This would ultimately contribute to the overall throughput at the College.

It was further explained that the DHET bursary scheme will grant additional funds as students will pass and student enrolments will be grow. Respondents pointed out that the image of the College will improve because of the improved pass rates, which will attract more investment and more sponsors. The College will gain recognition when it comes to professionalism and community development because it will have a fully academically developed staff that will create a positive image for the College. There will be opportunities for promotion and this will prevent a situation where people from the outside are offered senior positions at the institution.

Another respondent mentioned that continuous professional development will upgrade the staff's knowledge and skills, leading the institution to become a centre of excellence. This will then assist the College to attract financial investment from outside companies. The relationships with the *"community and industry will improve and the College will thus help to improve the socio-economic standards of the community and the county". (R7)*

- **Theme 5: Barriers to Academic Professional development**

  - **Sub-theme 5.1: Dysfunctional HR unit and training committee**

Interviewees pointed out that there are huge gaps in management as the College does not have a Human Resource manager, adequate support staff in the HR unit, or a functional training committee. As a result skills audits were not conducted in the last two years to identify gaps in training and to pave a way for future training. For those staff members who have submitted a skills audit previously no training has taken place.

One respondent mentioned that:

> *"Due to there being no HR manager training was not seen as a priority. The dysfunctional training committee must regroup to meet to decide on staff training, to resolve previous issues regarding training and to engage in new training." (R14)*

Another respondent added that due to the absence of an HR manager, staff members who go on training are not given contracts that commit them to the completion of the training, nor are there consequences for failure or non-completion of courses enrolled for. This gap has resulted in a situation where lecturing staff who have been developed by the College eventually leave the College without serving the institution for a period of time.

A respondent expressed a concern that staff retention should be seen as a priority, as once staff are developed they may look for better job offers. It was emphasised that a contract and training policy must be signed so that staff remain and give back to the institution.

It was stated by respondents that staff must be placed in development programmes that are relevant to their job functions, as this will create a balance between staff who are studying and the success of their delivery to students in class. One respondent added that there must be commitment from management to staff development and also stated that staff must be committed to the successful completion of training.

- **Sub-theme 5.2: Funding**

The majority of the respondents highlighted funding as a major barrier to academic professional development, with some commenting on the location of universities and technikons and the cost implications of sending lecturers to those institutions for training. It was mentioned that, "*lecturers will have to be booked in for training which creates a financial burden on the College". (R13)*

A respondent recommended that a proper budget for training and development must be put in place to assist with prioritising training for all staff. A concern raised by one respondent was noteworthy as it emphasised that training at the College is focused on training unqualified staff and neglects training interventions for qualified staff. The respondent further emphasised that, "*under qualified staff get 'qualified' for free and they eventually leave the College for another job". (R9)* There is no return on investment as the *"skills that (were) paid for by the College get utilised somewhere else". (R9)*

The respondents highlighted that the budget is too limited for the required number of staff who need to be trained, as training is not cheap and there is no proper system to see who needs to go on training. It was pointed out that finances, resources and training are not centrally co-ordinated as lecturers ended up doing their own studies.

A respondent commented that:

> *"The College needs to determine whether the budget will be able to cater for the individuals within the institution as budgetary constraints may not be able to provide for the training all staff within the same year." (R2)*

- **Sub-theme 5.3: Lack of Leadership support**

Respondents expressed the view that there is a lack of proper leadership in directing and prioritising training needs for the organisation.

One respondent emphasised that:

> *"There is no commitment from management to staff development. Management must see staff development as a priority in terms of taking the College forward to enhance throughput and certification rates." (R3)*

- **Sub-theme 5.4: Staff commitment towards training**

Respondents expressed a concern that the staff are not committed to training and that some staff do not participate fully in the training programme. It was highlighted that the pass rate of staff who are involved in training interventions is too low, as staff "*are aware that the College will cover their payments to the university or service provider". (R14)*

One respondent recommended that:

> *"Staff must also be committed to training and to the successful completion of the training." (R3)*

It was agreed that there must be consequences for staff who do not complete the training, as aside from the cost of training the College also has to invest in substitute lecturers.

Some respondents expressed the view that staff are lazy when it comes to development and do not pay attention to all the relevant development projects. Leadership should strive to get staff to buy-in to further training and to follow set policies and procedures.

- **Theme 6: Strategies to improve Professional Development at the College**

Many respondents suggested that the College appoint an HR Manager, revive the training committee, and implement a three year turn-around strategy for academic professional development. It was further suggested that the human resource development unit (HRD) "*should implement and utilise a proper professional development plan that is supported by*

the Employee Performance Management Development System and the Integrated Quality Management System". (R6)

Most of the respondents were of the opinion that the HR unit should conduct a skills audit to improve on the workplace skills plan and to develop a training matrix for the institution. The training requirements must then be forwarded to senior management for the allocation of funding.

A respondent explained that training should be prioritised according to the employees who "*were employed first and also those people who have potential must be the first ones who are trained". (R10)*

The interviewees mentioned that the training budget cannot be more than 1% of the total budget allocated to the College, therefore the leadership must explore outside funding such as discretionary grants from the SETAs, the National Skills Fund, Skills Levies and the College Bursary Scheme.

One respondent highlighted that:

> *"There should be recognition of one's specialisation and professional development and incentives should be awarded accordingly. There should be resources in place after development to ensure that one can effectively use the skills gained through development." (R5)*

Respondents emphasised the need for the placement of lecturers in different fields to improve teaching, which could be achieved through partnerships with industry; management must provide academic support to staff for placements in industry for short periods of time to enhance their subject expertise. This will link theory to practice as concepts taught in the classroom will be aligned to the needs of industry. It was mentioned that there should be sharing of in-house expertise via training, workshops and seminars for staff. Some respondents highlighted the maximum use of DHET training as it touches on the lecturer's knowledge in the subject matter.

A respondent supported the above view:

> *"Other lecturers should be used to develop study materials that can be used to train lecturers rather than looking for outside service providers." (R13)*

This is an intervention whereby skills and expertise are retained and shared in-house to improve the throughput among learners. Lecturing staff training should be influenced by the results of the students, therefore leadership should envisage on-going training for staff. A further recommendation was made for the College to not hire unqualified lecturers, but to identify what is lacking in the current lecturing staff so that they can be continuously developed for the sake of the students.

In support of the above one respondent suggested that:

> *"There should be an increase in the guidance and monitoring of staff being trained to check if training was effective or not effective. The performance of staff in the classroom must be monitored to determine success of the training interventions." (R13)*

5.3 Summary

This chapter presented the findings of the research as themes and sub themes. A discussion on the findings, based on the empirical work discussed in the literature review, is presented in chapter six.

CHAPTER SIX: DISCUSSION

6.1 Introduction

Chapter six aims to answer the research questions and discusses the findings in light of the literature review. It further makes recommendations on how to overcome the challenges that prevent academic professional development from taking place and the measurements that leadership should take to implement effective training and development at the College. The recommendations are based on the theory outlined in chapter three and the results of the findings discussed in chapter five.

6.2 Key findings

The research aim was to determine the role of leadership in academic professional development, which was met by answering the research questions based on the empirical results of the study and a review of the relevant literature.

6.2.1 The value of current academic professional development programmes for the College

The first research question was to determine if academic professional development was currently taking place and if this development was adding value to the organisation. The findings of the research revealed that the majority of the respondents believe that no academic professional development is taking place that is funded by the College. The results further revealed that due to ineffective leadership, academic professional development is not seen as a priority, even though a budget has been allocated for the training and development of the academic staff.

The study found that other forms of development are funded by outside stakeholders such as the DHET and the Danish International Development Agency (DANIDA). This development is either specialised or is subject content training that focuses on the fundamental subjects.

Mukeredzi (2013) stated that any form of professional development will assist lecturers to learn and develop teaching strategies, as well as improve classroom management and assessment methods. This will ultimately improve the individual lecturer and classroom teaching experience. Liljedahl (2014) expanded on the value of academic professional development as enhanced teaching in the institution, better lesson study and preparation, and improved teachers' knowledge, beliefs and relationships within the organisation.

The findings of the research further revealed that individual academic staff registered with UKZN for the NPDE and with UNISA for the PGCE and ACE at their own expense and did not receive any financial support from the institution. The NPDE, PGCE and ACE are professional qualifications that will assist the lecturers to improve their teaching and learning practices. This view was supported by Sanchez (2012, p. 45), who mentioned that professional development "deepens teachers' understanding about the reading and learning process", as teachers learn by doing, reading, reflection and by collaboration, and thus are able to apply what they have learnt to improve classroom practices.

The study also found that academic staff register for professional qualifications for two reasons, the first of which is to gain knowledge on teaching methodology and professionalism. Virani (2011) agreed that pedagogical skills are educator enrichment skills which is obtained through a systematic training programme will ultimately contribute to teacher quality and competence. The second reason is to increase their salaries in order to improve their quality of life.

In determining whether professional development is adding value to the organisation, this study revealed that although the qualifications are self-funded, they will ultimately add value to the College and will assist the lecturing staff in their personal and professional development. The findings of the research further revealed that the College would benefit from having professionally qualified lecturing staff who are able to deliver high quality education and training to students. Some of the findings showed that through improved teaching students will benefit from a greater understanding of a subject, which will ultimately lead to improved student performance. Cannon (2013) further explained that

educators will have detailed knowledge of the content, a thorough understanding of teaching methods, and will be able to use technology tools to enhance their teaching practice. The research highlighted that this would improve throughput, certification and the retention of students at the institution. The evidence also suggested that professional development will develop the academic staff as they will be more confident and motivated, which will enable them to interact with and to impart knowledge to the students.

6.2.2 The role and involvement of leadership towards academic professional development

The second research question was to determine the role and involvement of leadership towards academic professional development.

Leadership is viewed in a very poor light when it comes to academic professional development; the interviewees were frustrated as the lack of effective leadership prevented the empowerment of academic staff, which adversely affected their personal and professional growth and development. According to Metcalf (2013), leadership for organisational growth and development requires leaders of extraordinary abilities. These are leaders who can read and predict complexity, who are able to engage groups in active discussions, and who are able to manage emotions to bring about stability, growth and organisational change. The findings therefore placed emphasis on effective leadership to prioritise academic professional development to improve both the lecturers' knowledge and the students' understanding of concepts taught.

The majority of the respondents directly blamed the College leadership for the lack of commitment towards academic professional development. The reason for this is because student achievement is directly linked to a competent and committed academic staff. The study further revealed that leadership has shown a lack of support towards training and does not see academic professional development as a priority as they are not taking it seriously.

Clark, Farmer and Welch (2010) referred to leaders being powerful individuals who touch people in all aspects of their lives, and claimed that leadership is a process whereby leaders influence others to develop new strategies and accomplish organisational goals. Leadership therefore plays a crucial role in any organisation. Decision making is a critical component of leadership, however, whilst decision making is a process that ultimately involves many internal stakeholders, leadership must incorporate beneficial change that would improve the organisation. As emphasised by Parris (2013, p. 378), "leadership is a skill used to empower followers in an organisation to work towards goals specifically identified for common good for the organisation". Leadership therefore plays a significant role in motivating and empowering subordinates within the organisation, and through proper and structured training and development interventions leadership has the power to invest in the development of its academic lecturing staff.

The participants recommended that leadership must ensure that the budget is allocated timeously to support on-going training. They further encouraged the leadership to look at professional development as human capital investment, where returns will be highlighted in the improvement of results.

The findings further revealed that the failure of leadership to concentrate on the core function of teaching and learning displays a need for a participative leadership style that will encourage leaders to engage in active and vibrant discussions with other managers, to ensure that concrete decisions are taken with regard to professional development at the College. Internal deliberations among stakeholders will encourage debate that will assist in prioritising academic professional development for staff.

Respondents emphasised that effective leadership is extremely important for the College and that commitment to a decision making process with regard to academic professional development will contribute to organisational growth. The findings of the study placed emphasis on effective leadership to create harmony, improve staff and student performance and create job satisfaction.

6.2.3 Opportunities and obstacles regarding academic professional development

The aim of the third research question was to establish if there are any opportunities or issues hindering academic professional development at the College. The findings revealed that as per the mandate from the DHET, the College must spend 1% of its total allocation to the College on training and development. The study also found that aside from the College budget for training, external funding from the SETA and government bursaries is available but could only be tapped into by management and then made available to staff.

The findings of the study revealed that the major issues hindering academic professional development at the College are huge gaps in leadership. The study also found that the respondents blame leadership for a lack of intervention which has resulted in an ineffective HR unit due to there being no HR manager, which has resulted in a dysfunctional training committee. The evidence further suggested that this has contributed to the lack of a skills audit that would prioritise the need for professional development.

Respondents emphasised budget constraints and funding as a challenge to professional development, as the budget is too limited and cannot accommodate the number of staff that need training. Although there have been budgetary constraints, however, leadership still failed to utilise the funds allocated for training over the last two years. Financial constraints should not be seen as a barrier to professional development as on-the-job inhouse training could also be used as a model. Qualified senior staff could mentor, guide and support junior staff to reduce the cost of external training.

The findings highlighted a lack of leadership support towards staff development and also highlighted that effective leadership is important for directing and prioritising training needs. This view was supported by Sherman (2010, p. 10), who mentioned that a lack of support from the leadership of the organisation is a major barrier to academic professional development.

Staff commitment towards training and development was also cited as an impediment towards training interventions, as some staff are not committed to completing the training

that they registered for. A positive perception of teachers towards an academic professional development programme is essential for the success of the programme, hence programmes that are designed without taking the needs of the teachers into consideration are considered to be ineffective (Luneta, 2012). Luneta further explained that failure to conduct a proper analysis for the requirements of a professional development programme often results in the programme being fruitless, as the requirements of various teachers are included in one programme, therefore a disjoint exists between development programmes and classroom practice.

A clear indication is therefore prevalent that the current development programmes have not considered the needs of the teachers as the training and development initiatives is from senior department officials, hence fragmentation occurs which results in a lack of interaction among teachers within the programme. Varela (2012) concurred with Luneta (2012) that academic professional development programmes that are "not differentiated" and do not take classroom practice into consideration result in unproductive teaching and learning experiences. Other issues raised were that there are no contracts for staff who go on training, which has resulted in staff receiving training only to leave the College. Varela (2012) added that a "lack of follow-up" or continuation of these programmes result in isolated and disjointed professional development, as a lack of continuation does not lead to meaningful development.

6.2.4 Strategies to improve academic professional development

The fourth research question aimed to identify strategies to improve academic professional development at the College. The findings of the research have revealed that leadership should appoint a Human Resource (HR) manager, increase the number of personnel in the HR division and conduct a skills audit to prioritise training. The College should improve on the training budget through discretionary grants and partnerships, and create partnerships with industry for work placement to link theory to practice.

The respondents commented that the HR unit must continuously guide and monitor the staff being trained to determine the effectiveness of training and development, as well as to commit staff to contracts when training is implemented to secure a return on investment.

It was emphasised that the College must look at training interventions from a holistic perspective and separate wish lists from genuine training, improve staff attitude towards development, and improve recruitment strategies to employ professionally qualified staff to reduce the financial burden on the College. According to Luneta (2012), the main reason for academic professional development for teachers is to enhance the skills of a teacher, improve the performance of a teacher for continuous development of pedagogical knowledge, and to enable the teacher to prepare for continuous change.

Looking at the "design for continuous professional development programmes in South Africa", Luneta (2012) mentioned that 'high quality' academic development programmes must be designed together with the teachers to address the needs of the curriculum, field of specialisation and pedagogical knowledge, as it is pedagogical knowledge that enhances the teachers' potential to ensure effective teaching and learning within a classroom environment.

The following steps adapted from Luneta (2012, p. 372) may be used by the Leadership at the College to design and evaluate a successful continuous academic professional development programme for the academic staff:

Step 1: Develop a needs analysis through a skills audit.

Step 2: Analyse the data collected and separate wish lists from actual training required.

Step 3: Present the findings at the training committee meeting so that concrete decisions are taken for training and development. Identify the number of staff to be trained. Identify educational institutions for the provision of professional qualifications.

Step 4: Discuss the findings with Senior Management for the allocation of a budget for training and development.

Step 5: Once the budget has been approved, inform successful staff who will be going on training. Bind staff to a contract to ensure that training is completed.

Step 6: Guide and monitor the registration process. Facilitate the payment of fees to the educational institution.

Step 7: Monitor and evaluate the training and development programme.

Step 8: Evaluate the impact of the training on student achievement.

Step 9: Ensure continuity with further development.

Organisational development, as advocated by Brown (2014, p. 2), are planned systematic approaches to change which improve the effectiveness of the system and develop the potential of individual members. The College must ensure that there are implementation plans for training and development and make maximum use of external academic training from the DHET. The College should also encourage the sharing of in-house expertise through internal workshops and seminars for staff and monitor performance of staff in the classroom to determine the necessary training interventions.

It was recommended that leadership should look at the new policy framework for lecturer development and encourage staff to register for the qualification once it has been launched by the DHET. King (2011) suggested that professional development does not just happen, but is a process as it has to be led and managed. With a view of looking at a teacher's commitment to professional development, Hossain (2010, p. 125) identified six principles that teachers must conform to when engaging in professional development, namely:

- Ensure collaboration when working with their colleagues;
- Commit to the emotional, social and cognitive well-being and care of the students;
- Engage in partnerships and work with the community to achieve success;
- Take responsible decision with regard to teaching methods and the curriculum;
- Look at teaching as a social responsibility and ensure value when teaching; and
- Incorporate new ideas to develop expertise and professionalism.

The findings of the study further elaborated that leadership should identify gaps in management and challenges that prevent professional development and introduce suitable interventions to address these obstacles. Leadership must therefore play a major role in initiating, designing and implementing academic professional development programmes within their institutions.

Organisational development, as advocated for by Brown (2014, p. 2), are planned systematic approaches to change to improve the effectiveness of the system and to develop the potential of individual members. The need for the improvement in lecturer qualifications and on-going professional development is important not only for learner success and achievement, but also for an educational institution to establish its own unique identity and brand. Romano (2014) cautioned that before teachers engage in professional development programmes they must identify weaknesses in the current teaching cycle, look at the improvement of classroom management and learner assessments, and then explore opportunities for professional growth through educational journals, universities and conferences and workshops.

Based on the relevance of professional academic development and the present shortcomings that surfaced through this study, the following recommendations could assist leadership to improve and prioritise academic professional development. The recommendations stem from the interview process and the literature relevant to this field.

6.2.4.1 Human Resource Division

Governments strive to improve education and see an investment in human capital through academic professional development as a driving force behind educational reform (McConnell et al., 2013). With this view in mind, senior managers must prioritise the appointment of an HR manager and appoint additional personnel in the HR unit. The HR unit must conduct a skills audit to improve on the workplace skills plan and draw up a professional development plan for each employee. This information must be incorporated into a matrix for training and development. Research by Khan and Begum (2012) stated

that on-going professional development updates a teacher's curriculum and pedagogical knowledge and skills.

6.2.4.2 Training Committee

The training committee should be revived by senior management and advise senior management on the types of training required. Senior managers should allocate sufficient funds for training and commence with training as soon as possible. This will require a stable, motivated and committed workforce who will be responsible for ensuring student throughput and articulation, as envisaged by the DHET (Department of Higher Education and Training, 2013b). In order to pursue excellence in quality teaching and learning, to provide access to higher education, and to increase employment and self-employment, the TVET sector requires a trained, retrained and skilled workforce to deliver on national policy objectives mainly related to the increase in throughput, retention and articulation within the higher education sector.

6.2.4.3 Academic Professional development

Academic professional development such as the NPDE, PGCE, ACE and the new policy framework for lecturer development should be seen as a priority by senior management. Lambert (2013) placed emphasis on the multiple roles of principals and emphasised that principals should support teachers, deal with issues that affect staff and students, and lead the institution academically. For lecturing staff to remain current with up-dated knowledge, senior managers must also look at other types of training that will improve classroom practice such as assessor, moderator and facilitator training. Academic professional development refers to the subject expertise and specialist knowledge that a staff member possesses and the successful effective transfer of this knowledge to the learners. Staff members play an important role in implementing educational priorities, hence the success of quality teaching depends on the professional development of staff (Steyn, 2010). Material development will assist in expanding the lecturer's knowledge within the subject. The "open distance learning model" proposed by Hossain (2010, p. 123) provides an opportunity for lecturers to engage in distance education through a

recognised educational institution to pursue or further a qualification in teaching to enhance lecturer confidence.

6.2.4.4 Further academic development

Specialised training that senior managers must look at funding is research for the organisation, as well as professional qualifications such as Honours, Masters and PH.D degrees. Preferred training for the engineering staff is artisan development, as this would enable lecturers to apply theoretical knowledge in their workshops. Scherer (2012) felt strongly that teachers must be academically robust to manage the classroom environment and to guide and support their students. To achieve the above Scherer explained that educational institutions must invest in adequate teacher preparation, training and developmental courses to ensure that they are capable of making a change among their students.

This view was shared by Phelps (2012) who mentioned that teachers exert a powerful influence in the classroom and have the ability to motivate students to learn. Virani (2011, p. 32) referred to "expert teachers and experienced teachers" who have a positive impact within the classroom, however went further to say that "expert teachers" provide an integrated and higher level of knowledge that will assist the students to improve their performances.

The transformation of academic professional development to academic professional learning through professional learning communities within a school is considered to be a preferred model (Stewart, 2014). Stewart added that this includes current and relevant teaching methods discussed by teachers within the same environment, which contributes to successful student achievement. This model looks at the formation of subject committees to share best practices with the organisation.

Kagle (2014) concurred with Stewart (2014) that professional learning communities create a collaborative culture, as they encourages teachers to have discussions on common challenges experienced with the view to creating a positive educational environment within

the school. Other types of preferred development that would be beneficial to the organisation are stock control, payroll, procurement, human resources, selection and recruitment, bid evaluation and bid adjudication, and contract management. A need for additional training such as anger management, staff conduct, conflict management, dress code, communication and interpersonal skills, discipline, people management, time management, leave and absence management, occupational health and safety, and environmental awareness were also identified as a need and should be considered by senior managers.

6.2.4.5 Funding

Senior managers must supplement the current budget with additional funds for training through a strong motivation to the College Council. Virani (2011) claimed that an improvement in learner results is achieved once there are sufficient resources spent on teacher professional development. Makunye and Pelser (2012) added that there are several challenges with regard to professional development such as a lack of time, support and funding. Further challenges presented by Makunye and Pelser were a lack of planning, structure and decision making processes. Carlisle (2011) argued that the need to improve a teachers' "instructional capacity" to enhance the students' learning experience plays an important role in the professional growth of a teacher, therefore the College must look for outside funding to supplement current development programmes. Senior managers must make maximum use of external funding through the Sector Education and Training Authorities (SETAs), discretionary grants through the National Skills Fund and government bursaries to support training initiatives at the College.

6.2.4.6 Partnerships

Strong partnerships could be forged by senior management with industry to supplement training and to provide workplace exposure for the academic staff. Of importance is workplace exposure for relevancy and to link theory to practice. This view was supported by Fitzgerald and Theilheimer (2012), who suggested that professional learning is achieved

through knowledge and mutual understanding, hence teamwork creates a sense of partnership and encourages trust, support and growth.

6.2.4.7 Staff commitment

Staff commitment towards training should be enforced by leadership through contracts and strict rules, such as reimbursement by staff for training not completed and contracts that bind lecturers to the institution for a certain period of time which will result in a return on investment. Pellegrino (2011) advocated that the well-being and happiness of a teacher is directly linked to the ability of the teacher to connect with the student, the subject matter and pedagogical knowledge that ultimately contributes to teacher effectiveness and commitment.

6.2.4.8 Sustainability

A recommendation was made for senior managers to create a three year plan for training, allocate funding accordingly to ensure sustainability, and ensure that there is constant monitoring of training initiatives for the College.

6.3 Summary

This chapter comprehensively answered the research questions by discussing the findings of the research and the literature review. The last chapter will conclude the research and made some recommendations for future research.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

This chapter presents the conclusion of the study and makes recommendations for further research in the field of academic professional development. Although the research was grounded in academic professional development, its findings could be relevant to other institutions both in the private and public sector, including government departments, as training and development is on-going in every organisation.

7.2 Key findings and recommendations

The findings revealed that currently no academic professional development is taking place that is funded by the College. The study discovered that individual staff members have registered for their professional qualifications and have self-funded this study.

The study emphasised that leadership plays a significant role in the professional development of lecturing staff as they are directly responsible for training and development and the allocation of a budget for such development within the College.

From the findings and analysis of this study on the role of leadership in academic professional development the following recommendations are crucial in improving training and development initiatives at the College:

Senior management must prioritise the appointment of an HR manager and employ additional personnel within the unit to address employee needs within the College. The HR unit must ensure that the training committee is functional and meets regularly to conduct a thorough and detailed skills audit that will inform management of the training requirements for the College.

Academic professional development such as a recognised teacher's qualification must remain a priority and assessor, moderator and facilitator training should be considered.

Advanced forms of training and development such as Honours, Masters and Ph.D. degrees should be offered as an option to staff. The College should also consider other forms of training such as conflict management, staff conduct, occupational health and safety, environmental awareness and contract management, which may be beneficial to the College and should be included in the training and development plan.

Senior management must ensure that there is an adequate budget aligned to training and development for academic staff and also make use of discretionary grants via the National Skills Fund and SETAs. The College should engage in partnerships with industry to provide practical exposure for theoretical concepts learnt during training initiatives.

There must be greater involvement from senior management on training and development initiatives at the College. Senior management should ensure that there is a long-term training and development plan and allocate sufficient funds for training that would eventually ensure that training initiatives are sustainable.

The College should commit staff to the completion of training and development through contracts that would bind them to the training initiative and also ensure that staff are accountable for reimbursing the College should they fail to honour the commitment to training.

7.3 Recommendations for future research

The main focus of the research was on academic professional development for lecturing staff. The research provides opportunities for future research in the educational environment.

Future research could look at the perceptions and commitment of academic staff towards academic professional development. Research could also focus on exploring academic professional development in other institutions and at other Colleges to determine if their situations are the same.

Further research could focus on a needs assessment on the training requirements within the College and involve the lecturing staff to obtain their views on training and development.

A research opportunity exists for further research on industry exposure and work placement to improve the current expertise of the academic staff.

Due to budget constraints in most organisations, further studies can explore the role of partnerships between industry and academic institutions for the funding of academic professional development programmes within the TVET sector.

7.4 Reflections on the research

The research journey was filled with uncertainty due to the instability at the College with regard to dissatisfaction among employees and students towards senior management and a lack of proper policies and procedures. The long period of staff and student strikes at times made it impossible to continue with the research as the study required the participation of internal stakeholders. Despite the numerous challenges, participants' enthusiasm and willingness to participate in the research was overwhelming.

Once the researcher was able to overcome various challenges the research journey developed the researcher both personally and academically, and also developed the respondents to a certain extent in their ability to view the organisation differently.

7.5 Summary

The study has provided an overview of the role of leadership in academic professional development at the Mnambithi Technical and Vocational Education and Training College.

The research identified that a major barrier to staff development has been ineffective leadership and a lack of prioritising staff training, which meant that funding that was allocated was not used. The staff's perception is that they are not valued, as leadership does not assist them in their personal and professional development. The research explored

the challenges linked to academic professional development and investigated some opportunities to improve training and development at the College. The study recommended that the College should prioritise the appointment of an HR manager, ensure that the training committee is functional, and allocate sufficient funding towards training and development. To facilitate academic professional development and consequently to improve throughput and certification rates of the students at the College, leadership should engage with staff to develop and prioritise a training plan for 2016.

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APPENDIX A: INFORMED CONSENT

Informed Consent Letter

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies Research Project
Researcher: Raisha Singh (0832327948)
Supervisor: Sandra Hildbrand and Cecile Gerwel Proches (0312608318)
Research Office: Ms P Ximba (0312603587)

Dear Respondent,

I, **RAISHA SINGH** am a Master of Commerce in Leadership Studies student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled **THE ROLE OF LEADERSHIP IN ACADEMIC PROFESSIONAL DEVELOPMENT**. The main aim of this study is to determine the role of Leadership in academic professional development. Studies reveal that Leadership plays a pivotal role in steering an organization forward amidst major challenges within the social and economic environment. The study will also clearly indicate if an adequately trained and committed workforce is able to improve student pass rates and retention rates.

Through your participation I hope to understand the role and involvement of Leadership at Mnambithi FET College towards academic professional development, to determine if there is any academic professional development taking place and if this development is adding value to the organization. The study will also determine if there are any opportunities or any issues hindering academic professional development at the College and to determine what strategies may be introduced to improve academic professional development?

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this interview. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about participating in the interview or about participating in this study, you may contact me or my supervisor at the numbers listed above.

It should take about 45 minutes to an hour to complete the interview. I hope you will take the time to participate in the interview.

Sincerely

Investigator's signature Date13/05/2014

This page is to be retained by the participant

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Master of Commerce in Leadership Studies Research Project
Researcher: Raisha Singh (0832327948)
Supervisor: Sandra Hildbrand and Cecile Gerwel Proches (0312608318)
Research Office: Ms P Ximba (0312603587)

CONSENT

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

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent / do not consent to record the interview.

SIGNATURE OF PARTICIPANT DATE

……

This page is to be retained by the researcher

APPENDIX B: RESEARCH QUESTIONS

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MCLS Research Project
Researcher: Raisha Singh (0832327948)
Supervisors: Sandra Hildbrand and Cecile Gerwel Proches (0312608318)
Research Office: Ms P Ximba (0312603587)

THE ROLE OF LEADERSHIP IN ACADEMIC PROFESSIONAL DEVELOPMENT

Interview Schedule

- What is your understanding of Academic Professional Development and how is it defined in this organisation?
- What kind of academic professional development is currently taking place?
- According to leadership, do you think Academic Professional Development is important for the College? Please explain.
- When leaders look at Academic Professional Development, what do they do?
- What is leadership currently doing to develop the academic staff?
- How are the current Academic Professional Development programmes relevant in addressing the needs of the College?
- How is this development relevant for the Academic staff?
- Which areas do you think academic staff needs to be developed in?
- What are the benefits of Academic Professional Development?
- What are the challenges involved in developing staff academically?
- What strategies can be introduced to improve Academic Professional Development?

APPENDIX C: ETHICAL CLEARANCE

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

17 May 2014

Mrs Raisha Singh 205540327
Graduate School of Business and Leadership
Westville Campus

Protocol reference number: HSS/0448/014M
Project title: The Role of Leadership in Academic Professional Development

Dear Mrs Singh

Expedited Approval

In response to your application dated 26 May 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

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

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

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

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

Yours faithfully

Dr Shenuka Singh (Chair)

/pk

cc Supervisor: Dr Sandra Hildbrand
cc Co-Supervisor: Cecil Gerwel Proches
cc Academic Leader Research: Dr F Munapo
cc School Administrator: Eileen Mahomed

Humanities & Social Sciences Research Ethics Committee
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1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville