

**The experiences of senior lecturers in leading teaching and learning in a
Technical Vocational Education and Training College: A case study**

By

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A dissertation submitted in partial fulfilment of the requirements for the
degree of
Master of Education

School of Education

University of KwaZulu-Natal

2024

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with / without my approval.

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DECLARATION OF ORIGINALITY

I,, hereby declare that this dissertation is my work and does not contain any materials which have been submitted before for any degree in any institution.

Use of any published material has been dully acknowledged.

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DEDICATION

I dedicate this dissertation to my family who have been so supportive throughout the journey of my study. I am where I am because of your contributions. Thank you for believing in me and for being the pillar of my strength, you were always there for me whenever I needed you. Thank you so much.

ACKNOWLEDGEMENTS

My sincere gratitude and appreciation goes to the following people who made it possible for me to complete this study:

- I thank God Almighty for the power, courage and strength He gave me to undertake this strenuous task.
- My supervisor, Prof Vitallis Chikoko, for his sincere and passionate guidance and all the support he gave me. I thank you from the bottom of my heart for your positive feedbacks, words of encouragement, being patient with me and for believing that I could do this.
- The whole team in the Educational Leadership, Management and Policy discipline for the contributions they made to my academic development.
- To all my participants, without your contribution, this would not have been possible. Thank you for sharing your experiences with me.
- To my family, you were always there for me whenever I needed you. Thank you so much.
- A special thanks to Nothando Brilliantine Zungu for always being there for me when I needed her.
- To my husband, thank you so much for your amazing support and for believing in me.

ABSTRACT

The purpose of the study was to explore the experiences of senior lecturers in leading teaching and learning in Technical Vocational Education and Training (TVET) colleges. The study explored the perspectives of five senior lecturers leading teaching and learning at a TVET College in the KwaZulu-Natal province. The study sought to understand the challenges that senior lecturers faced in leading teaching and learning; how they dealt with these challenges; and what could be learnt from their experiences regarding the leading of teaching and learning in TVET Colleges. The study was located appropriately within the interpretive paradigm. It required the researcher to interact with participants and personally interpret the specific meanings therefrom. A case study research design was adopted. Data was generated through semi-structured interviews. The study found that the participants had a limited understanding of their role as leaders of teaching and learning. They understood the need to develop themselves as leaders more than they did regarding developing junior lecturers as their subordinates. The study also found that senior lecturers had a huge challenge in leading teaching and learning because of the shortage of resources and their students' misbehaviour.

Keywords: Senior lecturers, leading, teaching and learning

ABBREVIATIONS

TVET	Technical Vocational Education and Training Colleges
DHET	Department of Higher Education and Training
DoE	Department of Education
DoHET	Department of Higher Education and Training
FET	Further Education and Training
HET	Higher Education and Training
NCV	National (Vocational) Certificate
NATED	National Accredited Technical Education Diploma
IQMS	Integrated Quality Management System
ISAT	Integrated Summative Assessment Task
CAO	Central Admission Office
POE	Portfolio of Evidence
POA	Portfolio of Assessment
NSFAS	National Student Financial Aid Scheme
ICASS	Internal Continuous Assessment
PLC	Professional Learning Communities

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CHAPTER ONE

INTRODUCING THE STUDY

1.1 Introduction

This chapter provides an outline of the research study on the experiences of senior lecturers in leading teaching and learning in Technical Vocational Education and Training Colleges.

The chapter comprises the background to the study, the problem statement, location of the study, purpose and rationale of the study, objectives, and research questions underpinning the study. In addition, key concepts are clarified, and the organisation of the study is also presented. The chapter ends with a summary.

1.2 Background to the study

The year 1994 marked the beginning of South Africa's transition from an apartheid-era form of government to a democratic one. This transition carried many transformative measures, including the new system of education. South Africans accepted democracy, but there were some challenges with it.

In the field of education, significant efforts were made to train personnel who would work in managerial and teaching positions. The integration of colleges of education, training centres and former technical colleges shaped the setting for the new Technical Vocational Education and Training Colleges (Terblanche, 2017). However, the integration of colleges presented new challenges for leaders and the whole administrative staff. By merging the weaker and smaller schools into robust TVET institutions, the reform was emblematic of an effort to combat the negative reputation of the previous technical college system (Singh 2012). The re-arrangement of colleges brought with it some challenges, which the supervisors, administrators and college managers have to address in their daily management of these institutes (Kraak, Paterson, & Boka, K. 2016). From the political perspective, the merging of colleges brought together lecturers with diverse backgrounds, which led to problems associated with race and cultural beliefs that were not effectively addressed (Kraak et al., 2016). For each TVET college, a new structure called a College Council has been established as part of the senior management. The College Councils are in charge of creating mission statements and strategic plans, as well as developing real strategic development skills (FET ACT 1998). This represented a move towards financial control and institutional autonomy, which led to lecturers being negatively impacted by the lack of human capacity to implement policies. Research already conducted suggests that senior college managers, including Council members, still lack the management skills and knowledge to successfully implement the new policy requirements (Buthelezi, 2016, p.5).

Parvez and Shakir (2013) state that “the quality of the educational system and of education as a whole depends on the combined efforts of planners, educators, administrators and teachers” (p.172). While schools and their

leadership receive much consideration in the literature on educational leadership, little is known about Technical and Vocational Education and Training (TVET) colleges and their leadership. The Higher Education White Paper 3: A Programme for the Transformation of the Higher Education System's concept is put into practice by the National Plan for Higher Education (DoE: July 1997). Along with an implementation framework, the main initiatives and controls necessary to overhaul the system of higher education are highlighted. It presents a chance and a challenge to lay out a route that recognises the system for higher education as a driving force behind and contributing to the development and reconstruction of society in South Africa.

The Education Ministry initially divided education and training into three bands: General Education and Training (GET), Further Education and Training (FET), and Higher Education and Training (HET). Colleges for vocational education and training fell under the FET band, which was unclear as secondary and high schools also fell under the same band. In 2010, TVET colleges, initially falling under the FET band, were transferred to the Department of Higher Education and Training (DoHET, 2013). The TVET College sector is seen by the office of the President (RSA) and the DoHET as a potential area for the youth who have dropped out of school to be absorbed (DoHET, 2013). In addition, the TVET Colleges have an obligation to develop the required skills to support economic and social development throughout the nation, and to expand access to training opportunities (Gewe, 2010; Rasool & Mahembe 2014). These decisions included changes to education and training programs to address and advance human rights, democracy, national development, and social equality in general.

Most African nations realised the necessity of establishing and promoting TVET colleges around the beginning of the 1980s. The authoritarian apartheid governance in South Africa brought imbalances and inequalities to all spheres of peoples' lives, including education. Educational institutions were racially segregated, with a bigger budget spent on educating a white child at the expense of black children. This resulted in the severe unemployment rate of graduates, which has become a persistent issue on the African continent, largely due to an excessive focus on purely academic education (Parvez & Shakir, 2013).

The focus in this study is on TVET Colleges as another level of South African higher education establishments. Moreover, TVET Colleges have an obligation to increase access to training opportunities and to produce the skills required to support social development and economic growth in the country as a whole (Rasool & Mahembe, 2014). Hence, lecturers in these institutions should have the requisite training and the capacity to manage, lead and deliver the curriculum (Needham, 2013). For good student achievement at all educational institutions, including TVET colleges, "strong leadership and management are important" (Bush, 2007).

The South African Department of Higher Education and Training (2013) claims that TVET colleges will find it difficult to deliver the high-quality education required to grow and satisfy South Africa's skills requirements in the absence of effective leadership, especially from top lecturers. To meet the demands of preparing youngsters for employment, TVET institutions in South Africa should increase the quality of their programmes and the success of their students (DHET, 2013). Therefore, senior lecturers' leadership is essential to raising the standard of TVET colleges and student achievement. A senior lecturer's responsibility at a TVET institution is to oversee the achievement of students as well as the quality of teaching and learning

1.3 Statement of the Problem

In 2007, 152 different technical colleges in South Africa were combined into 50 TVET Colleges in a relatively short space of time (Ngubane, 2016). Some of the problems that TVET colleges faced are underfunding, dilapidated infrastructure, and some academic staff who are under-qualified. Some colleges' staff cannot perform to the required standard. Despite these conditions, the staff are expected to deliver quality teaching and learning (Ngubane, 2016).

The introduction of the new curriculum, the National Certificate (Vocational) NCV, in 2007, was perceived to be relevant to the needs of the economy as the country was experiencing a shortage of artisans. The NCV resulted in most of the lecturers feeling inadequately qualified as they were expected to combine theory and practice in their teaching (McGrath & Akoojee, 2007; Akoojee & McGrath, 2008; Buthelezi, 2016). It was never anticipated that the NCV curriculum would be overwhelmed with many challenges, such as a failure to achieve artisan development at an expected rate (McGrath et al., 2006). The primary issues facing colleges currently will be a lack of lecturers to teach artisan skills and, in some circumstances, textbooks, which are a challenge for senior lecturers in leading teaching and learning. The teaching and learning activities in the TVET sector continue to be led using textbooks, chalk and blackboards. In an effort to better serve its students, the Department of Basic Education is implementing e-books and the usage of whiteboards in the classroom. However, it is concerning that TVET Colleges continue to use outdated methods of teaching and learning (Ngubane, 2016).

In addition, lecturers at TVET colleges are expected to undergo continuous professional development in their teaching because of inadequate curricular knowledge and teaching abilities (Motala & Pampallis, 2020). To bring about development and change, leaders should use four tools, namely aligning people, vision, motivating and inspiring, and strategy (Clarke, 2007). This researcher's point of view is that leadership skills are necessary in guaranteeing the success of a TVET college (Gewer, 2010). While many studies have examined campus managers, departmental heads, lecturers and students, little is known about senior lecturers' experiences with regard to leading teaching and learning. Therefore, it is important to research the views of senior lecturers as they form part of management and are viewed as the vehicle to lead teaching and learning.

The significance of good leadership in educational institutions is widely recognised. One of the main issues facing colleges is that not enough is understood about what exactly makes a person a successful leader and what can make them ineffective. This point helps in determining the effectiveness of senior lecturers leading teaching and learning in TVET Colleges (Bryman, 2007).

1.4 Research Questions

The study aims to address the following questions:

1. **Main Research Question:** What are senior lecturers' experiences of leading teaching and learning in a TVET college, in South Africa?

1.1 What challenges do senior lecturers face as they lead teaching and learning?

1.2 How do senior lecturers deal with challenges related to leading teaching and learning?

1.3 What can be learnt from senior lecturers' experiences regarding the leading of teaching and learning in TVET Colleges?

1.5 Location of the study

This project will be conducted in the Province of KwaZulu-Natal, using Coastal KZN TVET College, which is in an urban area of eThekweni District in KwaZulu –Natal. This is a government-funded public TVET college.

1.6 Purpose and rationale of the study

The aim of the study is to understand the experiences of senior lecturers in leading teaching and learning in a TVET College. Interest in this study was triggered by the researcher's observation as a junior TVET College lecturer where she witnessed TVET college lecturers not receiving adequate professional development. The researcher also witnessed senior lecturers at this TVET College being undermined by junior lecturers and students. Some junior lecturers and students apparently refuse to be led and managed by senior lecturers because some of these senior lecturers are under-qualified.

1.7 Clarification of key concepts

To enable readers to have a clear understanding of this study, key concepts are defined below.

1.7.1 Senior lecturer

The position of senior lecturer was created to address some important functions, like those of high school Departmental heads (HODs), often held accountable for the quality of teaching and learning as well as student success (Deshmukh & Naik, 2010). Deshmukh and Naik, (2010) state that a senior lecturer's main management point was established to include a leadership role to encourage student learning.

The DHET Policy on Professional Qualification for Lecturers in TVET Colleges (2013) requires a senior lecturer to have a matric or equivalent qualification, a teaching qualification (secondary or higher level). A senior lecturer must have a relevant recognised tertiary qualification (Diploma or Degree). Skills such as leadership and management, and organisational problem-solving are needed to be a TVET college senior lecturer.

A Senior lecturers' job description as prescribed by the DHET policy in a TVET college is to organise, manage and co-ordinate the submission of assessment dates and writing of assessments. Senior lecturers are also expected to organise, manage and co-ordinate term marks, progress reports, Portfolios of Evidence, and the development of evaluation tools and/or memoranda (DHET, 2013).

1.7.2 Leadership

There are many definitions of leadership as many people have attempted to define it. Providing the definitions of leadership here would be endless. Leadership is the practice of giving team members a purpose (meaningful direction) and encouraging them to put up willing effort to achieve that objective (Hallinger, 2003). Leadership is an activity where one person creates the purpose or a trend for one or more other people and inspires them to progress in that direction with full commitment and competence (Hallinger, 2003). Lumby and Middlewood (2003) refer to leadership as “relationships among leaders and collaborators who intend to offer significant changes that reflect their mutual purposes. According to (Robinson, 2006) “leadership is the skill of mobilizing people to desire to strive for shared ambitions” p. 103-111. These definitions highlight similarities of leader-follower collaboration, influence and change. According to Senge, Kleiner, Roberts, Ross, Roth, Smith, and Guman, (1999), leaders help people express their deeper goals and boost their confidence based on tangible accomplishments achieved together. Senge et al. (1999) define leadership as the capacity of a human community to share its future, and specifically to sustain the significant processes of change required to do so. Leithwood and Louis (2011) state that leadership is one of the most essential elements that impact student success in educational institutions like TVET Colleges. Since defining leadership is not the main goal of this study, the definitions given here aid in understanding what leadership is and how it functions in this study. In this study, the term leadership shall be defined

The terms educate, enlighten, drill, guide, instruct, inform, train, show and tutor obviously have behavioural inferences for senior lecturers. The requirement to tutor, advise and demonstrate suggests that senior lecturers have a duty to give their students more than just content. They must also be able to offer direction, assistance and support to help students learn better. Teachers or lecturers should be motivated by the inquisitiveness of their students and a better wage for them to perform their duties (Buthelezi, 2016).

Coetzee (2013) defines learning as a somewhat constant change in behaviour or potential behaviour brought about by constructive interaction with one's surroundings. Learning can be distinguished into two forms, namely implicit learning, which is the everyday common knowledge that people employ; and explicit learning, which requires determination and careful thought. Educational institutions encourage explicit learning by motivating students to think consciously and deliberately about the meaning of things, how to recall information and how to solve problems. In this study, the term ‘teaching’ shall be defined as an instructional strategy that enables pupils to fully comprehend the content at hand or to reach a conclusion regarding the subject matter (Ngubane, 2016). Learning shall be defined as the acquisition of knowledge and skills (Ngubane, 2016).

1.8 Organisation of the Study

This study comprises five chapters, with each chapter providing the essential information to enable readers to comprehend different parts of the research. Below is the summary of the chapters.

Chapter One: This chapter focused on the background information that stimulated the study. The introduction followed the background, and the statement of the problem. The purpose and the rationale of the study was provided, as well as the location of the study, objectives, research questions and the clarification of key concepts. An outline of the entire study followed, along with a summary of the chapter.

Chapter Two: The review of literature and theoretical framework are presented in the second chapter, beginning with an introduction. To locate the gaps that led to this study, scholarly works on international and South African studies are reviewed. A detailed viewpoint on relevant literature on leadership, management practices and senior lecturers is provided. An overview of management's role in staff development opens the review, followed by an overview of international, continental and local studies related to the critical questions of this study. The theoretical framework underpinning the study follows.

Chapter Three: The Third chapter elucidates the research design and methodology. The chapter focuses specifically on the case study approach, which addresses the semi-structured interview as a data generation method. The methods of selection of participants as well as ethical considerations of the study are also discussed. The chapter concludes with a summary.

Chapter Four: This chapter provides the data presentation and analysis of the research.

Chapter Five: Recommendations of the study are presented in the final chapter. Chapter Five answers the research questions and provides the conclusion of the study.

1.9 Chapter summary

Throughout this chapter, the researcher highlighted a variety of viewpoints for understanding the challenging circumstances faced by senior lecturers.

This chapter presented the introduction and background to the study. The statement of the problem, the location of the study, purpose and the rationale of the study, objectives and research questions were included in the chapter. A clarification of key concepts, the organisation of the study, as well as the chapter summary were included. The following chapter presents the related literature review and theoretical framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A review of literature provides a researcher with background information on issues, as well as information on previous studies on the topic under study. It also aids the researcher in analysing the phenomenon by allowing them to compare the findings of previous studies with those of other researches (Creswell, 2014). It aids a researcher in determining whether the research topic is worth researching by connecting the findings to current literature (Creswell, 2014).

This chapter comprises six sections. Firstly, key concepts are explained. This is followed by leading teaching and learning. Thereafter, the chapter moves on to discussing the understanding of the South African TVET curriculum and implications for leading teaching and learning. Next, the chapter draws lessons from TVETs in other countries. This is followed by learning from relevant studies. Finally, the chapter presents the theoretical framework underpinning this study.

.2.2 Clarification of key concepts

2.2.1 Understanding the term ‘leadership’

Leadership is influencing others to pursue organisational goals (Bartol & Martin, 2004). Leadership, according to Clarke (2007), is about direction and purpose. Leaders are concerned with change that is focused on the future. To bring about this kind of transformation, leaders should use four tools: aligning people, motivating and inspiring, strategy and vision (Clarke, 2007). In the researcher’s view, leadership skills are necessary for guaranteeing a TVET college’s success.

Zahran et al. (2016) refer to leadership as the practice of soliciting and guiding the capabilities of staff and learners toward the attainment of related goals. Cuban (1988) explains the concept of leadership as involving initiating change to reach existing and new goals. Educational leaders who are effective must therefore be seen to be conveying change as well as improvement. Bush (2008) states that for leaders to be effective, they must understand and know their roles as leaders. There must be particular activities that leaders are concerned about to set them apart from other people. West-Burnham (1997) identifies six such activities. Firstly, leaders need to think about the institution's vision and how to effectively communicate it to the stakeholders who need to realize it. Secondly, strategic issues should be addressed by leaders. Thirdly, leaders must search for change

and development. Fourthly, leaders must be concerned with objectives and end goals. Fifth, educational leaders should be concerned with ensuring that individuals are able to carry out the institution's vision because they are people-centred. Lastly, effective leadership involves ensuring that the proper action is taken. Therefore, senior lecturers in the TVET college environment need leadership skills to enable them to provide effective management and leadership to their staff members and students. In ensuring effectiveness in leading teaching and learning, senior lecturers should identify the weaknesses of junior lecturers and provide training where necessary. Capabilities should also be reinforced where necessary.

According to Hogan and Hogan (2001), leadership is usually defined in terms of the people who are in control of organisations and their units, such people are leaders. They also claim that people who succeed in huge organisations stand out for their dedication, intelligence, ambition, political knowledge and good fortune. Leadership entails convincing others to put aside their own interests and work for the good of the organisation. Perceived integrity—following through on commitments, not taking advantage of one's circumstances and keeping one's word—is essential to leadership credibility (Hogan & Hogan, 2001).

A range of good leadership outcomes, such as increased organisational commitment, job satisfaction and job performance shows to be reliably correlated with one's supervisor's trustworthiness (Dirks & Ferrin, 2002). Effective leaders take prompt, wise decisions. The most effective leaders act quickly in times of crisis and uncertainty (Vroom & Jago, 1998). The ability to create and sustain a team that outperforms its competition should be the basis of how leadership is to be understood. Therefore, the effectiveness of the group's performance over time should be taken into consideration when judging leadership (Dirks & Ferrin, 2002). Bantwini (2016) states that numerous leadership styles, such as democratic, authoritarian, instructional, transformational and transactional leadership, have been recognised and linked to various leadership techniques in the pursuit of organisational tasks and objectives. According to Hersey and Blanchard (1988), there is no one single leadership style. Johannsen (2014) states that diverse leadership styles seem to have worked for different leaders in different situations. Moreover, the majority of effective leaders typically employ most or all of the several styles (Bush, 2008). Therefore, leaders must always ask themselves what type of leadership style is most effective for them and their own organisation so that they adopt an effective leadership style.

2.2.2 Understanding the term 'management'

There are several different meanings for the term 'management', and there is no single definition that is widely agreed upon. Every institution ought to have functional management, hence organisations nowadays claim that managers consider good management techniques. Algahtani (2014) refers to management as an ongoing practice carried out by those selected to be executives. Management is an obligation that seeks managers to

conduct management functions (Godwin et al., 2017). This entails managing the organisation with a high standard of ethics whilst also controlling and resolving problems. Planning, organising, leading and controlling are key managerial functions that are implemented to achieve organisational goals.

A. Planning

According to Akintayo et al., (2016), planning is essential in helping to bridge the gap from the current state of the organisation and its desired future. Planning is about making an action plan that decides how the objectives and organisational goals can be accomplished. Schraeder et al. (2014) state that planning is a management role that offers direction to the organisation and a well-executed plan which promotes participation. Furthermore, planning requires that managers make sound decisions and promote participation. Kabiru et al., (2018) state that employees within the organisation may assist with planning by offering ideas and suggestions to the management. These ideas are used to advance organisational performance. Sethibe and Steyn, (2016). suggest that planning is a management function that includes activities that are performed to guarantee the accomplishment of a well-developed plan. As a result, TVET college senior lecturers are required to prepare a plan for each year, which includes planning, preparing and coordinating student intake resources; time tabling; induction of new appointed lecturing staff; examination and assessment. It is the duty of senior lecturers as part of the management structure to ensure that a well-developed plan of action is executed. Therefore, this study seeks to understand how senior lecturers experience their management role of planning.

B. Organising

Organising is one of the management functions that is applied by the management after the planning phase has been accomplished. Organising is the mechanism of determining and grouping the tasks to be executed (Schraeder et al., 2014). According to Nhema (2015), organising is a continuous process that helps managers to facilitate operations and administration. In addition, it encourages and enhances creativity and interaction amongst managers. Nhema, (2015) further states that organising begins after the plans have been made ready. Organizing gives management instructions on what has to be done within the division that the manager is in charge of. During the organising process, each employee should clearly understand her/his responsibilities. Thus, this study seeks to determine how senior lecturers go about ensuring that lecturers clearly understand their teaching responsibilities. When leading teaching and learning, senior lecturers need to pay attention to the role of creating good relations with junior lecturers to ensure that junior lecturers are aware of and understand the communication channels, particularly during the supervision period.

C. Leading

Van Der Waldt (2017) views leading as an ongoing process whereby managers educate, observe and manage employees' performance in order to accomplish set objectives. For managers to become effective leaders, they need to have a full understanding of the characters, beliefs, attitudes and feelings of their subordinates. The function of leading is important as the behaviour of an employee remains unpredictable (Sethibe & Steyn, 2016). It is thus important that senior lecturers align the behaviour of junior lecturers with the organisational culture so that their behaviours would be supervised effectively.

D. Controlling

Schraeder et al., (2014) refer to controlling as a managerial role that involves keeping an eye on the organisation's performance to ascertain whether an employee is still performing in accordance with the established standards. Control is the manager's responsibility to take the required actions to guarantee that subordinates' work-related activities are in line with and help the organisation to achieve its objectives (Algahtani, 2014).

This management function assists senior lecturers to ensure that activities are executed as scheduled. As a form of control, senior lecturers monitor the performance of each work program and the tasks assigned, and thereafter prepare the clear report so that it can be accounted for. Therefore, this study aims to understand how senior lecturers play their management role of controlling.

2.3 Leading teaching and learning

Teaching entails the delivery of services by lecturers, whereas learning involves how learners perform and what outcomes they produce. This means that to guarantee success, the structure of the learning and work environment should support positive and fruitful working relationships between lecturers and students (Nel & Grosser, 2016).

Buthelezi (2016) defines the notion of teaching as the act of instructing, drilling, educating, enlightening, guiding, informing, demonstrating, training and tutoring. These words have behavioural effects on lecturers, hence the requirement to tutor, advise and demonstrate. These words also suggest that lecturers should give their students more than just content. A lecturer's ability to offer direction and support to students will also aid in their learning. Lecturers should be driven to accomplish their tasks by their students' curiosity and a better salary (Buthelezi, 2016).

According to Coetzee (2013) there are two forms of learning: The first is implicit learning, the term for the common information that people use on a regular basis. The second type of learning is called explicit learning, which takes intentional and conscious effort and thought, which requires deliberate and conscious thought and effort. Educational institutions support explicit learning by urging students to reflect on the meaning of things, how to solve problems, and how to retain knowledge. Armstrong (2013) suggests that people need to be

inspired to learn. Clear learning objectives are essential for effective learning. To learn effectively, students require direction and feedback. A learning programme must provide satisfaction for the students. Above all, learning needs to be active rather than passive, which calls for active student participation in the learning process. To meet each student's needs for learning, appropriate and varied teaching strategies must be used. It takes time as learning requires time to absorb, test, and adapt to new information. Lastly, learners need to understand how they are learning, thus they require reinforcement for good behaviour. Kolb (1985) suggests that people prefer different learning techniques, which encompass the following four stages:

- The converger learns by engaging in active exploration and intellectual conceptualization;
- The diverger learns through the ability to observe with reflection and direct experience;
- The assimilator studies through abstract thinking and reflective observation skills; and

The accommodator acquires knowledge through tangible experience and active exploration

Therefore, to diagnose performance issues, evaluate training needs and determine development plans, managers and training and development professionals can benefit from understanding how individuals learn. Different students should be catered for through designing the programmes that will accommodate them, make them active in their learning and meet their individual needs. Therefore, this study seeks to determine how senior lecturers go about ensuring that teaching and learning caters for every learner effectively.

According to DHET (2018), TVET Colleges have different sectors. Such sectors are managed by different individuals within the specific roles. As mentioned in section 2.2 under the heading 'Understanding the term management', paragraph 2, the teaching and learning sector is managed by senior lecturers whose responsibilities are, amongst others, to plan, prepare and coordinate student intake resources. Senior lecturers' other responsibilities are time-tabling; the induction of newly appointed lecturing staff; examination and assessment; moderation and audits. Having been entrusted with such significant responsibilities, senior lecturers are expected to have leadership skills, which are needed to prepare and guide staff to maintain Portfolios of Evidence (PoEs) and Portfolios of Assessments (PoAs) as required by DHET/College policy. Planning and preparing teaching and learning activities according to best-practice are some of the responsibilities of senior lecturers. Furthermore, senior lecturers also monitor and supervise teaching and learning, record learners' work, coordinate, and manage assessment and examination activities, (DHET, 2013).

As leaders, senior lecturers in TVET Colleges should familiarise themselves with policy documents on leading teaching and learning. Moreover, senior lecturers should be capable of dealing with insubordination so that they will be able to cope with facing teaching and learning constraints (Buthelezi, 2016). One of the roles of leadership is to use present people and material resources to achieve specific goals whilst maintaining a cohesive and coherent organisation (Ololube, 2013). Senior lecturers should also lead by involving students

in the decision-making of the college to ensure working hand-in-hand with junior lecturers for the enhancement of teaching and learning (Buthelezi, 2016). Some senior lecturers, according to Levitt (2019), believe that the availability of experienced staff and good leadership enhance teaching and learning in a TVET College. He further states that the availability of policy documents and a conducive working environment also enhance teaching and learning.

Levit (2019) continues to state that having both senior and junior lecturers active in their job description improves teaching and learning. Teaching and learning is also enhanced when more experienced lecturers assist less experienced lecturers. The TVET College enhances leading teaching and learning through offering financial assistance to under-qualified lecturers who wish to pursue formal courses at other higher education institutions to advance their careers (Levit, 2019).

Some TVET College senior lecturers expressed dissatisfaction with the increased administration load and lack of administrative support (Levit, 2019). They claim that it has changed their role as senior lecturers and posed a major constraint to leading teaching and learning because they end up focusing more on administrative duties (Levit, 2019). Levit, (2019) further claims that certain administrative responsibilities, such as loading of marks onto the computerised marks system and mark verification processes, are now to be handled by senior lecturers, which is time-consuming. Time constraints due to overloaded work prevent senior lecturers to attend courses and workshops that will develop them. To attend courses and workshops, as well as managing and leading teaching and learning, they end up forcing everything in (Levit, 2019). Some of the restricting issues in leading teaching and learning are a lack of relevant resources, low staff morale and a lack of teamwork (Ngubane, 2016). This leads to teaching and learning not being led properly.

Government informs the public that keeping secondary school dropouts off the streets is the main goal of TVETs, instead of emphasising it as a strategy to train individuals to be competent for the labour market. This perception contributes to pupils consistently failing at a high rate (Afeti, 2012).

When South African colleges merged in 1994, a large number of professionals with advanced skills left teaching to work in the commercial sector. Conversely, those with less training and experience were hired as lecturers under the new FET system. Some of these lecturers in TVET institutions have the necessary trade and industry expertise but lack professional teaching credentials (Booyens, 2009). This consequently impacts the provision of services because some lecturers are not qualified to teach at the post-school level. The new curriculum's implementation has affected classroom procedures and presented difficult obstacles for lecturers in the field. Some junior lecturers are not doing enough because some of them do not even have a qualification to be lecturers, as they are coming from different industries with no teaching qualifications (Delubon et al., 2020). According to the National Education Quality Assurance body in South Africa, Umalusi (2014), the majority of lecturers are unprepared to handle the academic and social demands of vocational education.

Armstrong (2013) stated that effective managers perform tasks through individuals, and as a result, it is the manager's responsibility to ensure that employees get sufficient support, direction and training to be successful in their positions. Therefore, as leaders, senior lecturers should give support to junior lecturers, guide and coach them as ways of reducing the constraining factors (Armstrong, 2013). Professional Learning Communities (PLCs) should also be employed by senior lecturers. Through PLCs, constraining factors could be reduced when senior lecturers discuss and share their ideas, thoughts, innovations and their experiences regarding leading teaching and learning (Buthelzi, 2016). According to Beharry-Ramraj et al., (2020) senior lecturers feel that the Colleges need to upskill their staff as well as improve their efficacy. The College system should be capacitated by the Department through the use of books and internet materials.

Staff development on multicultural education approaches, anti-racism or anti-sexism should be employed to reduce the constraining factors faced by senior lecturers (Jansen et al., 2009). Senior lecturers are frustrated at having to deal with issues of behavioural discipline; emotional maturity and development; and teenage pregnancy, and have to find their own ways of coping personally in terms of leading teaching and learning (Wedekind & Watson, 2016).

Teaching and learning are negatively impacted by the absence of academic development programmes for public TVET Colleges. Poor or inadequate academic development programmes for lecturers at public TVET Colleges have a negative effect on teaching and learning, which lowers student achievement (Mokone, 2011). Young (2006) in highlighting the value of TVET college employees in curriculum reform, states “In order to implement the new NCV, the teaching staff at TVET colleges should not only be familiar with the new curriculum and its pedagogic demands. They should also have clarity on the new meanings of the vocational role of colleges, and their new position as professional educators”. Academic development programmes would encourage lecturers to pursue the kind of lifelong learning that is essential to their academic development (Mokone, 2011). When properly implemented, academic development programmes would assist TVET Colleges’ senior lecturers in leading teaching and learning and maintaining high standards of performance in their teaching.

2.4 Understanding the South African TVET curriculum and implications for leading teaching and learning

There are numerous ways to define a curriculum (Westbury, 2008). A curriculum is simply defined by Levin, (2008) as a formal statement of the knowledge and skills that students should be able to have. Students’ learning experiences and activities that take place under the supervision or guidance of the educational institution are collectively referred to as their curriculum (Finch & Crunkilton, 1999). Walkington, (2002) states that a curriculum consists of numerous methods for structuring content based on what pupils need to know. Billets (2006) adds an essential component to these notions of curriculum, namely the student's

workplace readiness. He adds the student's readiness for the workplace as a crucial factor of these definitions of curriculum.

A curriculum is for individuals' progression towards full effective workplace performance, however, its implementation is determined by workplace factors and is ultimately experienced by workers as learners (Billets, 2006). Hence, this the study seeks to understand how senior lecturers handle the curriculum as they lead teaching and learning in TVET Colleges. Billet, (2006) further states that a curriculum is a comprehensive plan that includes both training for general education (academics) and a specific career. Therefore, definitions of a curriculum should not only focus on the goals and objectives of the curriculum, the material and the instruction, but also on the why and how these features relate to the context of the learner, which includes life outcomes like employment. In particular, the TVET curriculum aims to include courses and experiences connected to getting ready for life and getting paid to do a certain job (Finch &Crunkilton, 1999).

A formal course of study stressing content or subject matter, the totality of every learner's contacts, focused on how subject matter is learnt or the process of instruction are just a few of the relevant definitions of the curriculum provided by (Lunenburg, 2011). Other additional definitions include anticipated learning outcomes or behavioural objectives. Behavioural objectives are often established within a framework, such as the courses included in the curriculum or a lesson plan tailored to a particular school or student body. These definitions make it quite obvious that the curriculum is designed to produce a particular set of outcomes (Lunenburg, 2011).

Ellis, (2003) states that the curriculum in general serves as a pathway to the development of professional knowledge and skills that facilitate the transition from theory to practice. Some of the advantages of a vocational curriculum are:

- to provide teaching for a wide range of professions that require technical expertise above academic knowledge;
- to enable students to concentrate only on preparing for careers; and
- to offer adaptable programs that are accessible through a range of sources.

The TVET curriculum in South Africa is designed to provide both theory and practice in real or simulated workplace environments (DHET, 2006). South African technical colleges offered the NATED courses from N1 to N6. Policy-makers viewed NCV curriculum, which was introduced later, as a qualification that would provide students with a career-focused alternative to the academic grades 10–12 offered by senior secondary schools in the mainstream educational system (DHET, 2010). It was predicted that the new NCV programmes would successfully address the crucial issue of skills shortages. However, critics and some experts in industry are dismissive of the NCV for a variety of reasons. The NCV initially permitted entrance for youth with high-school Grade 9, and it is not flexible enough to accommodate the conventional older student. The NCV was aimed 'to overcome the divisions between "academic" and "vocational" education and training. However, it

is now characterised by a sound foundation of general knowledge (Department of Education, 1998). It seems that the NCV is not achieving what it was intended to achieve. Thus, the study seeks to understand how senior lecturers handle the NCV as they lead teaching and learning.

In the researcher's opinion, if the TVET curriculum cannot bridge the gap between academics and vocational, it means that it does not serve its original purpose. The curriculum that is provided should be career-focused. Leading teaching and learning would be inefficient and ineffective if the curriculum is not career-focused and cannot address crucial issues of skills shortages. The curriculum therefore needs to address the needs of the learners, industries and communities. Echoing this perspective, Akojee, (2016) states that success in skills development is associated with the success of the developed government for academic development to prosper, there must be a link between knowledge gained from vocational courses and theoretical knowledge gained in the classroom.

2.5 Drawing lessons from TVETs in other countries

To extend the understanding of the research problem, it may be helpful to consider some of the key lessons from other countries.

TVETs in African countries has been underinvested and faces major challenges, with little enrolment rates, poor quality of education and irrelevance across most countries (World Bank Institute, 2000). Thus, the growth and promotion of the TVET sector has been emphasised in government programmes in a number of developing countries, such as Egypt, Tanzania, Liberia, Botswana, Zambia, Kenya, Jordan, and Syria (Wahba, 2020). The aim of the TVETs is to ensure that people effectively transition from school to the working world by providing them with the knowledge and skills they will need for their future careers, which will be rooted in the socio-economic context. However, after students graduate from TVET in countries such as Egypt, Tanzania, Liberia, Botswana, Zambia, Kenya, Jordan and Syria, it is uncertain as to whether they have the capabilities to develop their own potential and work creatively in their professional positions (Boateng, 2012).

In Africa, the TVET has long been viewed as a specialised option for those with less academic ability (Tickly, 2013). However, TVET programmes have low academic admissions standards and limited opportunities for further education and career development (World Bank Institute, 2000). Piper, (2012) claims that in South Africa, numerous factors contributed to the NCV programmes' unexpectedly high cognitive and assessment demands, which resulted in extremely high dropout and failure rates for students in the programmes. Lecturers too were unprepared for the large number of younger learners pushed into NCV programmes by schools when these learners were judged as not being able to cope with the academic syllabus in schools. Lecturers were also not prepared for older learners who had been out of school for a while and had diverse academic support needs (Piper, 2012). Thus, the study seeks to understand how senior lecturers deal with different cognitive levels of different students in leading teaching and learning

In Africa, countries like Rwanda and Ghana have developed policies, strategies and legal frameworks aimed at reforming and strengthening their TVET systems. The Council for TVET in Rwanda and Ghana is required by law to administer, coordinate and harmonise skills development at all levels (Afeti, 2012). Botswana is regarded as having implemented TVETs successfully (Weeks,2005). Botswana opted for only providing Pre-Vocational Education, which was delivered through a limited number of practical subjects. Botswana also made significant investments in TVET infrastructure due to its ample resources and sparse population (Weeks, 2005).

Despite the poor TVET experience in some countries in Africa, other nations have robust TVET systems that contribute to their countries' requirements for economic and human resource development. China and Japan adopted a more practical and technical approach to learning, whereby students are exposed to technology and inventions from a young age (Long, 2014). In China, TVET institutions are motivated to work with industries. There are collaboration mechanisms between industries and TVET Colleges embedded in the delivery of TVET (Liu et al., 2019). TVET institutions are progressively using technology in the delivery of training to meet the demands for the skilled labour force needed by advanced technologies. As a result, it is easy for the graduates from vocational colleges to find jobs or self-employment soon after graduation due to the system created by China's prompt industrialisation and urbanisation. More than 90% of Chinese TVET graduates find gainful employment within six months of graduation (Liu et al., 2019). As in many other countries, the majority of TVET lecturers in China only hold academic qualifications. For all TVET lecturers to be qualified with both academic and skill qualifications, the government is now providing incentives for them to obtain skills qualifications (Long, 2014). For their career advancement and promotion, vocational school lecturers must complete a two-month practical training programme in industry. The practical training lecturers receive in industry enables students to work with the newest technology and develop the necessary skills for the changing demands of the sector (Long, 2014). Therefore, this study seeks to understand how senior lecturers handle the use of technology when leading teaching and learning.

In most European countries, the education system places a strong emphasis on the quality of education, particularly in the vocational and educational sectors and in citizen-building (Moore et al., 2005). After completion of compulsory education, school students may choose between a general (academic) or vocational track, or follow a mixture of the two routes. The principal strength of prominent programmes in Europe is their practical approach. Another major strength of programmes in Europe is the spread of entrepreneurship education to rural schools. Although the education system in some European countries places a strong emphasis on the quality of education, a major concern is that approximately 10% of school leavers at age 16 do not enter employment, further education or training. Graduates with vocational qualifications are not guaranteed high levels of employability and earnings potential (Cuddy et al., 2005). Thus, this study seeks to understand how senior lecturers bridge the gap between being graduated and employability when leading teaching and learning.

The most common criticism of the TVET system in the UK is the claim of limited employer buy-in (Cuddy et al., 2005). The UK Sector Skills Council and the United Kingdom Commission on Employment and Skills (UKCES) noted that there is a gap in the expectations between employers and government about what employers are being asked to do with regard to investing in TVET Colleges. Employers are frustrated because they cannot see returns on their investment of time, the kind of impact that translates into business benefits (UNESCO, 2012). The study aims to understand how senior lecturers deal with constraints in leading teaching and learning. Germany, Austria and Switzerland use an apprenticeship system, which today absorbs three-quarters of their youth (UNESCO, 2012: p. 7). In Singapore and Mauritius, the government and private sector team up in training the workforce through industrial vocational training boards.

2.6 Learning from some relevant studies

Mesuswini(2005) shows that current youth unemployment poses a terrible challenge for the nation in South Africa. Therefore, the DHET needs to develop appropriate skills and capacities for the youth. The DHET has also advocated for the growth of the TVET sector in South Africa to accommodate more young people who are not enrolled in education, employment or training (Sheppard & Cloete, 2009). A study by Jacobsz, (2005) proposed that future TVET programmes should offer a better balance between general and specialised skills, and current talents should be acknowledged and updated to satisfy the economy's growing demands Findings of this study show that TVET programmes need to adapt to changes in the business and industrial sectors.

Buthelezi, (2016) states that in the Technical and Vocational Education and Training (TVET) contexts in South Africa, a teaching-learning environment extends beyond the confines of the classroom, enabling students to apply theoretical knowledge in real-world or simulated scenarios. Barnett (2006) supports this thought by adding that the students that TVETs produce need to be able to go beyond situations and use decontextualized theoretical knowledge in different contexts. Buthelezi (2016) states that in TVET contexts, the work of a lecturer stretches beyond the normal routine of educating and incorporates training in an attempt to destroy the gap between theory and practice. Hogan & Hogan (2001) concur with Buthelezi, (2016) in that curricular reform needs to eradicate the gap that exist between theory and physical labour, to engage students in productive activities in preparation for the world of work. Thus, this study seeks to understand how senior lecturers bridge the gap between theory and practice when leading teaching and learning.

Teaching means prioritising the students' interests by giving them the essential knowledge, skills, support and guidance that they need to succeed (Ngubane, 2016). For lecturers to be proficient and productive in teaching the curriculum in South African TVET Colleges, they should embrace learning and development as part of their careers. This entails taking advantage of opportunities to develop oneself and keeping abreast of innovations and practices in the field of education. Ngubane (2016) continues to state that lecturers who teach TVET students must regularly reflect on their performance to recognise their strengths and weaknesses in

relation to their jobs and take the necessary actions to improve their performance and professional developments.

TVET colleges in South Africa have a constitutional mandate, which is to actively support the goals and objectives of the DHET, as well as to develop capable, well-educated, skilled citizens (Ngubane, 2016). TVET Colleges have to provide students with opportunities that are needed for sustainable and economic development. The availability of resources has a significant effect on colleges' performance. In other words, the colleges with better resources (e.g., human resources, library and technology resources) have the potential to achieve the intended results (Buthelezi, 2016). According to Gewer (2014:44), the functionality of the TVET college sector depends on the skills, technical ability and capabilities of the staff, as well as their commitment and passion to perform essential activities in line with cultural performance. Therefore, this study seeks to understand how senior lecturers go about ensuring that teaching and learning is led effectively and efficiently in TVET Colleges.

2.7 Theoretical framework

A theoretical framework is required to completely comprehend a particular phenomenon as the theoretical framework describes how and why things work (Ravitch & Carl, 2019).

As the research topic includes issues of leadership in TVET contexts, it will be helpful to use leadership theory, with particular emphasis on Weber's (1996) Instructional Leadership Theory. This study will be underpinned by Weber's Model of Instructional Leadership. The main function of instructional leadership is to enhance school improvement. This model looks at the leadership roles of the senior lecturer in a TVET College. Weber's 1996 model links to the study as the senior lecturers who are participants are leading effective teaching and learning in their respective colleges. This model is found to be useful by most policy-makers, practitioners and researchers. The model that underpins the current study fills in the knowledge gaps and weaknesses of instructional leadership when used in isolation because it is an extension and culmination of earlier models (Hallinger, 2003). Weber's (1996) Instructional Leadership Model integrates research on both formal leaders' empowerment and shared leadership. This model proves relevant to the African TVET Colleges' context and since the senior lecturers' role has changed from being instructional leader to more of an instructional facilitator. A Senior lecturer has to adopt comprehensive methods of distributing and sharing tasks with junior lecturers and including them in decision-making, which affects instruction. Weber's 1996 model of instructional leadership includes shared leadership and teacher empowerment. The same goes for the current study where senior lecturers are leading effective teaching and learning in TVET Colleges through involving junior lecturers in decision-making to attain positive results.

2.7.1 Weber's Model of Instructional Leadership (1996)

Weber's (1996) model of Instructional Leadership promotes the need for instructional leadership in schools. He advocates that junior lecturers need a leader because they require an active advocate for guidance to promote effective teaching and learning. His viewpoint is more suitable in today's educational climate of collaborative, shared and distributed leadership. Educational institutions will always continue experiencing the phenomenon of instructional leadership despite their hierarchical structure. As much as the senior lecturer is the leader on the campus, he or she cannot be involved in all everyday teaching and learning activities, as these activities are carried out by those who are below him (Junior lecturers).

Weber (1996) recognised five vital domains of instructional leadership, namely: defining the school's mission; managing curriculum and instruction; promoting a positive learning climate; observing and improving instruction; and assessing the instructional program. A careful review of the literature has shown that leaders in instruction need to develop and uphold positive attitudes and behaviours to effectively carry out their roles as instructional leaders (Bush, 2016). Positive learning outcomes are a direct result of positive behaviours and attitudes. A positive leader produces positive outcomes. Emotions have the power to influence teaching behaviours and outcomes, hence leaders must be conscious of both their own and other people's emotions. Emotions play an enormous role in every domain of Weber's 1996 model of Instructional Leadership. Therefore, instructional leaders must possess emotional intelligence. Five domains of Weber's (1996) model of Instructional Leadership are outlined and explained below.

A. Defining the school's vision and mission

Developing a school's vision and purpose is seen as a cycle of cooperation and thought reflection that culminates in a clear, honest mission statement. The vision and mission of the school is to bring the academic concepts together with the staff, students, parents and the community. The educational stakeholders involved in executing the school's vision and mission are led and supported by the instructional leader. They construct a shared vision for the school as a team (Weber, 1996). This research study focuses on the senior lecturer's vision and mission statement, as well as the process by which he or she develops and communicates the vision at all levels of the college, and its effect on student accomplishment in terms of Weber's first domain of Instructional Leadership. The senior lecturer as the leader of teaching and learning needs to communicate the vision and mission of the college to relevant stakeholders so that each stakeholder is mindful of the role they need to play, and agree with what is proposed. There could be issues if the vision is not clearly communicated because everyone will be pursuing different goals. Everyone will work towards the same goal, and if this is done correctly, thus providing positive results.

B. Managing curriculum and instruction

Managing Curriculum and Instruction must be consistent with the mission of the school (Weber, 1996). The senior lecturer's oversight of the curriculum must closely align with the school's mission. The classroom management and instructional strategies compiled by the instructional pioneer provide teachers with the tools they need to provide children the best opportunity to succeed. To meet school performance targets for students, the manager works with teachers to implement the most recent research in best-practices and instructional methodologies. By interviewing senior lecturers, the researcher will be able to explore the challenges that senior lecturers face in leading teaching and learning in TVET Colleges.

C. Positive Learning Climate

According to Weber (1996), managers create a positive learning atmosphere by setting high instructional objectives, and creating a systematic learning environment with ample opportunity for correction to foster a pleasant learning environment. Managers also attempt to expand educators' responsibilities to the institution. In undertaking this study, and knowing that the principles of teaching and learning exist in the TVET College, the performance of learners however remains unsatisfactory – hence the need for exploring the experiences of senior lecturers in leading teaching and learning.

D. Observing and Improving Instruction

Establishing cordial and trustworthy relationships with the institution's personnel was the first step in adhering to and improving the guidelines. Weber (1996) suggested that experts' communications are facilitated by perceptions. Both the observer and the observed have opportunities for proficient growth as a result of these relationships. Ultimately, an equitable relationship is established in which both parties contribute more significant data for experts' development. In the TVET College under study, it is expected that junior and senior lecturers work together to improve teaching and learning.

E. Assessing the Instructional Programme

The last component of Weber's (1996) theory involves assessing the instructional programme, which is essential for its development. The instructional leader initiates and participates in organising, planning, controlling and reviewing the assessment of the educational curriculum's adequacy. Through this ongoing investigation of the instructional programme, instructors are able to effectively address students' concerns by making consistent changes and improvements to the curriculum. Weber's (1996) Instructional Leadership model includes research on shared leadership and the empowering of informal leaders in order to build a school that prioritises academics and student achievement for all students.

2.8 Implications for the study

According to Weber's theory, leadership plays a crucial role in the teaching and learning processes as it establishes the direction, defines goals, and offers staff members support and direction (Weber, 1996). The success of teaching and learning is correlated with effective personnel management, which involves the creation of a positive climate, providing a support network, equal possibilities for development, and recognising good performance. Leadership will be able to interact and work with all the key stakeholders involved in the teaching and learning process, including lecturers, students, parents and local communities. Despite being widely accepted; Weber's 1996 Model has not been empirically supported. It was not clear that student success levels would increase if management adopted behaviours based on Weber's approach.

Through interviews with senior lecturers, the researcher will be able to establish whether the participating TVET College applies the five principles of Weber's 1996 model in leading teaching and learning in TVET Colleges.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter develops from the literature review and theoretical framework in Chapter 2. The research design and methodology relevant for this study is presented. The chapter discusses the research paradigm adopted for this study. The sections addressed in the chapter include issues of trustworthy and ethical issues.

3.2 Research paradigm

Researchers use various research paradigms when conducting their studies. Paradigms do not exist, but are social constructions for discovering and making visible the view a researcher has of the world (Goktriik, 2005). Paradigms are one's beliefs that guide one's actions. They are the perspectives of the researcher. The researcher wants to understand the participant's place in a particular world. Paradigms come in different forms, some researchers use positivism which is linked to quantitative research, whilst others use interpretivism which is linked to qualitative research, and there are those who use pragmatism linked to the mixed method approach (Goktriik, 2005).

The current study is qualitative, intending to understand the experiences of senior lecturers in leading teaching and learning, it is therefore located in the interpretive research paradigm. Brundrett and Jones (2008) characterise the interpretive paradigm as involving insight, deeper knowledge and understanding of human behaviour and relationships. The interpretive paradigm enables researchers to view the world through the participants' perspectives and experiences (Bloomberg, 2008). The underlying principle of this paradigm is that those engaged in the research process socially build knowledge. Researchers should seek to comprehend the complicated world of lived experiences from the perspective of those who experience it (Lincoln & Guba 2005; Creswell, 2008).

The advantage of this study using the interpretive paradigm is that it contributes to the production of qualitative data that is grounded in the context, rather than non-situational models. Non-situational models rely on established rules and procedures and aim to create objective information (Miles & Hubberman, 2008). The interpretive paradigm in this study has the additional benefit of enabling the researcher to continuously analyse and interpret the data. An iterative approach that permits the reflection, revision and adaptation of the research questions and themes is utilised to ensure fair and objective reporting of the study's findings (Berg, 2006). In interpretivism, the researcher interprets the data in light of her/his personal experiences and educational

background (Creswell, 2014). In this study, the researcher is familiar with the teaching and learning environment in the TVET College as she has been part of the staff for more than five years. Therefore, the interpretive approach is well-suited for the study as it uses induction and interpretation to ensure a better understanding of the research phenomenon (Lincoln & Guba, 2005). The interpretive approach is suitable to enable the researcher to understand the status quo of participants who are leading teaching and learning in a TVET college.

3.3 Research approach

A research approach is a plan used by the researcher on how he/she will thoroughly generate and analyse the data that is necessary to answer the research questions (Bertram & Christiansen, 2014). It is an approach adopted by a researcher to carry out a specific investigation for providing answers to a specific research problem and associated questions (Jacobs & Buthe, 2015). This study adopted a qualitative research approach to conduct the investigation. Qualitative research focuses on describing and comprehending human behaviour rather than explaining and forecasting it (Babbie & Mouton, 2016). The qualitative research approach is defined as an approach where the researcher depends on the participants' ideas (Creswell, 2008).

Daniel (2016) describes qualitative research as an approach that assists the researcher to gain an understanding of the opinions and motivations of the research participants. Qualitative research is also described as the method applied to collect in-depth details of the research problem (Rahi, 2017). This approach is usually adopted by researchers who seek to interpret situations with the intention to form a theory (Almalki, 2006). Qualitative research is used "to uncover trends and thought and opinion, it usually allows the researcher to dive deeper into the research problem" (Franzo, 2016). Van Zyl (2014) maintains that qualitative research is used to understand the experiences and situations of individuals within their workplace or communities. It provides the researcher with an opportunity to access the thoughts and feelings of the research participants towards their experiences in a natural setting (Khan & Hasan, (2017).

In this study, qualitative research was employed to understand the experiences, opinions and views of the participants, who were perceived to have knowledge and understanding of the experiences of senior lecturers in leading teaching and learning in the TVET colleges. This study sought to explore senior lecturers' experiences when leading teaching and learning. The study also explored the views, difficulties and limitations that the senior lecturers confront. In using the qualitative approach, the researcher wants to explore, understand and explain senior lecturers' opinions and meanings regarding leading teaching and learning through their spoken words. Chilisa and Preece (2005) point out that 'qualitative research is the type of research inquiry in which the researcher investigates about people's experiences, in natural settings. A variety of techniques such as interviews, observations, and reports are mainly in words rather than statistics' (p 142).

Individual in-depth interviews will be used to uncover prevalent trends in the thoughts and opinions of the research participants (Levitt, Creswell, Josselson, Bamber, Frost & Suarez-Orozco, 2018:28). The personal views and responses of the research participants will be interpreted and analysed to provide the meanings of the research phenomenon and to provide answers to the research questions.

3.4 Research method

A research method is a strategy used by a researcher to determine how to generate, analyse and interpret data to conduct research (Creswell, 2014). Different methods can be used when conducting research, for example, case study, ethnography, grounded theory, narrative enquiry, phenomenology and historical enquiry (McMillan & Schumacher, 2010). In this study, the researcher adopted a case study design. The case study was deemed appropriate for this study because the research deals specifically with the experiences of a group of people, namely senior lecturers leading teaching and learning in a TVET College.

3.4.1 Case study

Every study is a case study in some way (Hammersley, Gomm, & Foster, 2000). The phrase "case study" is used to describe a specific type of investigation. This expression is frequently used to discuss the type of data that is gathered and how it is analysed. Capturing cases in their distinctiveness should be the goal of case study research (Hammersley et al., 2000). The term "case study" describes the in-depth analysis of a selected few units of analysis, such as a person, a group, or in this case, a group within an institution (Welman & Kruger, 2001). In this study, the case is the experiences of senior lecturers in leading teaching and learning in a TVET College.

A case study establishes limits for the number of people who will be interviewed, as well as providing accurate data (McMillan & Schumacher, 2010). Case studies are a flexible method of gathering data, which makes it an easier data collection method.

Emphasis is placed on questioning and listening skills because the data collection techniques in case studies are not dogmatic and therefore frequently not routine (Burton, 2000). Case studies often require the interviewing of key participants. To fully comprehend how a particular individual, social context, event or group runs or functions, case studies collect enough information about it (Berg, 2006).

In this research, the researcher intends to ascertain the experiences of senior lecturers have in leading teaching and learning in a TVET college. The experiences of five senior lecturers from Coastal KZN TVET College around Durban was the case in this study. This research site was selected because the researcher was employed in this college and it was convenient for her to conduct the research there. The researcher's goal was to examine and analyse the participants' unique experiences, rather than generalise the findings.

3.4.2 Selection of Participants

This study comprises one type of participant sampling, namely senior lecturers. Five senior lecturers from three different campuses out of nine campuses were sampled in this study.

There are different sampling methods, namely probability sampling which links to the quantitative approach and non-probability sampling which links to the qualitative method. This study adopts non-probability sampling with purposive sampling to choose participants. Bryman (2016) “purposive sampling is a type of a non-probability sample in which a researcher seeks to strategically sample participants so that those sampled are relevant to the study objectives” (p 694). The researcher approached the Departmental Heads (HOD) from each identified campus to help identify two senior lecturers that were willing and available for the study. Makhanya (2015) suggests that while using a purposeful sampling strategy, the researcher should select rich material. After engaging with the Departmental Heads, they managed to identify the participants who met the criteria stated for purposive sampling. The participants had relevant information and contributed in answering the research questions.

3.4.3 Data generation procedures

This study relied on one method of generating data, the interview. An interview is a technique for gathering qualitative data that challenges participants to see the world from their perspective and to explain the significance of their experiences (Bless & Higson-Smith, 2000). In qualitative research, interviews are frequently preferred because they let participants express themselves in their own words (Oltmanns, 2017). Interviews give participants the chance to respond on their terms and express their own opinions, ideas and experiences (Mesuswini, 2015). Cohen et al.’s (2018, p 691) view is, “Interviews give interviewers and interviewees the chance to share their understanding of the world and how they see it”. This was important in the present study as it encouraged the interviewees to share their perspectives, stories and experiences with the interviewer.

There are different types of interviews, namely structured, unstructured and semi-structured interviews. Different questions like probing questions, closed-ended questions and open-ended questions could be asked during an interview. For this study, the researcher used semi-structured interviews because according to Mealer and Jones (2014). they allow the researcher to ask probing questions when needing clarity. The semi-structured interview is a type of interview with pre-determined questions. The order and wording of the questions can be changed as the interviewer may decide to add, re-phrase or explain questions during an interview session (Bergin, 2011). The researcher used open-ended questions as they allow participants to answer the questions in the way they feel comfortable and are able to voice their thoughts on the research (Cohen et al., 2018). For this study, individual interviews were conducted at the participants’ respective campuses. There was one session per interviewee, which lasted for 40 to 60 minutes.

The interviewer's responsibility is to encourage interviewees to express themselves freely, openly and honestly. The interviewee's willingness to commit to the interview is greatly influenced by the interviewer's attitude or behaviour. Bergin (2011) suggests that an interviewer should speak less than they listen, and ask questions in a direct, plain manner without being intimidating.

3.4.4 Data analysis procedures

Data analysis is the process that must be carried out by a researcher when all necessary data, irrespective of the research questions, have been gathered (Watson, 2015). Data analysis involves the process of scrutinising data to draw a conclusion from the information gathered (Madalani, 2017).

The period of data analysis appears to be when the interviewer reclaims control by re-organising the story into a new historical and socio-cultural context in the study (Braun & Clarke, 2017). The researcher transcribed all interviews, both the notes and audio tape-recordings, to convert a large amount of text into a standard, organised and brief summary of the main outcomes. She then read the whole transcription of the interview text to gain a general understanding of what the participants were talking about. At this point, she was able to glean an understanding of the main points the participants were expressing. Topics that rose from the interviews were also be identified.

Codes were then assigned and grouped into categories to formulate the themes. Coding means organising different codes so that themes and patterns of behaviour of participants are identified (Aronson, 1994). The first step of data analysis for this study was *open coding*. (Neuman, 2000) refers to this step as when the researcher scrutinises the field notes or interview schedules by focusing on actual data, and assigns codes for themes. According to (Flick, 2022), participants' exact words are condensed and crystallised at this stage.

The second step according to Cohen et al., (2018) is called *axial coding*. In this stage, the researcher checked if anything needed to be re-arranged or improved in accordance with the research questions. The researchers further explored the codes, examine their relationships, compare categories, and identify where links could be made.

The third step is called *selective coding*, which involves the scanning of data and previous codes. The researcher looked selectively for cases that clarified themes and made comparisons and contrasts after all the data coding was done (Neuman, 2000). Selective coding is crucial as it provided an opportunity to finalise the organisation of themes and to confirm the accuracy of the coding.

This study used thematic data analysis to identify and verify the topics and findings connected to the study topic. Thematic data analysis is a technique for methodically detecting, organising and interpreting patterns of meaning (theme) across a dataset (Braun & Clarke, 2012). Van Zyl (2014) states that thematic analysis is one of the commonest forms of analysis in qualitative research studies. "It gives emphasis to pin pointing,

inspecting and recording patterns or themes within data” (Van Zyl, 2014, p. 44). Themes are common patterns seen in many datasets that are significant for describing the research phenomenon and are linked to certain research objectives (Alhojailan, 2012). The objective of thematic analysis is to identify themes, patterns and interesting data, using these themes to address the research problem (Maguire & Delahunt, 2017). After determining a method of categorising the data, the researcher explored the data for connections between the categories (Bertram & Christiansen, 2014).

3.5 Ensuring trustworthiness

To ensure the trustworthiness of the study, that the researcher refrained from encouraging interviewees to behave in a certain way. The researcher recorded the interviews so that their focus could be on the interview itself, and later transcribe the interviews verbatim. The researcher also used member checking by sending interview transcript to the participants for them to check if everything written in the document was the true reflection of what was discussed with them (Kyngas et al., 2020). None of the participants picked any error from the interview transcripts.

In ensuring the trustworthiness of the study, the study relied on three elements of trustworthiness: credibility, dependability and conformability (Lincoln & Guba, 1985).

3.5.1 Credibility

Lincoln and Guba (1985) state that credibility determines if the research findings can accurately represent data derived from participants' original data, and whether this interpretation accurately reflects the participants' original opinions. Explaining further, Lincoln & Guba (1985) advocate that credibility can be confirmed through practising strategies such as interview techniques and member checking. In this investigation, the researcher used an audio-recording device to record narratives of the five senior lecturers. After recording the narratives, the researcher then transcribed them verbatim to ensure accuracy of transcripts. The experiences would then be shared with participants (member checking) to verify that they are represented correctly. The study presented verbatim quotations of participants' responses in writing the research report.

3.5.2 Dependability

Dependability requires assessing the study's conclusions, interpretations and recommendations to make sure that all of them are supported by the information gathered from participants (Lincoln & Guba, 1985). Bloomberg (2008) states that dependability is the capacity to identify the processes used to generate and analyse data. The processes of generating data and analysis were explained in this study to ensure dependability.

3.5.3 Confirmability

Confirmability is described as objective and serves as a way of answering queries about the researcher's influences and biases in a study (Lincoln & Guba, 1985). Bertram and Christiansen (2014) suggest that for the study to remain objective and bias-free, the results must be proved by a different individual. The interviewees' participation enabled the researcher to retell their stories in a way that eliminated the researcher's bias and prejudices.

3.6 Ethical issues

Ethics are principles of behaviour about what is measured to be right or wrong (Wassenaar, Hendry, & Harrington, 2006). "Ethical research practice ensures that the dignity of human participants is respected and is not abused or violated in the search for knowledge, scientific progress, or, for career advancement" (Wassenaar et al., 2006 p. 35).

The researcher requested and obtained gate-keeper permission from the Coastal KZN TVET College principal (Refer to Appendix A) and obtained ethical clearance from the University of KwaZulu-Natal's (UKZN) ethics committee. Having received ethical clearance, the researcher was then able to phone participants and make appointments to recruit them for the study. Prior to the formal interview, the researcher met the participants and explained the rationale and the purpose of the study. The researcher also explained how their participation in the study would assist in understanding the issues under study. Moreover, the researcher explained that their participation was out of their free will and that they could withdraw from the study at any time should the need arise, and there would be no penalties for such withdrawal. After they have agreed to participate, the researcher gave them the participants consent forms to sign.

The researcher ensured that the participants are not subjected to any stressful questions or queries that could damage their self-esteem or make them feel embarrassed and ashamed. Their participation was not going to cause any harm to them or their institutions because all information was going to be kept private and confidential. When writing, the researcher used pseudonyms rather than participants' and campuses' real names to maintain anonymity. Their pseudonyms were Martha, Peter, Maria, James ad John.

Once the participants have a thorough understanding of the research involvement process, the researcher then asked them to sign the informed consent forms. Informed consent is the knowing agreement of persons to participate in an activity of their choice, with no restrictions on any aspect of fraud, deceit, pressure or other unfair inducement or manipulation (Wassenar t al., 2006).

3.7 Chapter summary

The chapter began by providing detailed discussions of research paradigm, research design and case study design methodology that were utilised in the study. The chapter proceeded to discuss the research methods to be used which included the thematic method, data generation methods and the data analysis method were also discussed. The issues of trustworthiness and ethical considerations were then discussed. The following chapter will provide the data presentation and analysis.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The purpose of this study is to explore the experiences of senior lecturers in leading teaching and learning in a TVET College. This chapter presents and analyses data collected through semi-structured interviews with senior lecturers at the TVET College. The interviews were conducted to gain a deeper understanding of the experiences of senior lecturers in leading teaching and learning at the TVET College. The data will be analysed in this section to describe the participants' perspectives, attitudes, feelings, experiences, and to answer the research questions. As stated in Chapter One, the research questions are:

1. What are senior lecturers' experiences of leading teaching and learning in a TVET college?
 - 1.1 What challenges do senior lecturers face as they lead teaching and learning?
 - 1.2 How do senior lecturers deal with the challenges related to leading teaching and learning?
 - 1.3 What can be learnt from senior lecturers' experiences regarding the leading of teaching and learning in TVET Colleges?

Firstly, the chapter begins with the background information on the participants. Secondly, the researcher presents and discusses the findings on senior lecturers' experiences when leading teaching and learning in TVET Colleges. Finally, the chapter highlights the main issues arising from the presentation and discussion.

4.2 Background

The researcher interviewed five senior lecturers at the TVET College who consented to participate in the study. This chapter provides information regarding the status of the research participants. During the interview, all five participants were asked to provide responses to basic questions, which included employment status and experiences of working with junior lecturers. The rest of the interview focused on the experiences of senior lecturers in leading teaching and learning. Pseudonyms are used for participants. Three of the participants are male and two are female. Senior lecturers at the TVET College are expected to lecture in English and the interviewees are all proficient in English. The five participants belonged to different departments: Both Martha and Peter belonged to the Business Studies department under the NCV programme. Maria was from the Tourism department under both the NCV and NATED. James was from the Engineering department under NATED and John belonged to the Electrical department under the NCV and NATED programmes. All the participants were well experienced as lecturers in the TVET sector. Of the five, four had 6 years' experience and one had fifteen.

The researcher felt that the profiling of participants would be best done in a tabular format presenting the participants’ pseudonyms, gender, years of teaching, years of experience in management position, programmes led by participants and the number of Junior lecturers supervised by participants.

4.2.1: Profiling the participants

Table 1

Name	Gender	Years of teaching experience	Years of experience in a management position	Programmes led by participants [See page vi]	Number of Junior lecturers supervised by participants
Martha	Female	15	6	NCV	11
Peter	Male	17	6	NCV	14
Maria	Female	16	15	NATED and NCV	8
James	Male	9	6	NATED	8
John	Male	20	6	NATED and NCV	13

Key: NCV – National (Vocational) Certificate

NATED - National Accredited Technical Education Diploma

4.3 Main themes

The aim of this section is to present the findings of this study. Five participants were interviewed and four themes emerged. These themes are presented as headings below:

4.3.1 Key roles and insufficient resources for teaching and learning

In this section, the participants were asked what their key roles were in leading teaching and learning. The participants focused more on shortages of resources.

In this regard, Martha had the following to say:

“I need to make sure that the staff receives all the resources they need, the availability of time tables, making sure that the staff goes to class on time, making sure that there is an infrastructure, good infrastructure. We have books, the students are available in class for the staff to teach.”

Martha further explained:

” We need resources to be available to them, for them to be able to deliver good lessons to students. As we speak my campus doesn’t have resource center, you know, where lecturers can get information. English lecturers will need newspapers in the morning, every Monday and we cannot provide that to them, you know, so we still lack a lot but as we improve, I’m hoping that we’ll get there”.

Martha expanded on this matter, stating that even the lecturers did not have facilities, as they shared a few facilities with students:

“Junior lecturers need proper internet facilities and computer labs but unfortunately we don’t have those because the labs only cater for students. So, if the lecturer is going to use the lab, they need to wait until the students vacate the premises. We do not have facilities for lecturers”.

Peter stated:

“My key role is to ensure at the beginning of the year students are registered and they have resources, i.e. text books, the curriculum documents are available for lecturers.”

Emphasising the need for resources Peter expanded:

” The availability of resources, I think that is crucial from the beginning of the semester or trimester. There should be the required resources in terms of guidelines, textbooks question papers and any other extra resources that senior lecturers will need”.

Peter further indicated:

“Scarcity of resources or unavailability of resources for an example in this institution, we have a problem of printing papers, we will go for months without printing paper and at the end of the day or the end of the semester, students are expected to write an examination, national examination, which is not considering challenges that we are facing throughout the semester”.

Maria stated the following:

“As a leader I have to make sure that lecturers have time tables, they have proper resources that they require in teaching. Lack of resources affects lecturers in such a way that, for an example you will find out there is a program that requires students to use computers in a computer lab, and you found that only eight computers are working, so it makes things difficult because the average of class is made out of 30 students, so if there is an assessment, it becomes a difficult task to complete on time”.

Maria further explained:

“Poor performance of lecturers is attributed to, by the lack of resources because you find out, we are waiting for textbooks for a very long time, let’s take a scenario of NATED group which has 17 weeks teaching time, if you cannot get a textbook within the first three weeks you are in a mess because teaching and learning will be compromised.”

On the issue of insufficient resources, Maria went as far as comparing their students’ performance with students from the other campus, stating:

“When I first came here in this campus I discovered they had no simulation rooms which means our programmes are compromised. You cannot expect a student who’s offered the same program here with the student at BB campus, with a simulation room, to perform similarly so it makes thing difficult. Also with hospitality studies, students are required to have practical training, if students don’t have those consumables to do that particular training then it becomes a problem.”

James’ concern was the issue of a lack of water in their area as it affected teaching and learning. When there was no water, students did not come to school. Therefore, as a leader, he had to do something for his key role to be accomplished. He said:

“My key role is to make sure that teaching and learning happens, every lecturer is in class during the first period up to the last period, and students are available and present, even if in As-alaam campus and Breamar, there is no water where the students are renting, I make sure that I order the water Kant to come and bring water in the campus for my students to come and fetch it at 3pm, just to make sure that tomorrow it another successful working day.”

James further expressed his opinion:

“We need resources to be able to do our work, in this case, laptops, we need to have a Wi-Fi in our campuses, we need to have offices, printing papers. Last year I had to buy my own papers to photocopy. As As-alaam campus we have seven lecturers who don’t have laptops, they are supposed to set papers, to enter marks, how do they do that? We haven’t got white board markers, they need those tools, they need to have textbooks, like the lecturers’ guides, textbooks for themselves and textbooks for the students.”

In his response, John stated:

“My role would be to monitor the lecturers ensuring that they have all the resources required. Though there is a lack of resources, I tried by every means possible that they receive necessary resources. I ensure that they are attending classes, they have lesson plans, they’re attending classes in order for our students to perform better or get good results.”

Although resources are important for the participants to perform their roles, the fact that they spoke more about shortage of such resources instead of expanding on what their roles were seems to suggest a lack of clarity on their part. Most roles identified seem to centre on just managing the situation. They seemed to be unaware of the leadership aspect of their role and the resources needed in leading teaching and learning. Challenging circumstances distract leaders from the core purpose of their work, which is to improve teaching and learning in vocational college (Gleeson & Knights, 2008).

As far as resources for teaching and learning are concerned, participants felt that there was a challenge of insufficient resources in their respective campuses. According to Sithole (2019), as mentioned in Chapter 2, section 6, paragraph 4 of this study, colleges with greater resources (e.g. technology, human and library resources) have a chance to produce the desired outcomes. The evidence herein answers part of the research questions because resources are identified as a huge challenge.

4.3.2 Supervision and Monitoring of teaching and learning

Under this theme, the main point of discussion was for the participants to explain how they supervised and monitored teaching and learning. When participants were talking about supervising and monitoring, the issue of student behaviour was raised. Across the board, wherever they had a chance, participants would talk about the challenges they were facing.

Martha had the following to say:

“Students’ attendance has been one of the leading challenges in my role as senior lecturer and, to tell you the truth, we have not found the solution to this problem. Students don’t come back early when the school opens, they take their own time to come back. When students receive NSFAS they will take their own time to go and spend NSFAS and they will come back when their money is finished. So it’s been quite a dilemma. Also, with lecturers, there is a little bit of attendance but the lecturers, because we are colleagues, it’s easily manageable to work with them.”

Flowing from this, the researcher further asked Martha to explain how she supervised her department. In this regard, she stated the following:

“There is a class timetable, available for teachers, we do class visits, there is monitoring of portfolios, like POA’s, and POE’s, teachers need to submit their preparations for the week prior to the commencement of classes, making sure that teachers come early and students come early, and leave on time.”

The researcher asked Martha to explain further how she went about supervising and monitoring teaching and learning:

“.....when it comes to teachers or lecturers submitting their work, when you requests for the POA’s or POE’s you have to run around, and ask for it ,requesting for preparations, even with requesting class attendance registers, it is even better now because they are able to capture marks on the system, so you can be able to get into the system and access the marks, access the attendance registers but still when the department comes for monitoring and evaluation, they would want the copies where the students sign, but it’s still a challenge but we are hoping that we will get there.”

Interviewing Maria on the same matter, she responded:

“When supervising and monitoring junior lecturers, they always complain about the issue of students’ behavior, that NCV students are more like high school students who behave in a childish way. You have to ensure that you are responsible for them from morning till afternoon and yet with the NATED they push themselves because programs on NATED are shorter the term is six months so if you count we got 17 weeks of teaching sometimes there are distractions, so they push themselves the NATED, as compared to NCV.”

Following up, the researcher asked Maria to explain further how teaching and learning is supervised in her department. She stated the following:

“Teaching in my department is supervised, firstly I communicate with the lecturers as to what is your schedule and this is how you have to do it, for an example teaching must be supervised of checking class attendance of lecturers and students. The students will be checked in terms of registers they must submit registers in every week so that we can able to check that students are coming and regard to lecturer. you visit classes even though we not doing anything, physically but we just move around and check if they are attending or not just monitoring.”

In discussing this particular matter, Peter returned to the issue of resources, stating:

“I have to ensure that lecturers have the necessary resources.”

Peter further explained:

“As a senior lecturer as I’ve mentioned before I need to make sure learning and teaching occur. I monitor lecturers and student’s attendance, “I have to make sure that we adhere to the DHET and college year plans, ensure that assessments are conducted on time, the marking and capturing of marks are done on time and as a senior lecturer, I ensure that I attend to students’ queries and lecturers’ queries”.

John put more emphasis on differentiating between NCV students and NATED students.

He responded as follows:

“I believe it easier to lead the NATED rather than the NCV especially when it comes to, eehhh, students and their attendance, the NATED students seem to know what they want, they know they’re coming here for their diplomas, they need their qualification, they’ve come here for it, they are then seem to be more, aaaaah, what is the word? “focused”. Yes, focused, they seem to be more focused than the NCV students. When it comes to attendance especially as soon as they come in, they will be in your class everyday exactly on time and things like that and compared to the NCV, I feel that they’re not really incisive, sometimes I wonder whether it’s because a lot of students finish matric and then come here to do NCV so they’re just doing it to pass time that’s what I feel since their qualification is equivalent to matric qualification where else, those that are doing NATED like they know they’re getting a diploma.”

Following up, the researcher asked John to explain about how he went about supervising and monitoring teaching and learning. He iterated the following:

“Firstly I monitor the attendance book in the morning to ensure that lecturers are all coming in. Anyone that’s not coming in they need to report to me whether they’re in or not and the reason why they’re not coming in.”

In monitoring and supervising, James reported that the student numbers and curriculum were an issue in that the number of students admitted to a course eventually decreases towards the exams at the end of the course. This means that some students did not meet the minimum requirements to write exams because of the poor curriculum design.

“My main role is to make sure that the enrollment, the input at level 2, is also what we get at level 4, as output, we shouldn’t register 450 students at level 2 and have only 60 students writing exams at level 4, then there is problem. Sometimes students come, they’ve been doing PRE programme in Swinton and Umlazi V, where they were introduced to pure maths and they would come to AS ALAAM and still, when I look at the PRE programme it wasn’t a true introduction of a child from literacy to pure maths, they are still struggling in level two, so it means whoever was making a curriculum for pure mathematics level 02 must see to it that they do it again. So, I must look at those things because whichever child we admit in level 2 must be the same child that passes level 4”.

James also pointed out that:

“I have a monitoring tool which I use, which has a timetable. In a tool there is a class visit, it can be unannounced or sometimes a planned class visit, mine is to make sure that I have a timetable for every lecturer, I know where Mr. Mkhwanazi should be at 12:10. Where Mr. Mdladla should be at 13:30, where Miss Essop should be at 14:00. If they are not there the students will definitely tell me”.

Emerging herein is that the participants experienced their students as not concentrating enough on what was to be done in class. They did not focus on their work and were not able to work independently. This could be

caused by what Peter and James stated about the curriculum design. They felt that the curriculum was not up to the required standard for both the NCV and NATED programmes.

The evidence furnished by the participants regarding the aforementioned theme answers part of the research question: what challenges do senior lecturers face as they lead teaching and learning? This question is answered in that one of the challenges the participants faced was students' behaviour. Participants tended to shift their attention away from monitoring lecturers' work towards student behaviour. Hallinger (2003) mentioned that as leaders of learning, it is the responsibility of senior lecturers to safeguard instructional time, as teachers must be on time and teach for the full duration. In this case, instead of protecting instructional time, participants ended up dealing with students' behaviour, which compromised monitoring and supervising lecturers' work.

KEY: POE—Portfolio of Evidence

POA—Portfolio of Assessment

DHET—Department of Higher Education and Training

NSFAS—National Student Financial Aid Scheme

4.3.3 Development and support of senior and junior lecturers

One of the senior lecturers' experiences in working with junior lecturers is that they both needed to be developed. However, the participants discussed more about their own development than that of lecturers. This may imply that they were less able to develop junior lecturers than one would expect. The following discussion sought to understand senior lecturers' need for development and the support needed in leading teaching and learning, along with junior lecturers 'support and development needs in teaching and learning.

Martha stated the following:

“Over and above the teaching qualifications that is required by my position, I do attend short courses such as assessor, moderator, facilitator, monitoring and evaluation and so on. Also I do the reading and then liaise with the other senior lecturers on how they tackle some challenges they face regarding leading teaching and learning”.

Martha further expanded on this matter as follows:

“As years goes by, knowledge becomes obsolete, so we need training, we need refresher courses. Knowledge change over and over so, both senior lecturers and junior lecturers need to be re-trained and re-skilled. Education doesn't get out of fashion, we need more refresher courses”.

On the same matter, Peter responded:

“.... attending numerous courses in terms of management courses I’ve done occupational, education and training, development practice which have helped me in terms of being an assessor and moderator and moderating other lecturers and being a mentor”.

The researcher further probed Peter to explain whether he felt any need to be reskilled or retrained in some or all of the related elements to leading teaching and learning.

He stated the following:

“There is a need because as a senior lecturer you are not only dealing with students but we also deal with human resource part of things so you also need that basic training on HR how to deal with lecturers, for instance, who are not cooperative”.

Maria recounted:

“Professionally, I attend trainings in terms of leadership trainings and other relevant programmes /courses that are uplifting my knowledge for an example, I came in as financial management lecturer and then there was a time where I was moved to a tourism group so I had to upgrade myself and attend tourism courses’.

Maria further explained:

“....to be honest, some lecturers join the campus with no background of subject there are hired to teach so I have to ensure that I give them a little bit of training as to how to go about teaching that subject and doing daily duties. As a senior lecturer, I have to constantly upgrade myself as well “.

Following on from this, Maria further explained about conducting meetings with her junior lecturers as a form of support to familiarise them with new policies.

In this regard, she mentioned the following:

“I am responsible for setting up a timetable for the exams and train the invigilators, and also if it is a national exam, we conduct a meeting where we familiarise ourselves with the new policies if there are any, as the rules and policies change every now and then”.

James emphasised that DHET did provide courses for lecturers as a way of developing and supporting them, stating:

“By registering at UKZN, like yourself, to improve academically, by attending workshops. I understand DHET has so many workshops these days with technology advancement, for example, the making of student cards.

The week before we closed, my junior lecturers and I, attended the whole weekend at Durban campus where we were taught how to teach online using a computer, all those things are developing me. Next week I will be in ICC MANUFACTURING INDABA, specifically for electrical dept. So whatever I come back with, will be useful to my campus, my lecturers, my students, my college at the end of the day”.

James further explained:

“A teacher is a scholar, He or she has to learn. Teaching is an ongoing process until you retire, until we die. Whatever the department can provide to reskill / retrain me and my lecturers I would accept it”.

In this regard, John stated:

“Firstly, I have a post graduate diploma in education management and leadership which I obtained through Regent in 2016. I continue studying. I also attend workshops such as moderator, facilitator, monitoring and evaluation “. I received a lot of support from my previous campus manager, Mr. Margin, I used to work very closely with him doing the timetabling from scratch, doing strategic planning and operational planning, so I’ve obtained a lot of support over the years.

John continued to emphasise the issue of supporting new lecturers in unpacking the curriculum:

“Junior lecturers need the support, firstly they need to learn how to unpack the curriculum, by that I mean when they are given the syllabus, some of them when they’re coming in into campus they’re new in lecturing and maybe they haven’t taught the subject before, so I help them to unpack the curriculum. Then as a senior lecturer, I explain to them how to go about doing lesson plans and then I monitor them when they teach, with the aim to develop them and to find out what they are doing best and encourage them to do it better. By giving them that support, I, as well, need to be constantly retrained and reskilled so that I keep up with the standard of required knowledge and always be ahead of my junior lecturers.

One thing that emerged was that although senior lecturers were supposed to lead, they themselves needed development and support to always be informed and be ahead of their subordinates. However, others also indicated that even the junior lecturers themselves needed to be developed.

Based on the senior lecturers' reports, it appeared that things were progressing towards the correct direction, for both senior and junior lecturers to be developed. All the participants do attend workshops as a means of developing themselves. What inspired the researcher in this study is that the participants understood the role of developing oneself in education as it enhances teaching and learning, which leads to increased pass percentages. Van Deventer and Kruger (2003) emphasise that it is through development and support that teachers’ own particular needs are addressed. Developing and supporting one another provides the acquisition and absorption of knowledge, and improves relevance and quality of education. For example, Maria mentioned

that they conducted meetings where they familiarised themselves with new policies as the rules and policies change every now and then.

Key: HR---Human Relations

UKZN—University of Kwa-Zulu Natal

4.3.4 Managing performance

Under this theme, the researcher wanted to ascertain the role that the senior lecturers played in managing junior lecturers' performance in teaching and learning.

In this regard, Martha voiced t a concern about the IQMS tool that was not working for them:

“There’s a tool which is called IQMS. We use it to measure the performance of lecturers. Rather I say, it is supposed to be used to measure the performance of lecturers. It is not working for us, not for my campus only, but for the college as well, because the tool is not used the way it is supposed to be used, we just use it for paper work, not for actual monitoring to manage junior lecturers’ performance.”

Martha also emphasised the issue of managing junior lecturers' performance through rewarding them:

“When a junior lecturer is underperforming, we request a meeting with the member of staff involved, staff representation and management so that we can unpack such issues, making sure that the environment is comfortable, because the point of the meeting is to eye open the staff member, also open a room for improvement. When rewarding good performance for junior lecturer sometimes we have staff awards, should the budget allows. Sometimes we receive vouchers from CAO to give to junior lecturers who performed very well for that particular year”.

Interviewing Peter on the same matter, he expressed the importance of junior lecturers voicing their concerns with regard to teaching and learning:

“We hold meetings from time to time, whereby we give a platform for junior lecturers to raise challenges they face, in whatever is affecting their work. I also have an open door policy whereby at any given moment a lecturer can come to my office to talk about anything concerning teaching and learning.

Peter further highlighted comparing the analysis of results when managing junior lecturers' performance:

“Further to that, I also use the analysis of students ‘results as a way of understanding what is going on in class, from there I engage the lecturers concerned both performing good and performing poor. The ones performing good will advise the underperforming lecturers on how they achieved good results”. “I do my research in terms of comparing lecturers’ performance using the analysis of results, compare the results with

the previous academic year's. Further to that, I compare results with other campuses as well as with other colleges, then I call them to a meeting to discuss their performances, not necessarily to blame them but to find solutions”.

Peter also reported:

“To reward good performance, at the beginning of the semester, we normally have a campus staff meeting where we discuss the expected performance from lecturers and acknowledging those who have performed well in the previous semester and that encourages lecturers to perform well because it turns to create a good competition among them”.

Over and above what other participants had cited regarding managing junior lecturers' performance, Mary reported the issue of checking students POEs and lecturers' POAs.

She stated the following:

“In managing lecturers' performance, there is a tool, designed by DHET, called IQMS. I use this tool during class visits to manage lecturers' performances. I also manage their performances through checking students POE's and lecturers' POA's. I also do the analysis of students' results which are afterwards, discussed in a meeting. Those lecturers who performed very well are praised. Unfortunately, in our campus there is nothing tangible given to them, as a reward, but our college once in a while, does have an awards' day for lecturers who are performing well in their campuses.”

Maria further stated:

“If the member of staff is underperforming which is rare I call them and find out what are the reasons, because for me it is not difficult to keep following up throughout the year and I've manage to be successful because I'm not a harsh person so if you need support and assistance I am always there to give that.”

John pronounced a different version of managing junior lecturers' performance. He mentioned the issue of moderating junior lecturers' and students' work:

“On Fridays, I check the lesson plans for following week, sign them. I do announced and unannounced class visits. I also check with the exam department which lecturers are supposed to set examination papers, and I ensure lecturers set those papers, and I moderate those assessments. After lecturers have marked the students' scripts, I moderate those scripts as well. When the results are out, we analyse the results to measure lecturers' performance.”

John further mentioned:

“In the staff meeting, lecturers are shown the outcomes of the analysed results, we discuss the analysis, so that they will see how they performed. The ones performed well, will be acknowledged, praised and encouraged to continue with the good work. The ones who underperformed would be motivated and given assistance and they would be closely monitored to make sure they perform up to the required standard.”

James expressed his view by focusing on challenges, leaders be likely to forget, that arise during the course of the year, which may hinder teaching and learning and thus lead to junior lecturers underperforming:

“When managing lecturers’ performance, I need to have evidence, like, ICASS, ISAT and year marks, because I can’t just tell somebody you are underperforming when I don’t have evidence. Then I do the analysis of students’ results. When we analysis the pass rate for each particular lecturer, we tend to forget the challenges that were there, during the course of the year, the strikes, the floods last year, the late arrival of the textbooks, and all those things. We speak to the lecturer as if he has not done his work properly and forget that there were challenges during the course of the year. So those are the things we need to remember when analysing the results.”

The researcher further asked James how he rewarded good performances amongst his junior lecturers, and he mentioned the following:

“I arrange a one- on- one discussion with the lecturer who has underperformed because I shouldn’t undermine or expose the lecturer during staff meetings. In a one- on- one discussion, he or she is going to provide me with the reasons for underperformance as well as the challenges encountered that led to underperformance. We will try and find solutions to those challenges. When rewarding a good performance, we always rely on the college. The college has an awards day, not every year, but only when the budget allows. in the past the college would give cheques and trophies for the outstanding performance. Now as the campus, we reward good performance through motivating them and encouraging them, of course, through the word of mouth and we also use an email, just sending an email in saying, ” Mr. Zulu, your performance or your behavior in the past six months has been excellent, thank you very much sir, keep it up”. that alone a simple email, do motivates junior lecturers.”

The researcher was surprised to hear Maria mention that it was rare for the member of staff to underperform as it suggests that there was no need for supervising junior lecturers as they performed very well. However, other participants did not seem to share this sentiment.

There seems to be ways about how to deal with managing junior lecturers’ performance emerging from this theme. In this theme, all the participants indicated that they were using the analysis of students’ results to manage junior lecturers’ performance, then they would compare the results against each other on the campus. Peter would go as far as comparing the results with other campuses as well as with other colleges.

In addition, it is surprising that some participants used the IQMS tool and others never even mentioned it. The researcher pondered if it could be because of what Martha had said, namely that it was not working for them and they only used it for paperwork. The researcher noticed that the rewarding of good performance as well as addressing underperformance were both done in meetings, either a staff meeting or one-on-one meeting. The main aim is to let the person concerned know how they performed, without damaging the underperforming lecturers' self-esteem. Meetings held by participants and their junior lecturers are alluded to by Naicker et al., 2013 who state that meetings and discussions on what is happening in the classroom can help to improve teaching and learning since more ideas and problems discussed help each other understand how to address such problems. Studies conducted by Blose (2013) and Ndovela (2014) advised that teachers must gather in meetings to exchange ideas. It is clear that having meetings was very significant. Participants believed that meetings improved junior lecturers' performance in teaching and learning.

Key: CAO—Central Admission Office

IQMS—Integrated Quality Management System

ICASS—Internal Continuous Assessment

ISAT—Integrated Summative Assessment Task

4.4 Chapter summary

This chapter discussed the information gathered from five senior lecturers in the EThekweni District through semi-structured interviews. The researcher conducted an analysis of the data and presented the findings in accordance with the four themes that arose. It appeared that in leading teaching and learning, the participants had a limited understanding of their roles as senior lecturers as they kept deliberating on the challenges they faced when supervising and monitoring teaching and learning. However, the participants understood the importance of developing themselves as well as developing those they were supervising. A summary, conclusion and recommendations for the study are presented in the next chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study by discussing three areas. Firstly, it provides a summary of the whole study. Secondly, it makes conclusions based on the research results. Finally, the chapter makes recommendations based on the findings.

5.2 Summary

In Chapter One, the researcher presented the research problem and its setting. Therein, the researcher reported that senior lecturers were expected to lead teaching and learning. This was against the background of the implementation of the updated curriculum, NCV, in 2007, which was thought to be pertinent to the economy's requirements because the nation was suffering from a lack of artisans. The NCV resulted in most of the lecturers feeling inadequately qualified as they were expected to combine theory and practice in their teaching. It was never anticipated that the NCV curriculum would be overwhelmed with many difficulties, such as the inability to attain artisan growth at the anticipated pace. Thus, the purpose of this study was to investigate senior lecturers' experiences in leading teaching and learning in TVET colleges. The main question of the study was what senior lecturers experienced in leading teaching and learning. The three sub-questions queried the challenges that senior lecturers faced in leading teaching and learning; how they dealt with these challenges; and what could be learnt from their experiences regarding the leading of teaching and learning in TVET Colleges.

Chapter Two reviewed literature regarding leading teaching and learning. Therein, the researcher discussed issues like the management concept, which was explained using the key management functions, namely organising, planning, controlling and leading, that are implemented to achieve organisational goals. The intention was to ascertain how senior lecturers play a management role in leading teaching and learning. The chapter further looked at the area of understanding the South African TVET curriculum and implications for leading teaching and learning. The researcher learnt that there must be a connection between the information obtained from vocational courses as well as theoretical information gained in the tutorial room for academic development to prosper. This chapter also explored what was learnt from some relevant studies. In the same literature review chapter, the researcher presented Weber's model of Instructional Leadership (1996) theory as the theoretical framework sustaining the study. The researcher argued that Weber's model of Instructional Leadership (1996) was suitable for the study because it presented essential roles in the process of teaching and learning as it creates the direction, outlines goals, and offers staff members direction and support.

In Chapter Three, the study is positioned within the interpretivist paradigm because it required the researcher to interact with participants and personally interpret the specific meanings therefrom. The chapter stated that a qualitative methodology was used in the study, which allowed the researcher to understand the experiences of senior lecturers in leading teaching and learning. Data were generated through semi-structured interviews, which allowed the researcher to engage with participants.

Chapter Four presented and discussed the data. The biographical information presented shows that all the participants were well experienced in the TVET sector as senior lecturers. Of the main themes, the first was about the key roles and insufficient resources for teaching and learning. Amongst the key roles that senior lecturers played was monitoring the lecturers, and ensuring that they had all the resources required. The second theme was on the monitoring and supervision of teaching and learning. Therein, the participants tended to shift their attention away from supervising and monitoring junior lecturers' work towards issues of student misbehaviour. The third theme focused on the development and support of senior and junior lecturers. Under this theme, the participants discussed more of their own development than that of junior lecturers, which could mean that they were less able to develop junior lecturers than one would expect. The fourth theme was about managing performance. Under this theme, a variety of ways on how to deal with managing junior lecturers' performances emerged. Amongst the variety of ways that emerged, the analysis of results was the common tool they all used when managing junior lecturers' performance.

5.3 Findings

On the basis of the processes discussed above, the researcher presents the following findings of the study:

The senior lecturers reported that their role was so difficult to conduct because of a shortage of the necessary resources. The study reveals that the senior lecturers had a limited understanding of their role as leaders in education. However, they understood the need to develop themselves as leaders, as well as developing junior lecturers as their subordinates. The outcomes of this study showed that senior lecturers experienced a big challenge when leading teaching and learning because of their students' behaviour: not focusing on their work, being unable to work independently and more especially, absenteeism.

5.4 Conclusions

Based on the findings reported above, the study draws the following conclusions:

- i. The senior lecturers found it very difficult to perform their duties because of the shortage of resources;
- ii. The participants also reported the issue of student misbehaviour. According to the participants, the most common contributing factors with regard to student behaviours are the curriculum design and NSFAS. The way the curriculum is designed made it difficult for NCV students to work independently

and to focus on their work. When students received their NSFAS money, they absented themselves from school to go and spend their money; and

- iii. From the data generated, participants seemed not to understand their roles as leaders. Instead of deliberating on their key roles as senior lecturers, they kept on mentioning the challenges they faced when leading teaching and learning. The senior lecturers had a clear understanding of the need to develop themselves, but they were far from clear regarding developing junior lecturers. In this regard, senior lecturers attended workshops.

5.5 Recommendations

The study makes the following recommendations based on conclusions above:

In addressing the concern of resources that are lacking, the college management must play a proactive part in identifying the causes of the shortage of resources and address them so that senior lecturers are able to lead teaching and learning effectively. Therefore, infrastructure and facility budgets ought to be raised.

Furthermore, it is imperative for Human Resource Development to establish intensive training programmes for senior lecturers so that they will have a clear understanding of their roles in leading teaching and learning. Moreover, HRD should keep on rendering skills development programmes as refresher courses for senior lecturers so that they will be successful in leading teaching and learning.

In addition, TVET Colleges should design the curriculum bearing in mind that NCV students are students who could not academically cope at high school. When delivering the curriculum to students, lecturers should also bear in mind the calibre of students they are dealing with.

NSFAS should pay students on time to minimise students' frustrations, which leads to them not focusing on their work, and absenteeism. Colleges should also enforce stricter measures to control absenteeism from students. For example, proof of absenteeism, like sick notes in the case of illnesses, or death certificates in the case of a death in the family. Colleges should also put more emphasis on the NSFAS regulations that students should attend 80% of classes for the current year to continue receiving NSFAS for that particular year and the following year.

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APPENDICES

APPENDIX 'A'

INTERVIEW SCHEDULE

A. BACKGROUND

1. How long have you been a senior lecturer?
2. How long have you been in this campus?
3. How many junior lecturers are under you?
4. What are your roles and responsibilities as a senior lecturer?

B. LEADING TEACHING AND LEARNING

1. What would you say is your key role in leading teaching and learning?
2. What has been your experiences in leading and managing (Nated/NCV) programmes?

C. DEVELOPMENT AND SUPPORT

1. How do you develop yourself professionally?
2. What kind of support do senior lecturers need in leading teaching and learning? Is such support available?
3. What kind of support do junior lecturers need in their teaching?
4. How successful have you been in providing such support?
5. Do you feel any need to be retrained or reskilled in some or all the aspects in relation to leading teaching and learning?

D. THE ALLOCATION OF MODULES

1. As part of the college management, do you design your own modules/ subjects, or you are given by DHET?
2. How are modules/ subjects allocated per lecturer?
3. I understand there is Nated (report 191) and NCV programmes, in your campus, how do you differentiate between the two?

E. SUPERVISION OF TEACHING

1. Share with me how you supervise teaching in your department.

2. What have been your experiences of supervising teaching?
3. Describe your normal day of providing leadership to your junior lecturers?

F. FEEDBACK FROM JUNIOR LECTURERS

1. How do you get feedback from junior lecturers?
2. What issues do junior lecturers raise?

G. CONDUCTING EXAMINATIONS

1. Please explain your role in conducting examinations.
2. In your campus, which criteria do you use to constitute an examinations' teams?
3. What processes are involved in conducting exams?

H. PERFORMANCE MANAGEMENT

1. How do you measure the good and poor performance of lecturers?
2. Is it working for you?
3. Which method do you apply in telling the member of staff they are underperforming?
4. Which method do you use to reward good performance?

I. CHALLENGES

1. About teaching and learning, tell me about the challenges you encounter as a senior lecturer.
2. How do you deal with those challenges?
3. How successful have you been in addressing the challenges?

-
- Is there any other information you wish to furnish regarding leading teaching and learning in a TVET college?

APPENDIX B

GATEKEEPER'S PERMISSION LETTER



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Letter requesting permission from the principal (gate keeper) to conduct research in schools

██████████
██████████
P.O. Umlazi
4031
24/03/2022

The Principal
Coastal KZN TVET College
50051 Mfundu Mngadi Dr
KwaMakhutha

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Thandazile P Manqele, a Masters student at the University of KwaZulu-Natal. As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct this research at your College. The title of my study is: **Experiences of senior lecturers in leading teaching and learning in a Technical Vocational Education and Training College: A case study**

This study aims:

- to explore the experiences of senior lecturers when leading teaching and learning with challenges of management
- to understand the challenges that senior lecturers face as they lead teaching and learning in TVET Colleges.

- to understand how senior lecturers, deal with the challenges of leading teaching and learning.

Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb the schedules of the day. The interview will be voice-recorded. Documents review will also be done.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that participant may accrue as a result of her /his participation in this research project.
- His/ her identity will not be divulged under any circumstance/s, during and after the reporting process.
- All the responses, and reviewed documents will be treated with strict confidentiality.
- Pseudonyms will be used to represent the College and name of the participant.
- Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.
- Participant purposively selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisors, the Research Office or me should you have any queries or questions:

E-mail: [REDACTED] [REDACTED]
[REDACTED]

Supervisors:

Dr S.D. Bayeni
Tel. 031-267026 (office)
E-mail: bayenis@ukzn.ac.za.

UKZN Research Office HSSREC-
Ethics
Email: HSSREC@ukzn.ac.za

Declaration

I... Ndoda Biyela.....(Full names of the principal) of COASTAL KZN TVET---(College name)

hereby confirm that I have been informed about the nature, purpose and procedures for the study: -Experiences of senior lecturers in leading teaching and learning in a TVET College: A case study. I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily for the College to be part of the study. I understand that the College is at liberty to withdraw from research at any time should the College so desire.

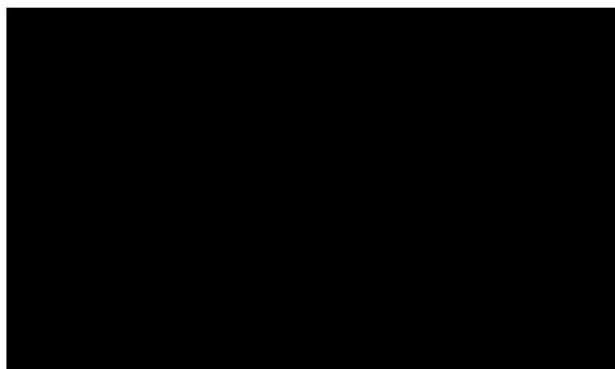
I agree/~~do not agree~~ for the use of audio recording device.

Date
19/04/2022

Signature of P/P



College stamp



APPENDIX C

REQUEST FOR PERMISSION



Senior Lecturer

REQUEST FOR PARTICIPATION IN THE RESEARCH

I am TP Manqele, student number:200402040. I am conducting a research as a requirement at the University of KwaZulu-Natal towards a Degree of Master of Education. The title of the research is: **The experiences of senior lecturers in leading teaching and learning in Technical Vocational Education and Training Colleges: A case study.**

I request you to participate in this study.

The objectives of the study are:

- to explore the experiences of senior lecturers when leading teaching and learning with challenges of management.
- To understand the challenges that senior lecturers face as they lead teaching and learning in TVET Colleges.
- to understand how senior lecturers, deal with the challenges of leading teaching and learning.

The study will focus on Senior lecturers' experiences in leading teaching and learning in a TVET College. This letter intends to elucidate the purpose of the study and to request your participation in the study.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 20 minutes.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

I can be contacted at:

Email: [REDACTED]
[REDACTED]

My supervisor is Professor Vitalis Chikoko, who is located at the School of Education, at the University of KwaZulu-Natal. He can be contacted at:

Email: : chikokov@ukzn.ac.za

Phone: 031 260 2638; or [REDACTED]

UKZN Research Office

HSSREC-Ethics

Email: HSSREC@ukzn.ac.za

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

APPENDIX 'D'

PARTICIPANT CONSENT LETTER

DECLARATION OF CONSENT

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I _____ (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: **The experiences of senior lecturers in leading teaching and learning in Technical Vocational Education and Training Colleges: A case study.**

I agree to participate in the study. I am also fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore understand the contents of this letter fully and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

Signature

Date

School stamp

APPENDIX 'E'

ETHICAL CLEARANCE LETTER



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

13 July 2022

Thandazile Patience Manqele (200402040)
School Of Education
Edgewood Campus

Dear TP Manqele,

Protocol reference number: HSSREC/00004464/2022

Project title: Experiences of senior lecturers of Technical Vocational and Training Colleges in leading teaching and learning: A case study.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 06 July 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has 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.

This approval is valid until 13 July 2023.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/research-ethics>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

APPENDIX F

TURNITIN REPORT

The screenshot displays the Turnitin Feedback Studio interface. The main document area shows the beginning of a dissertation titled "DISSERTATION FOR TURNITIN 2.docx" by "THANDAZILE MANQELE". The document content includes:

CHAPTER ONE
INTRODUCING THE STUDY
1.1 Introduction

This chapter provides an outline of the whole research study on the experiences of senior lecturers in leading teaching and learning in Technical Vocational Education and Training Colleges.

The chapter consist of the background of the study, the problem statement, location of the study, purpose and rationale of the study, objectives, and research questions underpinning the study. In addition, clarifying key concepts, and an organisation of the study are also presented. The chapter ends with a summary.

1.2 Background to the study

Year 1994 marked the beginning of South Africa's transition from an apartheid-era form of government to a democratic one. This transition carried many transformative measures

The right-hand side of the interface features a "Match Overview" panel showing a total match rate of 4%. Below this, a list of six sources is shown with their respective match percentages:

Rank	Source	Match Percentage
1	researchspace.ukzn.ac... Internet Source	1%
2	Submitted to University... Student Paper	1%
3	www.tandfonline.com Internet Source	1%
4	hdl.handle.net Internet Source	<1%
5	Submitted to Regenesy... Student Paper	<1%
6	uir.unisa.ac.za Internet Source	<1%

The bottom of the window shows the Windows taskbar with the search bar, taskbar icons, and system tray information including 22°C, 10:23, and 2024/12/19.

APPENDIX F

EDITING LETTER


Clare Estate

Durban

4091

23 December 2024

To: Whom it may concern

Editing of Dissertation: Thandazile P Manqele
(200402040)

**The experiences of senior lecturers in leading teaching and learning in
a Technical Vocational Education and Training College: A case study**

This letter serves as confirmation that the aforementioned dissertation has been
language edited. The requisite grammatical conventions have been
met/recommended. Suggestions have been made to the candidate where necessary.

Any queries may be directed to the author of this letter.

Regards



MP MATHEWS

Lecturer and Language Editor



