DECLARATION

I, Johannes Christian Booyens, declare that this work:

THE VALUE ATTACHED TO TEACHING QUALIFICATIONS BY EDUCATORS AND OTHER STAKEHOLDERS AT A FURTHER EDUCATION AND TRAINING COLLEGE IN SOUTHERN KWA ZULU NATAL

is my own. The sources used in the study have been acknowledged in the references. This work is original and has not been submitted before for any other degree or examination at any other university.

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J. C. Booyens

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Durban

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DEDICATION

to

the memory of my parents

ABSTRACT

This study is an interpretive one which investigates the value attached to teaching qualifications by educators and other stakeholders, viz. learners, management and council at a FET College.

The research focuses on the value of teaching qualifications for Further Education and Training (FET) educators. It suggests the need for professional development of FET educators in light of the new FET Act 16 of 2006 and the implementation of the National Curriculum Vocational (NCV) introduced in 2007.

The study is informed by Shulman's (1986) principles of teacher knowledge and the hypotheses of Kennedy Ahn & Choi (2008) on the value added by teacher education. The data was gathered using a questionnaire comprising three parts; close-ended questions to capture background information, a rating scale to capture the values attached to teaching qualifications and open-ended questions to capture additional data.

The study concludes that values are attached to teaching qualifications mainly for the teaching of NC(V) programs and that practical expertise is necessary for skills training programs.

ACRONYMS

AD	Assistant Director
CM	Campus Manager
DHT	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
FET	Further Education and Training
HoD	Head of Department
HoU	Head of Unit
KZN	KwaZulu Natal
MoI	Medium of instruction
NC(V)	National Curriculum (Vocational)
NCS	National Senior Certificate
OBA	Outcomes based assessment
OBE	Outcomes based education
PL	Post level PL1- lecturer / educator PL2- senior lecturer PL3-HoD, HoU and deputy campus manager PL4- AD and CM
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
VEOP	Vocational Education Orientation Programme

CONTENTS

CHAPTER ONE

INTRODUCTION

In this chapter I begin by presenting the topic of the study and place it in context by offering views on the values embedded in teaching qualifications. I provide a rationale for the study and outline the aim of the study and briefly describe the setting and participants as well as the data collection, analysis and ethical considerations.

1.1 Introductory Remarks

South Africa entered the realms of democracy in 1994 after a long period of institutionalized apartheid rule. However, it carried the overflows of segregated infrastructures into various spheres of its management and hence was faced with numerous challenges of addressing past inequities whilst simultaneously engaging in shared visions for a unified nation. Of relevance to this study is the educational domain, more specifically that of Further Education and Training (FET) in South Africa. Its inception in colonial South Africa drew from two primary sources viz. (i) technical education systems which addressed the loss of "all round craft-expertise" as a result of specialised division of labour for mass production in factories; and (ii) education with a practical focus "for making less able people useful to society by preparing them for lower forms of productive work" (DoE 2009, p. 8). Historically Black colleges offered mainly skills courses and Black learners were unable to enter the apprenticeship system under the *Apprenticeship Act* of 1922. With its strong racial bias where White colleges trained only white apprentices, the new democratic government had the task of addressing the exclusion of the other race groups. Thus, in 1994 FET colleges were opened for all South Africans, regardless of their population group, resulting in a shift of student demographics away from a white majority (68%) in 1990 to a black majority (75%) in 2000 (HSRC 2008). Although the FET band was last to be subjected to policy reforms the Department of Education (DoE) and the Department of Labour (DoL) have been engaged in developing and producing legislatures (viz. the *Further Education and Training Act*, 1998, the *Skills Development Act*, 1998, and the *Skills Levies Act*, 1999)

intended to change the nature of technical and vocational education training in South Africa (HSRC 2003).

A decade later, with the legislature in place, and the dire need to fill the skills shortage gap, the president of the time, President Thabo Mbeki, pledged to recapitalize all the technical colleges to ensure that they have "the necessary infrastructure, capacity and programmes relevant to the needs of (the) economy" (DoE 2007, p.4). In addition, the previous Minister of Education, Naledi Pandor, expressed her wish that FET College sector becomes the first choice for youth when selecting an institution for further study (DoE 2004). In order to facilitate this, the Department of Education (DoE) allocated recapitalisation funds to upgrade and better equip the colleges to deliver the new National Certificate Vocational (NC (V)) curriculum and to develop the teaching staff to be able to teach this new curriculum effectively. Five years on, the wish to improve the quality and capacity of FET colleges was succinctly expressed by the current Minister of Education, Blade Nzimande, in his address to South African Democratic Teachers Union (SADTU) National General Council. Of significance to this study is his identification of teachers as "the kingpins of the education system (who) are in the position to counsel and to empower children to further their studies according to the needs of our developmental state" and his declaration that "teachers provide the only hope that many of our people have that their children will find their way out of poverty, unemployment and hopelessness" (Nzimande 2009). The values that Nzimande attaches to teachers as agents for positive change has relevance, not only for schools, but FET colleges as well, particularly in light of the introduction of the NC(V) program. Such perceptions of teachers also point to the need for relevant qualifications of the teachers.

Under the FET Act, 76 of 1998, technical colleges, training centres and colleges of education were merged resulting in fifty public FET Colleges in South Africa, in 2007. Of these, nine are situated in KwaZulu Natal (KZN), one of which is the domain of this study. However, the FET Act, 16 of 2006, introduced further change by launching a shift in governance which resulted in the educators being employed directly by the college council. This was to facilitate responsiveness of the colleges by meeting training needs which arise from demand created by local needs, for example, the 2010 FIFA World Cup. Currently, whether these educators were employed by DoE or the College Council, it is known that the majority of the teaching staff at FET Colleges is either

underqualified or unqualified (DoE 2007). In 2002, 8% of FET teaching staff had no recognised tertiary qualifications. The engineering field, for example, had the highest percentage of either underqualified or unqualified staff viz. 64%. The problem, however, is multi faceted. At its most superficial level, on the one hand, lecturers with trade and industry experience do not hold formal teaching qualifications; and on the other hand, some of the technical teaching staff do not have any practical work experience. Of pertinence to this research is a survey conducted by Moodley (2006) which shows that, at the college which is central to this study, most of the 102 teaching staff respondents were not in a possession of a teaching qualification and that only a small minority held academic degrees.

As this study focuses on the value that educators, learners, management and council attach to teaching qualifications, in this introductory chapter I first present an understanding of the concepts 'teaching' and 'training', 'teacher qualifications' and 'values'. Thereafter, I provide the rationale, outline the aims and domain of this study, and present an overview of the methodology employed to gather the data. Finally, I briefly outline the structural framework of this research report.

1.2 The concepts "Teaching" and "Training", "Teacher qualifications" and "Values"

As the concepts "Teaching" and "Training", "Teacher qualifications" and "Values" are crucial to this study, an overview of these are presented below.

1.2.1 Teaching and Training

Even though an attempt is made to distinguish between "teaching" and "training" (e.g. Santoro, 2003 Tovey 1997) some authors (e.g. Mills 1979 & Curzon 1985) speak of "technical teachers", interchange the use of "teaching" and "instruction", and use "teaching" and "training" at the FET sector synonymously. For the purposes of this study, I draw on Santoro's (2003) distinction between teaching and training and Tovey's (1997) definition of training. Santoro (2003, p. 214-216) suggests that teaching is a "flexible, creative and learner centred process" which demands complex knowledge and higher order cognitive skills. Unlike, teaching which is generally equated with

being 'educated', training is a "repetitive and task oriented process." In addition, teaching is believed to hold a higher professional status than training as it focuses on "the cognitive and intellectual development of students beyond the narrow range of work skills targeted by most training." In describing the process of 'training', Tovey (1997, p.8) states that it "concentrates on job skills, knowledge and attitudes which are required immediately for the workplace, or the very near future, in order to do the job to the specifications the employer requires." However, this study does not adopt the concepts "teaching" and "training" as binary opposites as the role of traditional trainers has changed with technological advancements and market driven needs over the years. Instead, this study sees teachers and trainers as educators whose functions fall along a continuum of teaching and training; their function it is to both teach *and* train within a given curriculum. Hence, guided by the FET Act (2006) which offers the definition of a lecturer as one who "teaches, educates or trains" another person, I use the term "lecturer" synonymously with "educator", and "teacher." Similarly, I also interchange the terms "learners" and "students" as authors use them synonymously.

1.2.2 Teacher Qualifications

While what defines teacher qualifications for school teachers is very clear, for FET institutes the concept has been somewhat elusive as historically, these were technical institutes which required lecturers to have technical qualifications and skills related working experience rather than teaching qualifications. However, as the need for transformation of the fundamental functioning of the institutes became necessary to address society's changing needs, the requirements for teaching has undergone a corresponding review. In the FET environment there are many factors contributing towards the notion of being qualified to teach. These include formal teaching qualifications, specialist (content) knowledge, relevant work experience and natural ability. The FET College Recapitalization document (2008, p. 11) presents the difficulties that existing FET lecturers experience in progressing along a formal education career path as there are limited articulation arrangements in place. It also highlights the need to address this issue: "It is … urgent that the question of appropriate teaching qualifications for college lecturers is addressed."

The most recent Government Gazette (August 2009, p. 21-24) cites the lecturer categories and general prerequisites for all college lecturers that align themselves with the new NC(V) and as Skills Programmes. Very briefly, the document articulates the need for lecturers to be in possession of or to obtain the following qualifications, either through full time contact or distance education through recognized colleges and/or service providers:

(i) *Basic academic competence*: This is equated to higher education entrance requirements which are met by the National Senior Certificate (NSC) and the NC(V) qualifications.

(ii) *Work Experience*: A minimum of 3 years general work experience is a prerequisite for college lecturers employed to teach vocational subjects and for workshop-based teaching. However, this does not apply to lecturers for the general academic/functional subjects.

(iii) *Pedagogic competence*: FET College lecturers must have attended a specifically designed Vocational Education Orientation Programme (VEOP). If not, they must undertake to complete the course within two years of having taken up the post as lecturer.

In advocating the qualification requirements the document further articulates the pathways for each of the above competences (see Government Gazette August 2009, p.22–23). These requirements appear to be informed by Schulman's (2004, p.92) interpretation of teacher *knowledge*, a model which underpins this research which will be discussed in Chapter Two.

1.2.3 Values

The concept "value" is a multifaceted phenomenon that has a number of meanings and cannot be extrapolated from the concept "attitude" as the value one attaches to something is often determined by the attitude one holds. Attitude, a term in common usage, is a hypothetical construct used to explain the direction and perspective of human behaviour and, as it involves an emotional element, it is rather subjective (Moodley 2004, p.96). As the definition of attitude varies from discipline to discipline, so too does the concept value. The Concise Oxford Dictionary (1982) defines value as "worth, desirability, utility". Within the context of this study, the participants attach

worth to teaching qualifications that might be worthy and desirable for a number of reasons such as personal and/or educational gain. As a point of illustration, for a lecturer at a FET College, a teaching qualification may have value as it places the lecturer at a higher Relative Education Qualification Value (REQV) level. According to Morrow (2007) educational certificates and degrees, including teacher qualifications, have certain significance and therefore have value as a form of currency, and Kennedy, Ahn, & Choi (2008) suggest that the different curricula making up a teaching qualification add value. For a campus manager or member of Council, a lecturer with a teaching qualification is valued because the lecturer may be better equipped to teach and to manage a class. Another aspect of value refers to the teaching qualification itself. More specifically, the curricula of different teaching qualifications contain elements that are of value to FET lecturers.

1.3 Rationale for the Study

My interest in the research area of *Human Resource Development – Teacher Education and Development* - was motivated by, firstly, my personal experience and, secondly, by the fact that in spite of the immense efforts made by DoE to promote institutes of quality to meet the skills shortage in South Africa, negative perceptions appear to be attached to FET institutes. With regard to the former, in addition to having a desire to upgrade myself academically, having made a transition from working in a technical environment to a teaching environment, I experienced a corresponding need for a professional qualification as well as a desire for optimal output in the classroom. There existed gaps between my knowledge (acquired from previous qualifications and experience in the workforce) and specific skills and insights required for efficient and effective learning and teaching.

With regard to the generally negative perceptions that appear to be attached to FET institutes, Minister Pandor, in or at a meeting of the Parliamentary Portfolio Committee, on the 15th May 2006, noted that the perception of FET Colleges as "lower class" requires transformation. In addition, the media never ceases to bemoan the state of public school teachers. On this note, Apple (2002, p.34) highlights the widespread attention that public institute teachers - including FET Colege teaching staff - attract: "poorly trained" … "decline in functional literacy" … "loss of standards" … "failure to

teach well" … "poor scores on standardized tests" … "make schools more efficient" … "responsive to the private sector" … "and our problems will be solved". Similarly Giroux (2001) reports that a decline in the trust and faith in the public education system and its educators and Baatjes (nd) expresses his fear that business people will become future principals of Higher Education Institutes. Of course, this is not to say that these inefficiencies are necessarily a consequence of a lack of relevant teaching qualifications, but it is my view that if teachers are relevantly educated and skilled, they will, at the very least, not be as inefficient as the media portrays. By employing relevantly qualified and aptly skilled teachers, FET Colleges will be more likely to enjoy a positive image which will leave a host of valuable outcomes in its wake. These include fewer disgruntled students, a more productive working environment, a more co-operative staff, a more effective way of attracting students to the College and a beginning to address the skills shortage crisis of the country by delivering quality skills based education.

It is my belief that one of the most significant factors that contribute to the pessimistic perception of the FET sector is the fact that there are a high number of unqualified and under-qualified persons who perform as educators at FET colleges. This belief finds validity in a report by Wildeman (2000) which shows that 25% of the educator population in South Africa are under-qualified. More pertinent to my proposed study however, are the statistics provided by Moodley (2006) at the FET College which is the domain of this study. Her survey of lecturers at this FET College revealed that 75% of the 102 respondents do not have a teaching qualification but that 60% of these lecturers expressed the desire to study towards a teaching qualification.

The primary focus of this study is to understand the value that the teaching staff and other role players of a FET College attach to teaching qualifications. According to the FET Policy Document (Executive Summary), one of the purposes of the FET Certificate (FETC) is "to foster intermediate to high level skills; lay the foundation for entrance to higher education; and facilitate the transition (from school) to work." To me, this implies the need for learner competence for either engaging in further or prolonged learning at a higher institute or entering the market force. One of the significant factors that contributes to learner acquisition of high level skills and competence is undoubtedly the rich experience, ideas, diversity of knowledge, expertise in a given subject or

vocation, and teaching methodology that a formally qualified educator brings into the classroom or workshop. The need for aptly qualified teachers is further emphasized in the light of the curriculum that has recently been introduced at FET Colleges. Very briefly, as the colleges have to now compete with schools (who mostly employ qualified teachers) to attract learners who have completed Grade 9, FET Colleges need to arm themselves with qualified teachers trained in academic and culturally relevant methodology. The need for a culturally relevant methodology is particularly significant for the FET College used in this study as the large majority of its students are English second language speakers for whom the medium of instruction (MoI) is English. As such, these students need to be exposed to various language input strategies which formally trained teachers are more likely to acquire in a study of pedagogy.

Moodley (2006) also claims that teachers with teaching qualifications benefit in at least two ways - pedagogically and affectively. Pedagogically, they acquire expert critical knowledge in a chosen field of interest which they in turn impart to their students. Also, formally trained teachers are taught ways of exploring and exploiting methods of teaching and learning, and are taught the various forms of authentic assessment which cannot be replaced by one shot excessively short training programmes offered by entrepreneurs. Some however, might argue that hands on experience cannot be replaced by theoretical, books only knowledge. Moodley notes that teachers also benefit in affective ways, for example, they are confident in the subjects they teach; they earn the respect of their students who recognize their expertise; they recognize the need for professional development; they become conscientized in professional, corporate etiquette (a growing necessity given South Africa's diverse socio-cultural populace); and enjoy a sense of job security – all of which contribute to the enhancement of one's self esteem.

1.4 Aims

The purpose of the study is to investigate the values that educators and other stakeholders, viz. educators, learners, the College management and College Council at a FET College, attach to teaching qualifications. The attitudes and values attached by these various stakeholders to teaching qualifications will have implications for, among other things, professional development, learning and teaching issues, skills

development, educator employment and educator career development. As such my key question is:

> What values do the teaching staff, learners, management and council at the FET College attach to teaching qualifications?

This question is asked in an attempt to determine how the attitudes and values of the respondents relate to the general perception that educators and their teaching qualifications are not significantly valued by society. This question is also asked to determine what it is that motivates – or de-motivates – educators in obtaining teaching qualifications.

1.5 Data and Methodology

1.5.1 Setting and Participants

The research was conducted at two campuses of the FET College, chosen because their learner and educator demographics vary considerably.

1.5.2 Research approach

This study is situated in an interpretive paradigm, as I will study meaningful attitudes and values that educators and other stakeholders attach to teaching qualifications. According to Neuman, (2000, p.71), and Pearse, (1983) an interpretive researcher wants to "learn what is meaningful to the people being studied." On a similar note, Saunders et al., (2003) assert that people attach subjective meaning to social action and the context of the social action could therefore lead to different meanings as interpretation of reality will vary between respondents. The different role-players used as respondents in this study may place a different emphasis on the value, or lack thereof, of teaching qualifications for FET educators.

1.5.3 Ethical considerations

The various ethical considerations as outlined by the University of KwaZulu Natal were adhered to, details of which are provided in Chapter Three. However, of particular

significance is adherence to two ethical clauses viz. that people should not be coerced to participate and that they could withdraw from the project at any time they wished. As such, the method of acquiring the participants as I had proposed to do had to be changed. In planning the research, I intended to randomly select the educator and learner participants from the two campus populations so that there was representation of both classroom and workshop based programmes. In addition, I wished to conduct focus group interviews with the educator participants. However, as these groups were mostly reluctant to participate in the study I invited volunteers to respond to the questionnaires. Also, as there was no favourable response from educators to participate in a recorded focus group interview, this was not done.

1.6 Structure of the study

This study consists of six chapters. In *Chapter One* I have presented the topic of the study and placed it in context by offering views on the values embedded in teaching qualifications. I outlined the aim of the study, provided a rationale for the study and briefly outlined the setting and participants as well as the data collection and analysis. In *Chapter Two* I present a review of literature relevant to the value attached to teaching qualifications. This includes Schulman's (2004) model of pedagogic reasoning and Kennedy, Ahn and Choi's (2008) value added by teacher education, both of which informs the study. In *Chapter Three* I discuss the methods I used in collecting the data for the study. Firstly, I discuss the paradigm assumptions for the study, secondly, the setting and participants for the study, thirdly, the design of the research instrument used to gather data, fourthly, the methods used to present and analyze the data and finally, ethical considerations. In *Chapter Four* I present the data by summarising the quantitative data in tables and presenting the qualitative data after each table. In *Chapter Five*, I present a detailed analysis of the data. Finally in *Chapter Six* I present a discussion of my findings and their implications for the FET sector, the limitations of the study and the conclusions. A list of references and appendices completes the research report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter I begin by defining education, teaching, training and professional development, which are concepts relevant to this study. This is followed by a documentary analysis on issues directly related to the role of the educator in promoting effective learning, teaching and training as well as the relative educational qualification value (REQV) in the FET sector. In doing so I examine the FET Act (16 of 2006), the Personnel Administrative Measures (PAM) document (1999), the National Policy Framework (NPF) for Teacher Education and Development in South Africa (2006) and The Draft National Policy Framework for Lecturer qualifications and Development in FET Colleges in South Africa (2008). In addition, I present a discussion of Schulman's (1986) principles of teacher knowledge. Thereafter, I provide an outline of Kennedy, Ahn and Choi's (2008) hypotheses for improving teacher effectiveness. This is followed by a review of existing literature relevant to values attached to teaching qualifications. Finally, I present a brief insight into motivation for learning in the FET sector.

2.2 Education, teaching, training and professional development

Education is broadly defined as "any act or experience that has a formative effect on the mind, character or physical ability of an individual" (Wikipedia, 2009). According to Draper (1992) education takes place when an attempt is made to organise and plan learning. Furthermore, education is "the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another" (ibid). According to Santoro (2003, p. 214) there are traditional distinctions between education (teaching) and training where teaching is "creative, student centred and holds high professional status while training is repetitive, task orientated and holds low professional status." In addition, Blom (2006 p. 13) claims that training has to do with "utility value in the workplace" which takes the form of job skills and knowledge. Training therefore involves repetition and is a one-dimensional transfer of knowledge to

the learner which primarily serves the interests of the employer, by focusing on "today's needs based on today's knowledge" (Draper, 1992, p.4), and not those of the learner. In training, student development is limited to the acquisition of work related skills only (Santoro 2006). In addition, during training the content is usually presented quickly without giving the learner the opportunity and time to understand the content by spending time on reflection. In professional development, for further and higher education teaching staff, use is made of the experience of individual expert practitioners as a method to improve the professional practice of the abovementioned teaching staff (Bleakeley 1999). These definitions are of significance for this study, as at the FET colleges, as a discussion of the following policy documents will show, students are not merely "trained", but are "taught." In addition, the values that are attached to teaching qualifications draw on content knowledge and pedagogy and not merely transmission of practical knowledge which the concept "training" assumes.

2.3 Documentary analysis

This study uses the terms "educator", "lecturer" and "teacher" synonymously by adopting the definition of "lecturer" provided by the FET Act (2006) viz. A lecturer is "any person who teaches, educates or trains other persons or who provides professional educational services at the college and who is appointed in a post on a lecturer establishment under the Act."

In discussing the workload of educators in FET Colleges, the PAM document identifies several core duties of FET lecturers and senior lecturers. Those of particular relevance to this study include curriculum development; the creation of a learning environment; lesson preparation and methodology; classroom management; learner assessment; recording and analysing data; development of learning field competency; professional development in field of work and participation in professional bodies; human relations and leadership. This study will show that many participants of the study attach specific value to each or to a combination of these core functions thereby expressing the notion that for effective learning and teaching or training to occur, formal teaching qualifications are recommended. In addition, the document clearly states that the primary task of lecturers and senior lecturers is "effective teaching and not mere

training." As stated in Chapter One, teaching comprises such qualities as flexibility and creativity, addresses higher order cognitive levels and focuses on learner-centeredness. Training, on the other hand, concentrates on job skills and knowledge, and focuses on the job itself and the potential employer. Furthermore, the PAM document states that lecturers are required to be subject specialists who need to keep their knowledge current by reading relevant journal articles and by regular visits to industry. The linking of content and workplace knowledge embraces my view (as noted in Chapter One) that lecturers and trainers are not positioned at opposite ends of a continuum; rather they are educators who integrate the principles of both teaching and training in addressing the learning outcomes defined by the curriculum for the FET College. Moreover, the document notes that "management in education should be able to draw on the professional competencies of educators." Finally, the document draws attention to the need for senior lecturers to contribute to the development of the college, generate departmental policy and give professional support to colleagues.

The Norms and Standards for Educators Policy (DoE 2000) describes the roles and competencies of competent educators. These roles and competencies are expected to be part of formal teacher training and educators employed by the DoE are expected to fulfil the following seven roles: (i) learning mediator, (ii) interpreter and designer of learning programs, (iii) leader, administrator and manager, (iv) scholar, researcher and lifelong learner, (v) community, citizen and pastoral role, (vii) assessor and (vii) learning area/subject/discipline/phase specialist. Similarly, The Draft National Policy Framework for Lecturer Qualifications and Development in FET Colleges in South Africa (DoE 2008) describes the roles to be fulfilled by competent college lecturers as: (i) a specialist in a particular vocational sector or subject, (ii) a commendable teacher / pedagogue, (iii) a competent assessor and record keeper of student performance and achievement, (iv) a selector of appropriate learning material for students, and (vi) a professional with current knowledge in a particular vocational sector. This implies that FET educators need to have content knowledge and occupational expertise in a particular field, both general and subject specific pedagogic expertise, up to date workplace expertise that can be translated into the creation of an environment similar to actual working conditions and basic academic qualifications to enable them to access further study in both subject and pedagogic areas.

The ability of FET educators to fulfill these core functions should influence the appointment of suitable personnel. However, whether FET educators should indeed hold teaching, professional qualifications and be a member of the South African Council of Educators (SACE) is not clear in the FET Acts. The FET Act (16 of 2006) replaces the FET Act (98 of 1998) and there are changes that have bearing on lecturing staff. The FET Act (98 of 1998) did not provide for the employment of teaching staff at public FET institutions as this was provided for in the Employment of Educators Act (76 of 1998). Under the FET Act (16 of 2006) the lecturers will be appointed by the college to facilitate responsiveness to local demands. For example, events such as the 2010 FIFA World Cup would create a major short term skills demand; if a local industry approached the college with a need for electricians the college must be responsive and immediately start training electricians to address this need. If necessary they must appoint a suitably qualified and registered electrician as a facilitator either on a temporary or permanent basis.

According to the National Policy Framework for Teacher Education and Development in South Africa the recognized teaching qualifications in South Africa include the Advanced Diploma in Education (ADE) or a four-year BEd degree. These qualifications require academic or knowledge development, pedagogy and practical teaching experience. A close examination of the curriculum shows that it addresses most of the core functions identified by the PAM document thus preparing the potential teacher adequately. The justification for a single main entry qualification is that the academic and pedagogical demands are essentially equivalent for all teachers regardless of learning area, subject or phase; it is important for the sake of the esteem of the profession to have a single benchmark qualification. While this is uncompromisingly applicable to public schooling, this area is murky at the FET sector. The reason for this is that, in addition to academic subjects (e.g. Languages and Sciences) offered for study, skills development courses (e.g. hairdressing, plumbing and engineering) are the trademark of FET colleges. The latter demands technical educators. However, the necessary qualifications of these educators are unclear. Thus, for example, in the engineering area, a typical FET college will have in its employ a lecturer who has a N6 diploma (engineering) but no appropriate academic or professional degree; or one who

has no formal qualification but relevant job experience; or has a technical diploma and a teaching qualification. The profiles of the various participants of this study attest to this.

The role of the lecturer and the need for relevant qualifications take on further significance with the introduction of the NC(V) in 2007. On this issue, Young (2006) argues that if the NC(V) courses are to be successfully implemented, there is need for the professional development of FET lecturing staff. He argues that educators should have a clear understanding of the vocational role of colleges in addition to being familiar with the subject content of NC(V) courses and their respective pedagogic demands. The NC(V) Subject Guideline documents (DOE 2006) clearly articulate the necessary qualifications for NC(V) lecturers. As points of illustration the qualification requirements to teach the courses "An Introduction to Systems Development", "Mathematics" and "Electrical" are examined.

To teach in the course "An introduction to systems development" the document stipulates that; (i) the lecturer must possess a NQF level 5 qualification in Information Technology or some related field; (ii) The lecturer must have been trained in OBE; (iii) registration as an assessor and moderator will be an advantage. For Mathematics, lecturers must have a NQF level 4 Mathematics qualification or equivalent, with a teaching qualification. For the Electrical subjects (Electrical Principles and Practice, Electrical Systems and Construction, and Electrical Control and Digital Electronics) teaching qualifications are not a requirement, but a relevant degree or diploma combined with competency (i.e. registration as a technician after completion of a trade test) is. Registration as an assessor or moderator and OBE training are requirements. One does not need a teaching qualification to be sent on OBE, assessor or moderator training. However, as the NC(V) has been newly introduced, the above criteria for lecturers do not necessarily match the profile of existing lecturers at the college. Indeed, as noted in Chapter One, a survey of qualifications of lecturers in the domain of this study conducted by Moodley (2006) shows that many of the lecturers are either under qualified (i.e. they meet some, but not all the requirements as set out in the PAM document) or non qualified (i.e. they do not hold any relevant qualifications).

In view of the influx of under qualified and non qualified educators in schools and FET colleges and even though there appears to be an increase in the level of educator qualifications across the country (Wildeman, 2003; HSRC, 2003), the issue of whether or not educational and vocational institutes should employ only educators with professional qualifications has not yet entered the arena of serious debate. Perhaps, what is needed in South Africa is a serious and formal examination of the values of teacher qualifications before the Department of Education (DoE) takes a firm position on this issue. However, before presenting the literature on the values that are attached to teaching qualifications, I present an overview of Schulman's (1986) principles of teacher knowledge which underpins this study, and an outline of Kennedy, Ahn and Choi's (2008) hypotheses for improving teacher effectiveness.

2.4 Schulman's (1986) principles of teacher knowledge

Crucial to this study is Shulman's (1986), and later (1999, 2004) presentation of the seven principles of teacher knowledge. His model of teacher knowledge presents a structured teacher training programme which comprises; (i) content knowledge, (ii) general pedagogical knowledge, (iii) curriculum knowledge, (iv) pedagogical content knowledge, (v) knowledge of learners and their characteristics, (vi) knowledge of educational contexts, and (vii) knowledge of educational ends, purposes and values. The framework proposes that teachers need to master content or deep knowledge as well as knowledge of curricular development.

(i) Content knowledge or subject matter knowledge: Subject content knowledge can be described as knowledge and understanding of central concepts of a discipline, factual information and organising principles of a specific discipline, knowledge of the teaching process and how best to present and communicate specific concepts and topics of a subject. Furthermore, emphasis is placed on the need for teachers to have a deep understanding of what they teach (Shulman 1986, Grossman, Wilson & Shulman, 1989).

(ii) General pedagogical knowledge: Schulman (2004, p.92) defines general pedagogical knowledge as "broad principles and strategies of classroom management

and organisation that appear to transcend subject matter." This knowledge includes ways of maintaining discipline, efficient use of class time and the ability to communicate instructions and expectations unambiguously. Shulman (1992) further stresses the need for teachers to also understand the educational purpose of their teaching. He maintains that teaching is intended to help students gain literacy; to be a pleasant activity; to make the student more responsible; to empower the student to discover and understand new information; and to prepare the student to function as a part of a free society.

(iii) Curriculum knowledge: According to Shulman (1986, p.10) "The curriculum is represented by the full range of programs designed for the teaching of particular subjects at a given level." This includes the various instructional materials at the disposal of the educator and the knowledge of when they are to be used. This body of collected knowledge is what the educator draws from when delivering content in the classroom. The educator is expected to have knowledge of alternative curriculum materials suitable for a particular subject and to make use of them when required. In addition, Shulman identifies two additional components of curriculum knowledge, lateral and horizontal curriculum knowledge. Lateral curriculum knowledge requires that the educator be aware of and familiar with the other subject areas that the learners are receiving instruction in and to be able to relate them with each other. Vertical curriculum knowledge, on the other hand, requires that the educator is familiar with content that has been dealt with in the past and that is still to be dealt with in the future in a particular subject area.

(iv) Pedagogical content knowledge: Schulman (1986, p.9) highlights the importance of pedagogical content knowledge; he argues that the knowledge of only subject matter does not make one a teacher. He states that pedagogical content knowledge "goes beyond the knowledge of subject matter … to the dimension of subject matter knowledge *for teaching*." In addition, pedagogic content knowledge represents an integration of content and pedagogy in such a way that the teaching method fits the content and how the components of the content can be arranged for effective teaching, taking into account the diverse interests and abilities of the learners. In order to teach effectively teachers need to transform their content knowledge into "forms that are

pedagogically powerful and yet adaptive to the variety of student abilities and backgrounds."

(v) Knowledge of learners and their characteristics: According to Shulman (1999) learning is a dual process where the educator needs to know that learners come into their classes with prior knowledge which will influence the way they construct meaning when being exposed to new knowledge. Shulman (1999, p.12) notes that "In order to take learning seriously we need to take learners seriously." Furthermore, Schulman (1987, p.41) also states that "teaching involves reasoning as well as acting; it is an intellectual and an imaginative process, not merely a behavioural one." This implies that teachers must take into account the context of their teaching which includes, "characteristics of the learners and aspects of the community, language and culture."

(vi) Knowledge of educational contexts: Instruction includes a variety of teaching acts such as classroom management, group work, discipline, questioning and discovery (Shulman 1986, 2004, p.93), governance and financing of school districts, as well as the "character and communities of culture."

(vii) Knowledge of educational ends, purposes and values: In presenting his cyclic activities for good teaching practices, Shulman (1986, 2004) highlights the need for evaluation, reflection and new comprehension. In evaluation, Schulman emphasizes the need for teachers to think about evaluation as an "extension of instruction, not as separate from the instructional process." Reflection refers to the process where teacher performance is critically evaluated and reflected upon to introduce change and is an important part of teacher development. Finally, this is a cyclical process, one cycle ends or the next cycle begins with new comprehension and the evolution of teaching practice.

The above framework, comprising the seven principles, is of significance to this study as it clearly outlines the basis upon which values of teacher qualifications can be determined. It is of further significance, as this study will show; the participants of the study attach value to teaching qualifications for a combination of these principles. Of further importance is that these seven principles are aligned with the critical cross field outcomes that are part of the NC(V) curriculum introduced at FET colleges in 2007.

Also of relevance to this study at the FET College is Schulman's (2005, p.54) concept of "signature pedagogies." Schulman argues that signature pedagogies are specific types of teaching that will enable future practitioners to "think, act and perform with integrity" in their professions. According to Schulman a signature pedagogy consists of a surface structure (specific acts of teaching and learning), a deep structure (the best way to communicate knowledge) and an implicit structure (professional ethics). Furthermore, Shulman (2005, p.18) notes that "it is insufficient to learn for the sake of knowledge and understanding alone; one learns in order to engage in *practice.* Professional education involves teaching ideas, facts, and principles so that they can contribute to skilled professional practice."

The need for pedagogical content knowledge has also been identified by Ruthven (1993) who identified three components of pedagogical content knowledge viz. tacit expertise, pragmatic wisdom and grounded science. Tacit expertise, i.e. the skill by which teachers make sense of and act appropriately in teaching situations is what Schulman (1986) terms pedagogical content knowledge. Ruthven (1993, p.2) asserts that in the teaching profession there is a "longstanding tradition of attempting to distil and articulate the good practice of expert teachers." This pragmatic wisdom is "embodied in the development of textbooks and teaching resources." Grounded science refers to research into, for example, mathematics education where the research identifies the nature of difficulties experienced by learners and the proposed methods of addressing those difficulties. Ruthven suggests that that the three constructs – tacit expertise, pragmatic wisdom and grounded science – are used "as a heuristic device to capture the range of pedagogical knowledge that one might seek to make beginning teachers aware of as a resource for their professional learning." In addition, Ruthven suggests that there is interaction between the three constructs and that pragmatic wisdom will borrow ideas from tacit expertise to articulate and codify them and that pragmatic wisdom will borrow ideas from grounded science to give the ideas practical form. These all make vital contributions to teacher training and will facilitate classroom effectiveness and the formation of a professional identity.

2.5 Kennedy, Ahn and Choi's (2008) hypotheses for improving teacher effectiveness

Similar to Shulman's model of pedagogical knowledge, is a proposal of four prominent hypotheses that have emerged about the educational background necessary to improve teacher effectiveness by Kennedy et al. (2008). The first three are *Pedagogic Knowledge Hypothesis, Content Knowledge Hypothesis* and *Pedagogical Content Hypothesis*. The fourth presents an argument against the validity of these three hypotheses. The *Pedagogical Knowledge Hypothesis* states that teachers (in the case of this study, FET lecturers) need specialized knowledge about areas relevant to teaching. These include classroom management, teaching techniques and the role of the school or college in society and other educational issues. As such, this hypothesis addresses Shulman's principles of content knowledge, general pedagogical knowledge and knowledge of educational contexts. The Pedagogical Knowledge Hypothesis enjoys strong support but has its critics who propose a second hypothesis called the *Content Knowledge Hypothesis* which argues that content knowledge is more important than pedagogical knowledge for teachers. However, according to Kennedy et al. (ibid) a general skepticism about the value of teacher education exists outside of the teacher education community. The third hypothesis, the Pedagogical Content Hypothesis, suggests that teachers need a blend of pedagogical and content knowledge. This view finds support in Shulman's (1986) principle of pedagogic content knowledge which also argues for a combination of subject content and pedagogical knowledge. The fourth hypothesis questions the validity of these three hypotheses; it argues that the best teachers are "bright well educated people who are smart enough and thoughtful enough to figure out the nuances of teaching" (Kennedy et al., 2008, p.1250). The advocates of this hypothesis argue that the quality of teaching can be improved by recruitment of suitable personnel who fit the fit the requirement of being "bright and well educated" and not by the teacher training curriculum preparing people for this work. However, my own study will show that most respondents will indicate that while content knowledge is necessary it is inadequate for teaching specialized content and the associated pedagogies; simply recruiting "bright well educated" people who do not have the necessary curriculum preparation will not address the teaching and training necessary for FET colleges.

2.6 Values attached to teaching qualifications

As discussed in Chapter one, the concept "values" cannot be extrapolated from "attitudes" as the value one attaches to something is often determined by the attitude one holds. It has also been noted that for the purposes of this study, the concept "value" is assigned descriptors of worth and desirability. In presenting the literature on values attached to teaching qualifications, it is necessary to consider existing definitions of "teacher quality" and "teacher competence", as, to me, this would be directly linked to values.

The issues of teacher quality and teacher competence have thus far eluded clear definition; however the various definitions posited appear to be linked to classroom practice and learning outcomes, ongoing professional development and affective factors. For example, Wildeman (2000) suggests that teacher quality be defined in terms of learner achievement, Madasi (2004) suggests that classroom teaching and learning practices can be improved by better classroom management and instructional skills of teachers, and Odell & Ferraro (1992), maintain that when beginner teachers have mentors, they are provided with advice, receive assistance with classroom management and are given valuable emotional support. Teacher qualifications and teacher competence are also linked to academic qualifications. For example, Mbanze (2005) shows a correlation between academic qualifications and teacher confidence as academic input gives the teacher content knowledge and teaching skills. As a point of illustration, in the FET sector teacher quality may be measured by the class performance of a particular teacher. If the class consistently attains an average above that of, the national norm, the teacher is perceived to be a "good" teacher. According to Okpala & Ellis (2005), learners also attach value to the teacher. Their study shows that, according to the learners perspective quality teaching occurs when educators are able to use a variety of teaching methods to meet the learning needs of the students. This implies content knowledge as well as pedagogical knowledge and as such provides support for Shulman's (1986) principles of teacher knowledge as well as the Pedagogical Content Knowledge hypothesis suggested by Kennedy et al. (2008).

The value of teaching knowledge is not a novel debate. As far back as the 1940's Freeman (1942, p. 406), for example, reminds us that "teaching is an art which develops as the teacher develops, rather than springing full blown at the awarding of a degree or certificate." She argues that certain factors must be in place for effective teaching to take place. These factors include being able to (i) recognize teaching opportunities; (ii) apply the theory in practice; (iii) understand the psychology of teaching and learning; (iv) use planning for the effective use of teaching time; and (v) be a subject specialist. Teaching may be ineffective - or even fail altogether - as a result of any one of the above factors being missing. As examples, Freeman points out that teaching will not begin or take place if the opportunity is not recognized; if the teaching is "thin", the content is weak; poor results may indicate a poor application of the teaching method; and repetition is an indication of poor planning. Although the context of Freeman's study is that of teaching and learning in the nursing fraternity, it has relevance to technical educators at a FET college. An inexperienced lecturer with a technical or academic qualification but no teaching qualification may lack confidence in his or her ability to effectively present this subject knowledge, which will contribute to ineffectual teaching practices.

The skills, qualifications, (technical certificates and diplomas from colleges, academic degrees from universities and educational) and experience of a FET lecturer play a role in forming the professional identity of the lecturer. The expectations and perceptions the lecturer and others have of lecturers' roles at different times during their development are important to develop a picture of the lecturer's professional self. However, Robson (1998) notes that even though the further education sector has grown rapidly over the last few decades, no consistent policy regarding the status of its staff is in place.

While the foregoing evidence demonstrates the particular values attached to teaching qualifications these values are intrinsically interwoven with motivation. A brief discussion on the role of motivation in learning, improvement and development follows.

2.7 Motivation in learning

Wlodkowski's (1978, p.12) comment, as far back as 1978, on motivation: "I would see (motivation) as an obstinate ambiguous creature that stubbornly resists precise definition" is equally relevant today as the concept tends to vary from context to context. Nevertheless, very broadly, it deals with "why human behavior occurs." Most psychologists and educators use motivation as a word to describe those processes that can: (i) arouse and instigate behaviour; (ii) give direction and purpose to behaviour; (iii) continue to allow behaviour to persist; and (iv) lead to choosing or preferring a particular behavior. Wlodkowski notes that a sequential pattern of motivation in learning often takes the following form:

Energy → volition → direction → involvement → completion.

Thus a student who has the capacity to act (energy) makes a choice (volition) which includes a certain purpose (direction) which, when continued (involvement), leads to finishing the learning task (completion).

Suitably qualified educators will have a working knowledge of educational psychology and motivation, both their own and that of the learner, and will be able to employ strategies to support, rather than undermine high quality learning. This view finds support in Shulman's (1986) principle of "Knowledge of learners and their characteristics." If educators have prior knowledge of their students, understand their learning strategies and take an active interest in their students, they would be in a better position to help them achieve well. On this note, Sanacore (2008, p.40) states: "Reluctant learners … benefit from intrinsic motivation that makes learning relevant to their lives." Of interest, especially for the FET sector, where many of the learners have been labeled as "drop outs", is Sanacore's (2008) strategy for turning "reluctant learners" into "inspired learners." The turnaround strategy, advocated by Sanacore, to create inspired learners from reluctant learners is achieved by: (1) the creation of a learning environment that is encouraging and challenging; (ii) providing students with the opportunity to make learning choices, (iii) increasing students' participation in classroom activities and (iv) encouraging students to enjoy learning.

Suitable teaching qualifications that provide knowledge of educational psychology and motivation also helps educators better understand their own teaching qualities and motivation. In discussing motivation in adults, Wlodkowski (1999) states that motivation is an energy that fuels adults' natural tendency to be competent in matters they hold to be important. Similarly, Ryan & Deci (2000, p. 54) define motivation as "*to be moved* to do something." They note that people, including learners and educators, will experience different levels of different types of motivation and suggest that there are two general motivational forces that drive people viz., intrinsic and extrinsic motivation. Intrinsic motivation is descriptive of people who perform an activity for pleasure that is inherent in that activity; extrinsic motivation is descriptive of people who perform an activity as a result of the presence of external factors or an activity that leads to a separable outcome (Sansone & Harackiewicz, 2000; Benabou & Tirole; Ryan & Deci 2000). In the context of teaching and learning, Wlodkowski (1999, p.7) states: "Theories of intrinsic motivation respect the influence of culture on learning." In addition, intrinsic motivation is governed by emotions which are socialized through culture. As a result, different people presented with the same task might experience different attitudes toward the task and have different levels of motivation to complete the task. For example, a person attempting to complete a task might stop due to frustration while another person doing a similar task might feel joy and is able to complete the task. A third person, from a different culture might experience frustration, yet is determined to continue. The catalyst for the frustration, joy and determination of adults may differ across cultures. A person's response to a learning activity therefore reflects his or her culture. This is of particular significance to South Africa and more specifically to the site of this study; as both the educator and learner population is descriptive of diversity in culture and language, both of which influence educator attitudes towards self development and teaching, and learners' motivation towards learning. Thus within the South African context there is most definitely a need for culturally responsive teaching.

Wlodkowski (1999, p. 79) suggests a motivational framework for culturally responsive teaching to address the important and complex relationship of motivation and culture to adult learning. This motivational framework consists of a dynamic combination of the key motivational conditions that, if present, will facilitate motivation among diverse

adults. This framework consists of four essential conditions viz; *(i) Establishing inclusion,* (ii) *Developing attitude,* (iii) *Enhancing meaning,* (iv) *Engendering competence.* The first condition, *Establishing inclusion*, encourages involvement by learners realizing that different opposing perspectives can be considered as part of the learning experience. This encourages learners to feel safe, capable and accepted. The second condition, *Developing attitude,* occurs when an environment where a learning atmosphere in which learners and teachers share a mutual respect, and therefore connect, is created. Here thoughtful and challenging learning experiences that include learners' perspectives and values are created. Mezirow (1997, p.5) points out that "as humans we have a need to understand the meaning of our experience." According to Wlodkowski (1999, p.78) learners feel competent when reaching a desired level and this is enhanced by practical application of newly acquired knowledge and they are more motivated when "the circumstances under which they assess their competence are *authentic* to their actual lives."

On a similar note, Draper (1992, p.57) suggests that as teaching practitioners we should consider values or philosophy of practice as it "encompasses the principles, values and attitudes that structure our beliefs and guide our behaviour in our work as well as in the whole of our daily life." Of interest is the humanist philosophy as it focuses on personal growth, self actualization and "values the ethical sense of people and their willingness and responsibility for their own learning through a process of self direction, self evaluation and self actualization." According to Draper (1992), a generic approach to teaching and training, which contains valuable educational goals that the educator needs to constantly teach toward, is a good foundation as these goals transcend all educational programs. These goals include: communication skills; valuing learning; development of skills of storage and retrieval of information; positive attitudes towards oneself; and development of critical thinking skills.

2.8 Conclusion

In this chapter I have presented definitions of concepts key to this study; a brief analysis of key documents relevant to educators and education in the FET sector; Shulman's theory of teacher knowledge which underpins the study; a literature on values that are

attached to teaching qualifications; and the roll of motivation in teacher and learner development.

In the next chapter I present a detailed account on the methodology I have used to gather data for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter I focus on the methods used for gathering the data required to respond to the research questions for this study as outlined in Chapter One. Firstly, I discuss the paradigm in which this research is located. Secondly, I identify the approach employed in accumulating the data. Thirdly, I identify the domain and participants, for this study. Fourthly, I present the various methods used in gathering the data, as well as the format of the analysis of the data. Finally, I discuss the ethical considerations pertinent to this study.

3.2 Research paradigm

As this study focuses on meaningful attitudes and values that educators and other stakeholders at a FET College attach to teaching qualifications, it is situated in an interpretive paradigm. According to Neuman, (2000, p.71), and Pearse, (1983), an interpretive researcher wants to "learn what is meaningful to the people being studied." On a similar note, Saunders et al., (2003) state that people attach subjective meaning to social action, and the context of the social action could therefore lead to different meanings as interpretation of reality will vary between respondents. As this study will show, the different respondents in this study place a different emphasis on the value of teaching qualifications for FET educators.

3.3 Research approach

For this study I proposed to employ a mixed mode research design using multiple methods (Saunders et al. 2003) and a mixed methodology as suggested by (Leedy et al., 2005; Vos et al., 2002) as it can be beneficial in a variety of ways. Methods are defined by Saunders et

al. (2003, p.481) as "the tools and techniques used to obtain and analyse research data" and Leedy et al. (2005, p. 12) define methodology as "the general approach the researcher takes in carrying out the research project." This research uses a questionnaire to capture quantitative and qualitative data.

For example, different methods may be used for different purposes in a study and using different methods will, in turn, facilitate triangulation. The questionnaire used for this study consists of three distinct parts: (i) Part A, a survey to ascertain respondents' background information; (ii) Part B, a Lickert type rating scale with a space provided to provide a reason for the alternative selected designed to capture data in respect of values attached to teaching qualifications: and (iii) Part C, an open-ended section designed to capture additional comments about the issue under investigation which might not have been captured in the other parts of the questionnaire. The questionnaires designed for each group of respondents vary in that the questions are framed with specific relevance to each targeted group.

3.4 Site and participants

The research was conducted at two campuses of the FET College, which for ethical reasons, I label Campus A and Campus B. These campuses were chosen as their learner and educator demographics vary considerably; the former is situated in a rural area and comprises a mixed complement of White, Indian and Black educators and almost 100% Black learners; Campus B is situated in a semi urban area and while its teacher racial demographics is similar to that of Campus A, its learners are representative of the multicultural and multilingual community it serves. These differences, as the study will reveal, influence the attitudes and values that the respondents attribute to teaching qualifications.

I sought assistance from coordinators at the two campuses to distribute and collect questionnaires to the educator and learner respondents. I distributed questionnaires to the management respondents and contacted the council members telephonically to ask them if

they would be prepared to participate in the study. The questionnaires were then taken to those members who agreed and a time was negotiated to collect the completed questionnaires. For ease of reading, the number of respondents at each campus, and the management and council is represented in Table 1 below. The total number of 56 participants who responded to the questionnaire were volunteers.

Table 1

n=56

	Campus A	Campus B	Total
Educators	11	7	18
Learners	14	10	24
Management			9
Council			5
TOTAL			56

3.5 Research instrument

A questionnaire approach was deemed the most cost effective and appropriate method to collect the data notwithstanding its limitations, for example, inflexibility and limited responses (Cohen et al., 2001), a possible low return rate and misinterpretation of questions (Leedy et. al., 2002)

In designing the questionnaire, the suggestion of Cohen et al. (2001) of a definite sequence for the arrangement of questions was followed. Firstly, Part A, consisted of factual questions intended to glean nominal data viz. age, gender, years experience and qualifications. Secondly, Part B consisted of closed questions, using Lickert type rating scales, to elicit responses linked to views, attitudes, values and perceptions. An even number of alternatives was given to coerce the respondent into taking a position and not remaining neutral. Furthermore, a space is provided after every question for the respondent to give a reason or make a comment about the issue under investigation as there might have been something s/he considered to be more important than the selection of an alternative on

a rating scale may provide. Finally, in Part C, the questions were open ended. The value of the latter is endorsed by, among other authors, Saunders et al. (2003, p. 258) who state, "The use of open questions should help to avoid bias … help you to explore the topic and produce a fuller account." On this note, Cohen et al. (2001, p. 255) state "The open ended question is a very attractive device … for those sections of a questionnaire that invite an honest personal comment from the respondents in addition to ticking numbers and boxes." Furthermore, the open ended responses might "contain the 'gems' of information that otherwise might not have been caught in the questionnaire."

In considering the type of method that would best suit determining values that are attached by the various FET stakeholders (i.e. educators, learners, managers and members of council) to teaching qualifications, my primary influence was Cohen et al. (2001) who recommend Likert's (1932) scaling method. Rating scales are ideal instruments for determining values attached by respondents in the form of attitudes, perceptions and opinions (Cohen et al., 2001, Leedy et al., 2005, Saunders et al., 2003). In addition, rating scales are widely used in research as they "combine the opportunity for a flexible response with the ability to determine frequencies, correlations and other forms of quantitative analysis" (Cohen et al. 2001, p. 253).

In Likert scaling, the categories need to be discrete; a range of responses varying in degrees of intensity may be provided for respondents to choose from, for example, *strongly agree, agree, disagree* and *strongly disagree.* In this method Cohen et al. (2001, p. 253) note that "notwithstanding the problems of interpretation which arise … one respondent's 'strongly agree' may be another's 'agree' … the greater subtlety of response which is built into a rating scale make this a very attractive and widely used instrument in research." This method is well suited to gather data concerning the perceived value of teaching qualifications for various types of FET educators and lends itself to the combination of measurement and opinion.

In applying the instruments in this study, attention was given to validity and reliability. Both validity and reliability influence the extent to which we can learn something about the

topic being researched. According to Leedy et al. (2001, p. 31) the validity of a measuring instrument is "the extent to which the instrument measures what it is supposed to measure" and reliability is "the consistency with which a measuring instrument yields a certain result when the entity being measured hasn't changed." Similarly, Cresswell and Miller (2000, p. 124) define validity as "how accurately the account represents the participants' realities of the social phenomena and is credible to them", and assert that "novice researchers … can become increasingly perplexed in attempting to understand the notion of validity in qualitative inquiry." It is important for researchers to demonstrate the credibility of their studies. Several authors (for example, Lincoln & Guba, 1985; Maxwell, 1996 and Merriam, 1998) have identified common procedures for establishing validity in qualitative projects. These include member checking, triangulation, thick description, peer reviews and external audits. Cresswell et al. (2000) suggest that the choice of validity procedures selected by the researchers will be determined by the lens through which the researchers view their studies and the researcher's paradigm assumptions. For this study I will focus on the views of the participants and attempt to represent their realities accurately. As an interpretive researcher my emphasis is on open ended and contextualized perspectives towards reality and the criteria for validity include trustworthiness and authenticity. According to Saunders et al. (2003) the use of the mixed mode approach has the advantage that it enables triangulation to take place. For example, the inclusion of open-ended questions might be a method of triangulating data captured by other parts of the questionnaire.

3.6 Data analysis

The quantitative data collected in Part A is presented for each question and for each respondent group in a table and a brief summary is given. The data presentation is done in a particular order throughout the analysis. The educator data is presented first, followed by data from learners, management and finally the council. I used the basic format of the questionnaire itself, firstly, to capture the data onto a spreadsheet to calculate totals, frequencies and percentages and to calculate accuracy, and secondly, to present the data in a table. The data from the rating scale used in part B of the questionnaire is presented in a comparative table for each question, showing totals of the alternatives provided, totals per

respondent group – educators, learners, management and council – as well as totals, averages and percentages for the entire respondent group. The data was first entered into a spreadsheet where the totals and percentages were calculated. A spreadsheet is useful as the "fill handles" can be used to copy a calculation done on cell contents to as many cells as needed. Total checking and controls are easy to apply in a spreadsheet. Once all the numbers balance - the totals correspond to the number of respondents and the percentage components add up to 100 - the data was transferred to the comparative table described above.

The qualitative data was transcribed verbatim for each question. The reasons given by those who were in agreement with the statement were listed, followed by the reasons given by those who were not in agreement. The data was then reduced by deleting duplications, both intragroup and intergroup. A record was kept of similar statements made by members of the different groups. As was the case with the quantitative data the responses were listed in the order of presentation. In addition, the qualitative data, relevant to the research topic, from the open ended questions in parts B and C are presented for each question. Integrated with the presentation I give an interpretation of what the data means at an immediate level, what trends are emerging and what the data is saying. This is a preliminary reading only; a deeper analysis is done in Chapter Five where I use themes to analyse the qualitative data.

However, rather than making interpretations for each group separately, as the data shows overlap in the responses, I organise the information thematically i.e. in accordance to the values that the respondents attach to teaching qualifications. Shulman (1986) identified seven themes which are: (i) content knowledge; (ii) general pedagogical knowledge; (iii) curriculum knowledge; (iv) pedagogical content knowledge; (v) knowledge of learners and their characteristics; (vi) knowledge of educational contexts; and (vii) knowledge of educational ends, purposes and values. Kennedy Ahn & Choi (2008) identified four hypotheses which are; (i) Pedagogical knowledge hypothesis; (ii) Content knowledge hypothesis; (iii) Pedagogical content knowledge hypothesis; and (v) 'Bright well educated people' hypothesis. The first three hypotheses of Kennedy et al. overlap with Shulman and the fourth hypothesis deals with selectivity teachers' alma maters and is outside the scope

of this study. After close inspection of the data the interpretation was done according to the following themes: (i) These are: (i) content knowledge and pedagogical content knowledge; (ii) curriculum knowledge; (iii) general pedagogical knowledge - more especially classroom management; (iv) knowledge of learners and their characteristics; (v) knowledge of educational contexts - particularly effective functioning of the institute; and (vi) affective factors.

3.7 Ethical Considerations

My first point of departure was to seek permission to conduct the study. A letter was sent to the College rector asking for permission to conduct the study. The letter gave a brief outline of the study and the implications for the respondents. Once permission was granted I approached the campus managers of the two selected sites to seek their permission to conduct the research at their respective campuses. In conducting the study, particular attention was given to ethical considerations. According to Leedy et al. (2005) most ethical issues in research fall into the categories of protection from harm; informed consent; right to privacy; and a responsibility towards the research community. The participants were informed that the study was about values and that their input was both valued and appreciated and they could choose to be participants or not. Furthermore, participation in the study was voluntary and the participants were allowed to withdraw at any point. In addition, their anonymity was assured and their right to privacy respected. Names of the campuses, the subject areas and departments of the respondents are not mentioned in the analysis and interpretation, and care is taken not to inadvertently reveal the identity of a participant - mindful of the fact that doing otherwise could cause embarrassment or harm to the respondent (Robson, 2002, in Saunders et al., 2003). The data collected and details supplied by the educators and other role-players are treated as confidential. In addition, the data has been stored in a secure filing cabinet.

CHAPTER FOUR

PRESENTATION OF DATA

4.1 Introduction

In this chapter I present the data collected from the completed questionnaires retrieved from a total of fifty six respondents. The data is presented in its three components, viz. Part A, background information; Part B, the rating scale; and Part C, open-ended questions. It is important to note that even though a space was provided, where appropriate, in Part B, inviting the respondents (other than the learners) to provide a reason for their choice, not all respondents provided reasons, and where respondents provided reasons, they did not do so for all the statements. Section C, the open-ended questions were treated in a similar manner. Thus, a discussion of the reasons for choices selected by the respondents is not as rich as the questionnaire was designed to elicit.

As indicated in Chapter Three even though a total of 85 questionnaires were given to the various identified participants of Campus A and Campus B - the former in a rural setting and the latter in an urban setting - only a total of 56 completed questionnaires were retrieved viz. 18 educators, 24 learners, 9 managers and 5 members of council. For ease of interpretation, a summary of the data collected in Part A is presented in tables 3 - 6 whereas the data collected in Part B is presented in a separate comparative table for each question (tables 2 - 29). Although the questionnaire provided the alternatives *strongly disagree* (SD*), disagree* (D)*, agree* (A) and *strongly agree* (SA), the totals are presented as agree (A) or disagree (D) as one respondent's "strongly agree" may be another's "agree." In addition, the table contains combined totals and percentages. The percentages are rounded off to the nearest whole number where possible. In addition, pertinent extracts of the responses to the open-ended questions of Part B are presented. Finally, the data from Part C is presented in a similar fashion.

The formulae used to calculate the frequency, f, (expressed as a percentage) of a variable, where there are 2 variables, a and b, are:

$f_{(a)} = \frac{a}{a+b} \times 100\ \%$ and

$f_{(b)} = \frac{b}{a+b} \times 100\%$.

A further control check for accuracy was done by adding the two frequencies:

$f_{(a)} + f_{(b)} = 100\%$.

As stated in the previous chapter, Part A was designed both to elicit general data and to put the respondent at ease before moving on to the more challenging questions. It is important to note that while this data is provided, it may not necessarily be used to draw correlations between each characteristic and attitude towards teacher qualifications; instead it serves to provide a thick profile of respondents. The letters A and B represent the two campuses used as the sites for the study. Individual totals, as well as a combined total, are given for the two campuses.

Parts B and C were designed to extract data directly related to the research topic, using a Lickert type rating scale and open-ended questions. For the purpose of analysis the comparative tables do not give individual totals for all the alternatives but they provide a combination of the totals of "strongly disagree" and "disagree", and "agree" and "strongly agree."

4.2 Presentation of data obtained from Questionnaires

Table 2

Respondents

n=56

	Campus A	Campus B	Total	Gender	
				M	F
Educators	11	7	18	9	9
Learners	14	10	24	7	17
Management	-	-	9	4	5
Council	-	-	5	3	2
Total	25	17	56	23	33

A presentation of the data obtained from Parts A, B and C follows.

4.2.1 PART A: General information for educators

Table 3

Educator profile
n = 18

	Campus A n = 11		Campus B n = 7		Total n = 18	
AGE						
21 - 30	3	*14%*	1	*14%*	4	*22%*
31 - 40	6	*55%*	2	*29%*	8	*44%*
41 - 50	2	*18%*	1	*14%*	3	*17%*
51 - 60	-		3	*43%*	3	*17%*
GENDER						
Male	6	*55%*	3	*43%*	9	*50%*
Female	5	*45%*	4	*57%*	9	*50%*
TEACHING EXPERIENCE						
1- 4 years	4	*36%*	-		4	*22%*
5 - 9 years	5	*45%*	1	*14%*	6	*33%*
10 - 14 years	1	*9%*	3	*43%*	4	*22%*
More than 15 years	1	*9%*	3	*43%*	4	*22%*
TEACHING AREA						
NC(V)	8	*73%*	2	*29%*	10	*56%*
SKILLS	2	*18%*	3	*43%*	5	*28%*
NATED	1	*9%*	2	*29%*	3	*17%*
TEACHING QUALIFICATIONS						
Certificate	-		-		-	
Diploma	2	*18%*	6	86%	8	*44%*
Degree	3	*27%*	-		3	*17%*
None	6	*55%*	1	*14%*	7	*39%*
Currently studying for a TQ	2	*18%*	1	*14%*	3	*17%*
POST LEVEL (PL)						
PL1 - All permanent	7	*64%*	6	*86%*	13	*72%*
PL2 - Total	3	*27%*	1	*14%*	4	*22%*
- Permanent	-		1		1	*6%*
- Acting	3	*27%*	-		3	
PL3 - All permanent	1	*9%*	-		1	
PL4	-		-		-	

The Educator data as reflected in Table 3 above was collected from a sample of 18 respondents from the two campuses. There were more respondents from Campus A than

from Campus B, with more or less equal numbers of male and female respondents from both campuses, and in total. The data also shows that the respondents from Campus A were generally younger than those from Campus B, had less teaching experience but were better qualified and were more widely spread across *PL 1-3*.

4.2.2 General information for learners

Table 4

Learner profile

n = 24

	Campus A n = 14		Campus B n = 10		Total n = 24	
AGE						
13 - 16	3	*21%*	1	*10%*	4	*17%*
17 - 20	6	*43%*	6	*60%*	12	*50%*
Older than 20	5	*36%*	3	*30%*	8	*33%*
GENDER						
Male	2	*14%*	5	*50%*	7	*29%*
Female	12	*86%*	5	*50%*	17	*71%*
Year of study						
1st	10	*71%*	5	*50%*	15	*63%*
2nd	2	*14%*	5	*50%*	7	*29%*
3rd	2	*14%*	-		2	*8%*
LEARNING AREA						
NC(V)	10	*71%*	5	*50%*	15	*63%*
SKILLS	3	*21%*	5	*50%*	8	*33%*
NATED	1	*7%*	-		1	*4%*

The learner data, as reflected in Table 4 was collected from a sample of 24 respondents from two campuses with more respondents from Campus A than Campus B. The majority of the respondents were female, between 17 and 20 years old and NC(V) students in their second year of study.

4.2.3 General information for college management

Table 5

Management profile

n = 9

AGE		
21 - 30	-	
31 - 40	4	*44%*
41 - 50	4	*44%*
51 - 60	1	*12%*
Older than 60	-	
GENDER		
Male	4	*44%*
Female	5	*56%*
TEACHING EXPERIENCE		
1 - 4 years	1	*14%*
5 - 9 years	1	*14%*
10 - 14 years	-	
More than 15 years	5	*71%*
POSITION		
DEPUTY DIRECTOR	-	
ASSISTANT DIRECTOR	5	*56%*
CAMPUS MANAGER	1	*11%*
HEAD OF UNIT	3	*33%*
TEACHING QUALIFICATIONS		
Yes	6	*67%*
No	3	*33%*

The Management data as presented in Table 5 was collected from a sample of 9 respondents, the majority of whom were between the ages of 31 and 50 years old, had more than 15 years teaching experience and all of whom have teaching qualifications. In addition, 5 of the respondents were at *PL4* - 5 Assistant Directors and 1 Campus manager - and the remaining 3 respondents were Heads of Units at *PL3*.

4.2.4 General information for council

Table 6

Council profile

n = 5

AGE		
21 - 30	-	
31 - 40	2	*40%*
41 - 50	3	*60%*
51 - 60	-	
Older than 60	-	
GENDER		
Male	3	*67%*
Female	2	*33%*
WORK EXPERIENCE		
1 - 4 years	-	
5 - 9 years	1	*20%*
10 - 14 years	1	*20%*
More than 15 years	3	*60%*
TEACHING EXPERIENCE		
Yes	3	*50%*
No	3	*50%*

The council data was taken from a sample of 5 respondents, 2 of whom were between 31 and 40 years old and 3 of whom were between 41 and 50 years old. There were 3 male and 2 female respondents. The majority of this respondent group had more than 15

years work experience and half of them had teaching experience. The respondent group consisted of one attorney, two administrative clerks and two educators. Those who were not educators had not had any teaching experience. Each of these respondents had qualifications relevant to their professions.

4.3 PART B

Part B of the Questionnaire was designed to extract data directly related to the research questions asked. The individual questions and the responses to them are presented in tables. The tables contain the question, the total agree and disagree responses for each respondent group, as well as the combined totals for the group as a whole. As the educators are the primary focus of the study, their data appears first – followed by learners, management and council. It should be noted that management and council respondent groups also contain former educators, with 3 council members being former educators and the majority of the management having more than 15 years teaching experience. This may have had an influence on their responses to questions as they may have answered as school teachers, FET educators or as managers.

Table 7

Question 1

n = 56

1. It is more important for lecturers to have teaching qualifications than academic qualifications.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
8	10	5	19	3	6	1	4	17 ***30%***	39 ***70%***

All the respondent groups were in agreement with the statement in Table 7. It can be seen from the table that the small majority of educators and a larger majority of the other respondent groups agreed with the statement. Although not reflected in Table 7, it is interesting to note the different perceptions displayed by the two campuses where for

Campus A more than half of the respondents did not agree with the statement and for Campus B almost all the respondents agreed with the statement. This statistic matches the teaching qualification statistic for the two campuses as shown in Table 3 where only two of the 6 respondents without teaching qualifications were studying for a teaching qualification. In contrast, at Campus B, the single respondent without a teaching qualification was studying towards one. This suggests that whether or not educators attach value to teaching qualifications or not is determined by their own qualifications (or lack thereof) and their own level of motivation, as asserted by Wlodkowski (1999). Also, as discussed in Chapter Two, "motivation is governed by emotions which are socialised through culture;" the cultural background of the educator participants reflects to a large extent the rural (Campus A) and semi-urban (Campus B) cultural environment thereby influencing their level of motivation towards the task of obtaining a teaching qualification. In their motivation for their response, those in agreement maintain that while it is necessary to have content knowledge, it is insufficient, for methodological reasons as a blend of content knowledge and pedagogy is required. Other respondents are of the opinion that a teaching qualification will help the FET educator with: (i) assessment in the subject; (ii) dealing with different learning styles of students; and (iii) interpersonal skills, classroom management and (iv) teaching and learning activities, for example, group work. Clearly, the values that educators attach to teaching qualifications are aligned to Schulman's (1986) principles of teacher knowledge, more specifically pedagogical content knowledge and the pedagogical content knowledge hypothesis of Kennedy et al. (2008). Those who did not agree with the statement qualified their choice by expressing the view that teaching qualifications are not needed in all subjects; some stated that practical experience gained by working in a particular field contributes to their content knowledge and is more important for teaching than pedagogical knowledge for FET educators. This opinion embraces the view of those in support of the content knowledge hypothesis (Kennedy et al. 2008) and is aligned with the concept of training as described by Santoro (2003) and Blom (2006).

Table 8

Question 2

n = 56

2. Having a staff with relevant teaching qualifications facilitates effective functioning of the institute.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
5	13	2	22	4	5	0	5	11 ***20%***	45 ***80%***

The large majority of the educator, learner and council respondent groups were in agreement with the statement whereas the management respondent group showed a small majority in agreement. The respondents who agreed with the statement feel that qualified educators bring stability to the institute as they: (i) are less likely to leave the profession; (ii) will require less mentoring; (iii) are able to perform their administrative duties and; (iv) are committed to their profession. Respondents who disagree feel that college staff who have previously worked in industry will perform as well as those who are experienced educators and that qualifications should be matched to the position of the individual within the college.

Table 9

Question 3

n = 56

3. Lecturers who have teaching qualifications are better equipped with updated teaching methodologies than those who don't have teaching qualifications.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
8	10	4	20	2	7	0	5	14 ***25%***	42 ***75%***

It is interesting to note that compared to the other respondent groups, the educators are less certain of the relationship between teaching qualifications and updated classroom

methodology. One educator and one council respondent commented that "older" teaching qualifications would not have included OBE training needed to teach in the NC(V) at a FET college. Similarly, educators not recently qualified would need in-service training to remain up to date with FET teaching requirements. On the other hand, those who are qualified to teach the new curriculum would have received training in methodologies specific to certain subjects and will be able to plan lessons and design relevant learning activities. Those in disagreement maintained that one can learn while teaching, and that experience in teaching was more important than teaching qualifications as methodologies in teaching can be acquired while teaching. In addition, some respondents stated that experience in teaching combined with up to date subject knowledge is more important than classroom methodology.

Table 10

Question 4

n = 56

4. Lecturers who have teaching qualifications are better able to understand learning and teaching practices than those who don't have teaching qualifications.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
4	14	7	17	1	8	1	4	13 ***23%***	43 ***77%***

The large majority of all respondent groups agreed with this statement. Those in agreement with the statement claim that teacher training exposes the prospective teacher to educational psychology, theories of learning and lesson planning. In addition, and applicable to the FET sector in South Africa, a suitably qualified educator should be better equipped to deal with linguistic, cultural and socio economic diversity in the classroom. On the other hand, some respondents expressed the opinion that teaching and learning practices can be learned from a mentor over time and that experience will eventually result in the educator understanding learning and teaching practices.

Table 11

Question 5

n = 56

5. Lecturers with teaching qualifications manage their classes (e.g. record keeping, student discipline, classroom atmosphere) better than those who do not have teaching qualifications.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
10	8	10	14	3	6	2	3	25 ***45%***	31 **55%**

The educator group, in contrast to the other respondent groups, disagreed with this statement. Of interest is the fact that the management and council believe that teaching qualifications enhance teaching, as reported in Table 9 and Table 10, they don't appear to believe that teaching qualifications enhance classroom management to the same extent. One management respondent stated that in addition to managing classrooms so that it optimises teaching and learning practices, "it is necessary to know how to manage group-work, which is the buzz word in OBE". In addition, another management respondent stated: "Specific skills are required for classroom management. While this might be acquired while on the job, it will be done at the mercy of the learner's time." To me, this statement places the current situation in context as the learner is the important factor and should be the one receiving quality instruction from day one, from a properly trained and qualified professional.

Table 12

Question 6

n = 56

6. When lecturers have relevant teaching qualifications they feel confident about their teaching.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
5	13	5	19	3	6	1	4	14 ***25%***	42 ***75%***

The large majority of all the stakeholder groups are in agreement with this statement. The educators, despite not being in line with the other stakeholders in some of the previous questions, here show a similar level of agreement. It is interesting to note that although the educators showed an overall positive response the two campuses showed differing views. Campus A showed a majority agreement and Campus B a majority disagreement. Respondents who were in agreement with the statement gave reasons such as: (i) being confident in using teaching methodologies appropriately; (ii) feeling a sense of security in their position (compared to a non qualified FET educator); and (iii) qualifications lead to confidence as the qualified educator knows what to do in class and why they need to do it. However, those in disagreement feel that teaching qualifications do not guarantee confidence and that natural ability, content knowledge and experience are more important. As in the previous question the learner is the one whose time is being sacrificed while the "lecturers" develops their teaching skill. To a certain extent, all FET educators, with or without teaching qualifications, are involved in a two way transaction during educational engagement in the classroom or workshop where they learn about teaching while actually teaching.

Table 13

Question 7

n = 56

7. Lecturers with relevant teaching qualifications generally have a positive self esteem.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
6	12	4	20	2	7	3	2	15 *27%*	41 *73%*

Although there was an overall majority agreement with the statement, the council, as a group, disagreed. In fact, the council perception has done an about turn from the previous question which is very similar. Those in agreement felt that qualified educators who have a positive attitude to the subject being taught and an aptitude for teaching will have a positive self esteem. A member of the management respondent group stated positive self esteem in the classroom or workshop can be attributed to relevant

knowledge and may not apply to other aspects of their lives. A council respondent stated: "Teacher morale could be influenced by the environment, support system, campus politics and personality."

Table 14

Question 8

n = 56

8. Learners show more respect and have greater confidence in lecturers who have teaching qualifications than in lecturers without teaching qualifications.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
15	3	13	11	4	5	1	4	33 ***59%***	23 ***41%***

The majority of the total number of respondents disagree with the given statement. A small majority of the management and most of the council respondents agreed, whereas the large majority of the educators and a small majority of the learners were in disagreement with this statement, The educators and learners reflect the reality of their FET classroom experience and the council a less connected, more idealised perception - what they hope the case is rather than the reality - which is at odds with the earlier recognition that self esteem comes from within. The respondents expressed the view that the learners generally assume that the lecturer has the necessary content expertise and teaching ability to teach them. In addition, some respondents felt that some educators without teaching qualifications may draw on experience and common sense to deliver their lessons. However, a lecturer who demonstrates a lack of subject content knowledge will influence the respect shown by learners - this is often the case in the FET colleges as educators are often required to teach in subjects outside of their area of expertise.

Table 15

Question 9

n = 56

9. Lecturers who have teaching qualifications earn more respect from the community than those who don't have teaching qualifications.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
15	3	17	7	4	5	1	4	37 ***66%***	19 ***34%***

For this statement there was a strong "disagree" from the educators and learners, a borderline "agree" from the management, and a strong "agree" from the council. As was the case with the previous question the educators and learners have a different perception to that of the council who, once again, appear to be taking a less realistic, more idealised position which is a more realistic reflection of the community perspective. A management respondent, speaking as a parent, stated: "Parents … will feel confident about their children's education knowing that they are in skilled hands … I would most definitely not want an unqualified teacher to teach my children." Another respondent felt that qualified educators produce better results and that is important to the community. Those in disagreement feel that the way the educator conducts himself at work is important and that the educator's practical skill and experience is important to the community.

Table 16

Question 10

n = 56

10. For those who take their teaching profession seriously, a teaching qualification is the first step in professional development.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
6	12	2	22	2	7	1	4	11 ***20%***	45 ***80%***

The large majority of the respondents, 80%, agreed with the statement, but the educators again demonstrated a slightly different perspective. This, I believe, is as a result of resistance to NC(V) and its associated requirements placed on lecturers who have to change to teaching NC(V) from teaching NATED courses as the latter are in the process of being phased out. One respondent expressed the view that that having made a choice to be a professional educator at a FET college, a teaching qualification is a starting point and this also needs to be supplemented by attending professional development workshops. In contrast, another respondent who disagreed with the statement asked: "How is a teaching qualification going to help teach Electrical Trade?"

Question eleven consisted of three parts and invited a response to the statement that it is necessary for all lecturers to have a teaching qualification if they are teaching in the NC(V), NATED or Skills areas.

Table 17

Question 11.1

n = 56

11.1 It is necessary for all lecturers to have a teacher's qualifications if they are teaching NC(V) courses.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
4	14	3	21	1	8	0	5	8 ***14%***	48 ***86%***

There is near agreement in the response from the various respondent groups with the educators again, as in the previous question, demonstrating a different perspective. Three educator respondents from Campus A and one educator respondent from Campus B disagreed with the statement. The response from Campus A corresponds with Question 1 where educators showed a lack of motivation to upgrade themselves to the level required to teach NC(V). The overall response, 86%, was in agreement with the statement. Those in agreement believe that as the NC(V) targets younger learners and is more academic in nature a teaching qualification is necessary.

Table 18

Question 11.2

n = 56

11.2 It is necessary for all lecturers to have a teacher's qualifications if they are teaching NATED courses.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
11	7	6	18	6	3	0	5	23 ***41%***	33 ***59%***

The educator and management group do not agree with this statement whereas the learners and council agree. Respondents from all the groups indicated that as NATED is less academic and more practical in nature than NC(V); educators with trade and work experience are needed as skills can be taught by demonstration and practice.

Table 19

Question 11.3

n = 56

11. 3 It is necessary for all lecturers to have a teacher's qualifications if they are teaching Skills courses.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
11	7	6	18	6	3	0	5	23 ***41%***	33 ***59%***

The response to this statement was similar to Question 11.2 and respondents believe that skills can be taught by demonstration and practice. It is interesting to note the different perceptions demonstrated by the respondent groups in the above three questions. The educators and management do not share the idealised view of the learners and council.

Question 12, consisting of two parts, invites responses to the statements that for those who do not have teaching qualifications, this can be made up for by learning on the job

and / or attending professional development workshops. Respondents were not invited to make comments in this question, and it was not included in the questionnaire for learners.

Table 20

Question 12.1

n = 32

12. 1 For those who do not have teaching qualifications, this can be made up for by learning on the job.							
Educators n = 18		Management n = 9		Council n = 5		Total n = 32	
D	A	D	A	D	A	D	A
0	18	1	8	1	4	2 ***7%***	30 ***93%***

Table 21

Question 12.2

n = 32

12. 2 For those who do not have teaching qualifications, this can be made up for by attending professional development workshops.							
Educators n = 18		Management n = 9		Council n = 5		Total n = 32	
D	A	D	A	D	A	D	A
1	17	1	8	0	5	2 ***7%***	30 ***93%***

It is interesting to note the 100% agreement from the educators for the first statement and the high positive response from all the stakeholder groups to both of the statements. From the data it appears as if the different stakeholder groups perceive both learning on the job and professional development workshops to be the same, which is a misconception as the two are different where the former implies learning from oneself and from the interaction with learners while teaching and the latter implies practising educators learning from others by undertaking further study in parallel with their teaching.

Question 13 consisted of seven parts where the respondents were required to select an alternative on the rating scale. The respondents were not invited to make comments or give reasons for their selection in this question. This question was included in the questionnaire for learners as question 12.

Table 22

Question 13.1

n = 56

13.1 Persons without teaching qualifications choose to teach because the person cannot find a job anywhere else.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
6	12	15	9	5	4	2	3	28 ***50%***	28 ***50%***

The majority of the educator respondents believe this statement to be true and the majority of the learner respondents do not agree. The learners, by their response, show a great deal of respect for the educators who do not view themselves in the same light. A small majority of the management disagree with the statement and a small majority of the council agree.

Table 23

Question 13.2

n = 56

13. 2 Persons without teaching qualifications choose to teach because teaching is the first step towards doing what s/he really wants to do.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
9	9	6	18	3	6	2	3	20 ***36%***	36 ***64%***

The respondent groups, excluding the educators, who are uncertain, agree with the statement. The implication from the educators' point of view is that half of them are not

sure if they are in the right profession and that the teaching "job" is a temporary measure until a better opportunity presents itself.

Table 24

Question 13.3

n = 56

13.3 Persons without teaching qualifications choose to teach because it is easy to become employed as a lecturer even though one is not qualified.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
6	12	15	9	3	6	4	1	28 ***50%***	28 ***50%***

Here the learners and council feel that it is not easy to be employed as a lecturer at a FET college if one does not have a teaching qualification and the educator and management respondents believe that unqualified people choose to teach because this is possible. The educators and management respondents are more than likely conscious of the reality at the college and the learner and council groups are imagining an ideal situation.

Table 25

Question 13.4

n = 56

13.4 Persons without teaching qualifications choose to teach because one can learn to teach while actually teaching.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
2	16	5	19	2	7	2	3	11 ***20%***	45 ***80%***

All the respondent groups agreed with this statement. The implication is that the learners, in some instances, are expected to sacrifice their time while the educators acquire and develop their teaching skills and content knowledge.

Table 26

Question 13.5

n = 56

13.5 Persons without teaching qualifications choose to teach because the salary is good.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
16	2	15	9	8	1	4	1	77 ***20%***	23 ***80%***

None of the respondent groups believe this statement to be true. This reflects the general dissatisfaction with the remuneration of educators. Entry into education by, for an example, a computer technician, an electrician or a plumber, is therefore not financially motivated as their earning potential is greater than that of an educator as it is coupled to productivity.

Table 27

Question 13.6

n = 56

13.6 Persons without teaching qualifications choose to teach because the hours are good compared to business hours.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
9	9	5	19	1	8	4	1	19 ***34%***	37 ***66%***

The educator respondents are undecided and the majority of the learner and management respondents agree with the statement whereas the majority of the council respondents disagree. Although working hours of educators are shorter than those of college management and the private sector, educators are expected to do lesson preparation and marking in their own time (after hours) as they spend most of their time at the college teaching. From the data it appears as if only the council, as the employer, expect this to be the case.

Table 28

Question 13.7

n = 56

13.7 Persons without teaching qualifications choose to teach because teaching is a profession that earns the respect of the community.									
Educators n = 18		Learners n = 24		Management n = 9		Council n = 5		Total n = 56	
D	A	D	A	D	A	D	A	D	A
7	11	8	16	5	4	2	3	22 ***39%***	34 ***61%***

All the respondent groups, with the exception of the management agree with this statement. It is reassuring to note that two thirds of the learner group believe this to be true.

4. 4 PART C

In this part the respondents were asked to give a "Yes" or "No" answer to two questions and to justify their answers. For the final part of the questionnaire the respondents were invited to make a comment on any aspect of the topic being studied.

Table 29

Question 1

n = 51

1. Research has shown that generally people have a negative view of FET colleges. If FET colleges employed only qualified teachers, do you think this image / poor opinion of FET colleges will change?									
Educators n = 16		Learners n = 24		Management n = 9		Council n = 5		Total n = 51	
No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
13	3	9	14	6	2	2	2	30 ***59%***	21 ***41%***

A statement was made that a negative view of FET colleges exists. The respondents were asked whether the employment of only qualified teachers would change this

negative view. The majority of the educator and management respondent groups selected the "NO" alternative, while the majority of the learners selected the "Yes" and the council was ambivalent. A management respondent, who selected the alternative "Yes" stated: "Unqualified teachers do not know the complexities involved in pedagogy; in most cases this is detrimental not only to the learners themselves but to the institute too. Qualified teachers know how to manage classrooms and an educational institute efficiently - meaning, we won't see the kind of chaos that is evident at some FET colleges." The learner respondents expressed the view that "qualified teachers know what to teach and how" (to teach) thereby possibly improving the class attendance and pass rate.

The majority of the respondents, 59%, selected the "No" alternative. One educator respondent stated: "High school dropouts get chased to colleges." Another educator believes that FET colleges are perceived as institutions for learners who do not cope in schools and are therefore sent to college by their parents to undergo skills training. A learner respondent feels that the negative view of FET colleges is caused by the teachers who think that "all the students are drop outs or failures from school."

Table 30

Question 2

n = 51

2. In your view, does the Department of Education motivate those who are interested in becoming teachers to study towards a teaching qualification?									
Educators n = 15		Learners n = 24		Management n = 7		Council n = 5		Total n = 51	
No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
12	3	14	10	6	1	2	3	34 ***67***	17 ***33%***

As can be seen in Table 30 the educators, learners and management did not agree with the statement while 3 council members agreed. Those who gave a positive response to the question provided reasons such as job security and pension associated with permanent employment. A respondent commented that there are bursaries available for

educators who are under qualified to use to further their studies and another respondent suggested that there should be bursaries for teaching assistants to enter into the field and that lecturers should be encouraged to further their studies. Those who gave a negative response to the question feel that many educators without teaching qualifications are not interested in studying towards one as their teaching position is temporary work that they are doing while looking for better prospects outside of education. In addition the respondents feel that there are no incentives for lecturers to study further, working conditions are poor with large classes of poorly disciplined learners and that the gap between the theoretical expectations and the ability of the learners is vast.

The final part of the questionnaire invited the respondents to make a final comment and express their views on the subject of teacher qualifications for FET educators. Firstly, some respondents feel that it is therefore possible for a person with a natural talent to teach, with sufficient content knowledge, with relevant work experience, and with no formal teaching qualification to be an effective FET lecturer. Furthermore, concern was expressed that persons who may be using teaching as a stepping stone, leave the profession because "they don't feel secure in their jobs." In contrast, a learner expressed the opinion that they should not leave the profession, they should rather "study for their (teaching) qualification while they are teaching because some of them are good." Secondly, there was strong support for content knowledge expertise - especially in the engineering disciplines and educator, learner and management respondents suggested that persons in this category should not be barred from teaching at a FET college; they should rather be supported through the provision of on-site workshops to develop their teaching skills. This may also stimulate their interest in teaching sufficiently to motivate them to upgrade their qualifications to include a teaching qualification. Thirdly, there is support for the ideal situation where the lecturer is a content expert with work experience and a teaching qualification. Finally, concern was expressed at the practice of cutting costs by employing unqualified, inexperienced individuals to teach at a FET college.

4.5 Summary

In this chapter I have presented the data collected from the respondent groups in three components. Firstly, I presented the background information collected for the educator,

learner, management and council respondent groups in Part A. Secondly, I presented the data collected for Part B in its two components; the responses to the questions were presented in tables followed by a discussion of the table and reasons for the alternative selected, given by the respondent groups. Finally, I presented the responses to the open ended section, Part C, in tables and provided a discussion of the responses to the questions.

CHAPTER FIVE

INTERPRETATION OF DATA

5.1 Introduction

Having presented the data collected from both the closed and open ended questions of the questionnaire in the previous chapter, in this chapter I present an interpretation of the data. I examine the values that each group of participants - educators, learners, management and council - attach to teaching qualifications. However, rather than making interpretations for each group separately, as the data shows overlap in the responses, I organise the information thematically i.e. in accordance to the values that the respondents attach to teaching qualifications and which correspond largely with Shulman's principles of teacher knowledge. These are: (i) content knowledge and pedagogical content knowledge; (ii) curriculum knowledge; (iii) general pedagogical knowledge - more especially classroom management; (iv) knowledge of learners and their characteristics; (v) knowledge of educational contexts - particularly effective functioning of the institute; and (vi) affective factors. Inherent in these values are attitudes of the various stakeholders to teacher employees and the latter's apparent attitude to the teaching profession in FET institutes. Although, for the purposes of this research report, the values attached to teaching qualifications are discussed categorically, the reader is cautioned that these are not discrete categories; often the one influences the other as the following discussion will reveal.

5.2 Discussion

5.2.1 Content knowledge and Pedagogical content knowledge

As discussed in Chapter Two, content knowledge refers to deep understanding of subject matter as well as knowledge of the teaching process. Within Shulman's (2004) categories of teacher knowledge, pedagogical content knowledge, refers to "that special amalgam of content and pedagogy that is uniquely the province of teachers, their special form of professional understanding" (2004, p. 92). The data for the large majority of the

educator, learner and council participants of this study, maintain that content knowledge is necessary but that a professional qualification which offers a combination of content knowledge and pedagogical knowledge is essential for teaching in the FET sector. For example, in response to Question One, one management respondent stated: "A teaching degree provides both … content knowledge and teaching skills", and a council respondent stated "Methodology is as important as content". The primary task of lecturers and senior lectures, as documented in the PAM document is that of "effective teaching and not mere training." Within the FET sector which offers an education to learners in both academic (e.g. NC(V) programmes) and skills (e.g. plumbing, hairdressing, and sewing) this means that training learners by merely presenting a hands on account of how to perform a specific job is inadequate; lecturers must know the pedagogy involved in both teaching and training (see Santora, 2003), concepts which have been elucidated in Chapter Two. The need for content knowledge is crucial; however, content knowledge in itself is powerless if the lecturer lacks the expertise in creating a teaching-learning environment that optimises the learning process. Clearly, the large majority of respondents of this study believe that it is necessary for lecturers at FET colleges to possess a combination of content knowledge and pedagogical knowledge, which are obtained from teaching qualifications. The value that is attached to teaching qualifications for these purposes finds support in the views of various researchers such as Freeman (1942), Shulman (1992), Ruthven (1993), Young (2006), and Kennedy at al. (2008).

In addition, the data (Tables 9 and 10) show that the large majority of educators attach positive value to teaching qualifications for teaching and learning practices, especially for methodology and assessment purposes. The educator and management participants commented that given the new OBE curriculum and the implementation of the new NC(V) within the OBE curriculum, pedagogical training for planning lessons and designing learning activities is essential; that specific teaching qualifications will provide subject specific methodologies, and up to date methodologies for teaching to keep abreast with ongoing changes. One educator respondent also drew attention to the need for on-going professional development to address the demands of the new curricula; s/he stated that those teachers who have been trained in the old South African education system would not have had training in OBE which is necessary to teach NC(V) at the FET college. This selection of comments made by educator and

management respondents are in keeping with Hansen's (2008) study which demonstrates that educators who esteem the values in academic subjects believe that "excellent teaching equips the (learners) with the knowledge and intellectual skills to confront the challenges (of life)" (Hansen 2008, p. 13). However, Dewey (1976, in Hansen 2008, p.13) argues that "in a teaching and learning environment (the content knowledge) must be psychologised if students are to move from mere memorization into genuine understanding." This, therefore means, that teachers must be equipped with various methods, to generate activities that engage learners to come to understand new knowledge. As content knowledge varies from discipline to discipline, so too do their respective methodologies. A professional teaching qualification will provide both the content knowledge and methodology for specific disciplines.

All FET educators teaching NC(V) courses are required to undergo NC(V) training for their specific subject area. This is paid for out of recapitalization funds allocated to the colleges.

Furthermore, although the questionnaire does not directly address the issue of assessment, the data collected in the open ended section shows that value was attached to teaching qualifications for purposes of understanding and implementing assessment effectively. For example, an educator respondent stated: "A teaching qualification helps with assessment in the subject." Assessment in the domain of education is highly specialized and critical to student development within a specific subject. Given the new NC(V) curriculum within the framework of OBE, training in assessment is essential for those lecturers who have not been trained for the OBE curriculum and for those lecturers who have no teacher training at all. Suitably trained (qualified) educators are expected to know the difference between, and use, traditional as well as authentic assessment methods to ensure that the learners are able to perform real world tasks that demonstrate their ability to apply their newly acquired knowledge and skills. In addition, as Coetzee et al. (2008) point out, educators need to know and manage the three basic stages of assessment viz. collecting evidence, recording assessment evidence and reporting achievement, details of which are attained at a teacher qualification.

5.2.2 Curriculum knowledge

According to Shulman (2004), curriculum knowledge involves a particular grasp of the materials and programs that serve as "tools of the trade" for teachers (2004, p. 92). As discussed in Chapter 2, this means that educators must be in possession of deep content knowledge and understanding thereof, as well as knowledge related to a specific subject. In further studies Shulman (2005) highlights the importance of actively involving the learner thereby reducing the barriers of passivity, invisibility, anonymity and lack of accountability often associated with further and higher education. Similarly, in his discussion of curriculum knowledge, Freire (1989, in Howard and Aleman, 2008, p. 167) points out the need for teachers to be "knowledgeable in their field and to apply a challenging curriculum." As discussed above, the participants of this study attach value to content knowledge. The data (see Table 10) also shows that the large majority of all four groups of respondents, 77% in total, attach values to teaching qualifications for related knowledge, particularly teaching and learning practices. Of relevance to the category of curriculum knowledge, is the view of the respondents that teaching qualifications provide training in educational psychology, the study of how learners in a FET college actually learn and develop based on theories of teaching and learning; responding to the challenges of a curriculum which has its roots in the principle of linguistic and socio-economic diversity and associated learning and teaching principles. For example, one respondent stated: "A teaching curriculum is designed to equip the teacher for the classroom. This is important in a country as diverse as ours - where linguistic, cultural and socio-economic backgrounds differ." In addition, teachers are required to understand "why a given topic is particularly central to a discipline whereas another may be somewhat peripheral." As points of illustration, a council member, in motivating his/her response to Question 2 (see Table 8), stated that suitably trained educators should be better equipped to understand and interpret the curriculum; and an educator and a management respondent expressed the view that suitably qualified teachers would have knowledge of classroom methodology and therefore be able to plan lessons and design learning activities.

5.2.3 General pedagogical knowledge

As noted in Chapter Two, general pedagogical knowledge includes the "broad principles and strategies of classroom management and organization that appear to transcend subject matter" (Shulman 2004, p. 92). The data is particularly interesting in that the majority of the educator respondents compared to the other respondents, do not attach much value to teaching qualifications for the purposes of classroom management and organization. However, learners, managers and council members attach value to teaching qualifications for this purpose. This position - of the learners, management and council - supports the literature that shows that one of the key characteristics for effective teaching and learning is effective classroom management which includes managing room arrangement and organization; managing, monitoring and evaluating student behaviour, academic work (including assessment), group work etc. The lack of value attached to teaching qualifications for classroom management and organization by most educators is of concern as it could suggest that "anything goes" in a classroom or that proper planning is unimportant for the structure of teaching and learning. Alternatively, it could suggest that practicing FET educators believe that they have these skills or that they are best acquired and developed through experience.

One of the most significant challenges that lecturers face in the classroom and/or training centre is that of cultural and linguistic diversity. This is especially so in the light that the majority of the students' home language is not English; English is the Medium of Instruction (MoI) at FET Colleges in South Africa. The lecturer therefore has to display cultural and linguistic sensitivity so that *all* students experience a sense of inclusivity during the teaching and learning process. Given the history of segregation in South African, it might be safe to assume that this practice may not come *naturally* for all educators; the teacher may need to be conscientized about the strategies in addressing the challenges that are present in the multilingual classroom. As a point of illustration, Moodley (2007) demonstrates how code-switching (i.e. the use of two or more languages within a phrase or sentence) when used strategically not only acknowledges students' home language but also has classroom management and pedagogical benefits; and that "overuse" of a language that is not the MoI can result in the degeneration of a lesson. This particular example is pertinent to the site of the research where code-switching in many classrooms is the norm. Acquiring professional

training is a possible route in providing the teacher with strategies in addressing such challenges as they form part of teacher-training curriculum.

Another classroom management and instructional challenge that lecturers face in the classroom is that of managing group-work. In response to Question 5 (Table 11), one educator and two management respondents expressed the view that group work in the OBE classroom needs careful management; where group-work is used as a methodology as a means of achieving lesson outcomes, teachers need to know what works and what does not. Simply asking students to get into groups and discuss a given topic without pedagogical motivation for the groupings could impede the teaching-learning process. On this note, Young & Porter (1985) argue that group work, compared to the traditional (lockstep) mode of instruction has many pedagogical and affective benefits for the learner. These include improved reading comprehension, better understanding of mathematics and science, increased participation, improved attitudes towards learning and links between motivation and learning (Gillies 2002). Again, such classroom management strategies can be acquired from experience, or the input given in a professional qualification or a professional development workshop. Classroom management strategies, including group-work, will more than likely be developed by the educator over time.

5.2.4 Knowledge of educational contexts

The data demonstrates that the large majority, 80 %, of the total number of respondents feel that a staff with relevant teaching qualifications also promotes effective functioning of the institute. As the literature in Chapter Two shows, the effective functioning of an educational institute in its broadest sense can refer to all academic and administrative aspects, both of which co-exist to establish an effective teaching-learning institute. In ascertaining the attitudes of the respondents towards this factor (Table 8), the question posed to the respondents suggest the administrative functioning of the institute. As such the respondents have interpreted "effective functioning of the institute" as smooth running of the institute. In attaining a teacher's qualification, teachers should be able to acquire leadership and management skills as part of their training which contributes to the overall effective functioning of a FET College.

An educator respondent observed that a qualified educator is less likely to leave the profession resulting in less staff turnover and therefore greater stability within the institute. A large number of respondents also believe that a suitably qualified teaching staff contributes toward the efficient functioning of the institute by delivering effective teaching as well as administrative duties. Unqualified teachers need mentoring in order to perform at an acceptable level. This will result in a senior educator having to make time in order to perform this function. On the other hand, some respondents believe that teaching staff with industry based work experience and /or teaching experience will be able to perform just as efficiently as professionally trained educators and can learn how to teach effectively while "on the job."

5.2.5 Knowledge of learners and their characteristics

An educator respondent noted: "Part of teacher training is learning processes and educational psychology. Teachers will understand the processes that students are engaged in while learning." A study of educational psychology as a component of a teaching qualification provides insight into various aspects of the learner, for example, his/her needs, personality, cognitive development, language development, socio-emotional development, learning style; and the processes that affect learning among other learner related issues – all of which will help prepare the teacher in ways in which to better understand the learner.

5.2.6 Affective factors

Affective factors, which the data reveal to be closely linked with motivation and that are inextricably connected to the values attached to teaching qualifications discussed above, also influence the perceptions of the need for teacher qualifications. For example, the data (Table 12) shows that the large majority (75%) of all the respondents indicate a positive correlation between teaching qualifications and confidence in teaching. These respondents maintain that those who have teaching qualifications feel confident about their job and are better able to understand teaching and learning practices. This includes experimenting with innovative classroom teaching practices; using methodologies appropriately and confidently; employing a variety of assessment and evaluation techniques that address all cognitive levels; creating classroom atmosphere that is

conducive to learning; and understanding learners and the factors that influence their own learning. The data (Table 13) also shows that the large majority of all the participants, particularly the learners, feel that teachers with teaching qualifications display positive self-esteem as a result of confidence in their content knowledge. In addition, educators with teaching qualifications feel confident among their colleagues and students. As a point of illustration, one respondent stated: "Teachers with teaching qualifications … don't feel inferior to their colleagues and students." This comment is particularly relevant in colleges where students who complete their theoretical training as administrative clerks or workshop (mechanical or electrical) technicians are employed as lecturers at the FET colleges; such lecturers are likely to experience a lack of self-confidence in comparison to their qualified colleagues.

However, when determining learner attitudes with regard to learner confidence levels in their teachers and respect towards their teachers, unlike the management and council respondents, the majority of the teacher and learner respondents reveal that there is no correlation between teaching qualifications and these attitudinal factors. The management and council respondents feel that learners have more confidence in qualified teachers and show them more respect because the teacher displays sound knowledge and teaching skills. The majority of learner respondents, on the other hand, suggest that irrespective of the qualification of the teacher, by virtue of his/her status as a teacher s/he must be respected. Such an attitude is culturally bound; amongst cultures that value age and status above competency, learners will experience conflicting perceptions of their lecturers who might be "old" and have many years of experience, but who may be described as poor teachers. In reality however, given the various strike actions of which one was as a result of poor delivery in the classroom, what learners say they feel and what they actually practice appear to contradict one another.

It is interesting to note that in ascertaining perceptions of how the community views teachers with teaching qualifications; the data shows similar results as above. While management and council respondents think that the community displays confidence in teachers with teaching qualifications and shows them more respect, the large majority of the teachers and learners think otherwise. One management respondent maintained that parents will feel confident about their children's education knowing that they are in skilled hands. S/he stated, "As a parent I most definitely would not want an unqualified

teacher to teach my children. There is far too much to risk." Those respondents who felt that the community does not necessarily feel confidence in and/or show more respect towards teachers with teaching qualifications suggest that respect is earned by the way the teacher "conducts" him/herself and not by a qualification.

As stated earlier, affective factors are closely linked with motivation. Ryan and Deci (2000, p. 54) state that "to be motivated means to be *moved* to do something." Drawing on this definition, the data shows that the large majority of the respondents, 93%, indicate that teachers are "not moved" to acquire teaching qualifications as not having teaching qualifications could be made up for by learning on the job and by attending professional workshops. In other words, there appears to be no motivation to acquire teaching qualifications as it is believed that there exists a compensatory route in the form of hands on experience and professional development courses. To me, such perceptions are dangerous for not only teaching and learning practices but long term educational quality as they suggest that professional training is not necessary. In turn this raises a number of academic and moral concerns such as: such perceptions among FET stakeholders towards teaching qualifications may be directly attributed to the poor perceptions of FET colleges by the general public; it undervalues the need for expertise and competency in education; and it shows scant regard and respect for the learner who is caught in the "learning on the job" journey of the educator.

In addition, the data shows that there are hardly any extrinsic motivations for acquiring teaching qualifications – other than having a sense of job security; the working conditions and salary are unattractive. There appears to also be an absence of intrinsic motivation to acquire teaching qualifications – those who in the process of acquiring their teaching qualifications are doing so mostly to secure their jobs and not because they believe that they will make better teachers.

5.3 Conclusion

The foregoing discussion clearly indicates that the large majority of the four groups of respondents attach values to pedagogy for a variety of reasons. However, the small minority feel that the FET sector must be distinguished from the school sector as much of what is taught in the former focuses on skills rather than the academic, and as such

work experience rather than teaching qualifications are necessary. Some maintain that teachers who come from industries have better content knowledge and methodological practices than those who hold formal qualifications. In addition, there is opposition to teaching qualifications where, according to Kennedy et al. (2008), prospective teachers, studying at university, maintain that courses in pedagogy take up valuable space in the college curriculum that could have been used to take other courses to strengthen their content knowledge. While there is much literature to support the value of pedagogical qualifications for teaching in the FET sector, there also exists literature that shows the value of experience, especially for skills training.

CHAPTER SIX

CONCLUSION

6.1 Introduction

The primary aim of this research was to investigate the values that FET educators and other stakeholders - learners, management and council members – attach to teaching qualifications. The research therefore focuses mainly on the values embedded in teaching qualifications, as identified by the respondents as well as arguments for and against the need for teaching qualifications in the FET sector. As such, I present a commentary on the topic based on my findings, discuss the implications of my findings for FET educators, identify limitations of my study and suggest areas for future research.

6.2 Conclusion

In this section I present my views on the findings revealed by the data as well as the topic under investigation. I present my conclusion on the values attached to teaching qualifications by FET educators and other stakeholders and the need for FET educators to obtain such qualifications. This study does not claim to make bold conclusions on the topic under investigation as many of the associated issues have been the topics of other research studies and have been addressed by policies. However, what the study shows is that for the FET sector, there is greater evidence for the need for a teaching qualification as demonstrated by the values attached to it. Simultaneously, it presents the view that values are attached to teaching qualifications mainly for the teaching of NC(V) programs and that practical expertise is necessary for skills training programs.

The large majority of the respondents of this study show that they attach value to teaching qualifications for various reasons. However, more value is attached to having teaching qualifications for teaching NC(V) courses than NATED and SKILLS courses as the former has a more theoretical bias and the latter is more practical. Values are attached to teaching qualifications for administrative, content and curriculum

knowledge, pedagogical and affective reasons. The value attached to teaching qualifications for administrative purposes include facilitating effective functioning of the institute and effective classroom management. Values attached to content and curriculum knowledge are perceived as crucial for effective content understanding and delivery, particularly for the NC(V) programmes in which educators feel unskilled and apprehensive. Values are also attached to teaching qualifications for pedagogical reasons as appropriate professional training would provide one with adequate tools for teaching and learning practices which include updated and cultural methodologies and assessment techniques that respond to the new curricula. Furthermore, values are attached for affective reasons; these include enhancing educators' self-confidence in their teaching; earning the respect of the learners as well as that of the community at large. The latter is significant in light of the poor perceptions that are generally held towards FET colleges; a college that has a professionally trained staff will know how to manage and teach and consequently educate its students effectively and an output of excellence will in turn create positive perceptions. This is succinctly stated by the director of FET colleges in KZN, Frank Ingram (DoE 2007, p. 33): "… professionalization of the staff … will have a far-reaching impact in the capacity of the staff and the FET sector as a whole."

The study also shows that in the absence of teaching qualifications, it is crucial for educators to be engaged in appropriate professional development training in attempts to bridge the gaps in pedagogical content knowledge. However, mindful of the DoE Draft National Policy Framework for Lecturer Qualifications and Development in FET Colleges in South Africa (2008) which shows the need for professionally developed lecturers and the report on the review of national policies (DoE 2008) which concluded that professional development service providers appear to have had no positive effect on its trainees, it is of paramount importance that the DoE takes into account that random short term programmes do not adequately address the pedagogical knowledge content gaps and that it needs to be selective of its service providers. Professional development must serve its intended purpose i.e. it must meet the demands of developing a cadre of lecturers needed in dynamic and responsive institutions of learning.

A consolidated report on lecturer training in preparation for NC(V) (DoE 2007) listed challenges which revealed that: (i) some lecturers are required to teach in an NC(V)

programme outside of their field of specialisation and therefore were lacking in content knowledge; (ii) some lecturers were unable to grasp concepts, content and methodology required for the NC(V) curriculum; and (iii) some participants wanted to be taught all of the content contained in the curriculum of their learning area. This supports findings reported on in this research report with regard to the status of teaching staff i.e. FET educators are generally under or non-qualified and is a serious problem that needs urgent attention. The DoE has recognized this problem by issuing a "Draft National Policy Framework for Lecturer Qualifications and Development in FET Colleges in South Africa" to college principals at a meeting in 2008. This document clearly addresses both the "Initial Professional Education" and "Continuing Professional Development" of FET lecturers. For example, in order to be employed to teach ***vocational subjects*** and/or teach in a ***workshop*** at a FET college a lecturer must satisfy certain general basic prerequisites. A lecturer must have the equivalent of matric exemption, and at least three years general work experience. In addition, it is compulsory for FET lectures to undergo NC(V) training. This is a specifically designed 30-credit Vocational Education Orientation Proramme (VEOP). Furthermore, to teach the ***general*** and ***academic subjects*** at a FET college a lecturer is required to have a 360 credit first degree followed by a 120 credit Advanced Diploma in Education. Lecturers in this category are also required to complete the 30 credit VEOP. As the requirements have been clearly stated in this, and other departmental policy documents, surely the colleges should now implement this when teaching staff is appointed. The data from my study and the policy review document suggest that this is not the case and that college students with no work experience or teaching qualifications are used to teach theory. In addition, there is concern from the lecturers that some personnel may be replaced by trainers coming from industry (DoE 2008, p. 247). This suggests that although the council, as the employer, may believe that teaching qualifications are important - as indicated by the data – they *are* not applying this in practice.

There appears to be apathy among educators with regard to engaging in professional development to improve their qualifications. This can be attributed to many reasons, some of which are: (i) a want of re-grading and monetary gain from the Department of Education; (ii) the cost of tertiary education; (iii) distance from universities – this has been negated to a certain extent by universities offering teacher training programmes in the area; and (iii) the negative and de-motivating side effects of the policy of affirmative

action. While the latter is justified to address past discrepancies it leaves previously "advantaged" and even some "disadvantaged" teachers without hope of progress in educational institutes. In addition, some previously "disadvantaged" teachers believe that progress (for example, by means of promotions) can be made without sound and relevant qualifications. It is essential that in the near future, the Department of Education will see the logic for equipping institutes, such as FET Colleges, by twinning affirmative action policy with merit. This will have positive effects for teacher morale not only for the institute, but the country at large.

6.3 Limitations

Notwithstanding the information and insights this study aimed to achieve, there exist some limitations. Firstly, the study itself is limited in scope in that only one college and only two campuses therein form the domain of the study. Also, the number of respondents – given that the thesis is one of limited scope – is few in number. Hence, conclusions drawn may not necessarily reflect the general attitudes and feelings of the populace. As such, I am aware that generalizations cannot be made; rather, the conclusions of the study are pertinent to the select domain. Secondly, even though an appeal for truthfulness and honesty was made of the respondents; one must bear in mind that in any written response the respondent may provide deliberate and "correct" responses, thus possibly vitiating the authenticity of responses. These limitations influence the findings of the study and therefore have to be carefully considered when drawing conclusions.

6.4 Future research

As the size of the respondent population compared to the FET sector as a whole was given as a limitation, further research into the value of teaching qualifications for FET educators is indicated. This should be a broader study involving FET respondents from throughout the country as well as input from academics in the field of teacher training and professional vocational education.

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APPENDICES

Appendix 1a: Questionnaire for educators

Dear Colleague

The purpose of this survey is to determine your views on the values that you attach to teaching qualifications. Please complete the questionnaire by answering all the questions. There is no need for you to reveal your name – so your identity is protected! Also, there are no right or wrong answers – your HONEST response will be greatly appreciated!
The questionnaire comprises 3 parts. Please answer all 3 parts.

Thank you for your time!

J C Booyens
(School of Adult and Higher Education, UKZN)

PART A

General Information (Please indicate with a '✓', or '✗'in the appropriate box.)

Age	21-30	31-40	41-50	51-60	> 60
Gender	Female		Male		
Teaching experience	1-4 years	5-9 years	10-15 years	> 15 years	
Teaching area/programme	SKILLS	NATED	NCV		
Post level	1	2	3	4	
Are you in an acting position?	No		Yes		
If 'Yes' at which level?	1	2	3	4	

Qualifications (Indicate with a '✓' or '✗' in the appropriate box)

1. Do you have a teaching qualification?	No	Yes	
1.1. If 'Yes' please specify & proceed to Q3.	Certificate	Diploma	Degree
2. If 'No', are you currently studying towards one?	No	Yes	
2.1 If 'Yes', are you motivated by the following?			
2.1.1 To obtain job security	No	Yes	
2.1.2 To earn a better salary	No	Yes	
2.1.3 To acquire a better chance of promotion	No	Yes	
2.1.4 To become a better teacher	No	Yes	
2.1.5 To earn more respect from the students and the community at large	No	Yes	
3. Do you have any other qualifications?	No	Yes	
3.1 If 'Yes' please specify	Certificate	Diploma	Degree

4. Have you attended any courses for professional development?	No	Yes
4.1 If 'Yes' please specify		
4.1.1 OBE training 4.1.2 Assessor training 4.1.3 Moderator training 4.1.4 NCV training	No No No No	Yes Yes Yes Yes
4.2 Have you been for any other training? Please specify.		

PART B

In this section, you are given 4 choices – ***strongly disagree, disagree, agree and strongly agree.*** Use a '✓' or '✗' in the column that best states your view. Please do not fill in the shaded areas!

Kindly give a reason for your answer in the space provided after each question.

		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	It is more important for lecturers to have **teaching qualifications** (eg. diploma/ degree in teaching) **than academic qualifications** (eg. diplomas/ degrees in Science, Humanities, Skills etc.)				
REASON:					
2	Having a staff with relevant teaching qualifications **facilitates efficient functioning of the institute.**				
REASON:					
3	Teachers who have teaching qualifications are **better equipped with updated classroom methodology** than those who don't have teaching qualifications.				
REASON:					

4	Teachers who have teaching qualifications are better able to **understand learning and teaching practices** than those who don't have teaching qualifications.				
REASON:					
5	Teachers with teaching qualifications **manage their classes** (eg. record keeping, student discipline, classroom atmosphere) better than those who do not have teaching qualifications.				
REASON:					
6	When teachers have relevant teaching qualifications they **feel confident about their teaching**.				
REASON:					
7	Teachers with relevant teaching qualifications generally have a **positive self-esteem**.				
REASON:					
8	**Learners show more respect and have greater confidence in teachers** who have teaching qualifications than in teachers without teaching qualifications.				
REASON:					
9	Teachers who have teaching qualifications **earn more respect from the community** than those who don't have teaching qualifications.				
REASON:					
10	For those who take their teaching profession seriously, a teaching qualification is the **first step in professional development**.				
REASON:					

11	It is necessary for all lecturers to have a teacher's qualification if they are teaching in the following programmes:				
	11.1 NCV				
	11.2 NATED				
	11.3 SKILLS				
REASON:					
12	For those who do not have teaching qualifications, this can be made up for by:				
	12.1 Learning on the job.				
	12.2 Attending professional development workshops.				
13	The following are reasons that persons who don't have teaching qualifications choose to teach:				
	13.1 The person cannot find a job anywhere else.				
	13.2 Teaching is the first step towards doing what s/he really wants to do.				
	13.3 It is easy to become employed as a teacher even though one is not qualified.				
	13.4 One can learn to teach while actually teaching.				
	13.5 The salary is good.				
	13.6 The hours are good compared to business hours.				
	13.7 Teaching is a profession that earns the respect of the community.				

Please move to PART C

PART C

1. Research has shown that FET Colleges generally have a low esteem. In your view would a staff of teachers with teaching qualifications help to counter this view? **Please explain your point of view.**

NO	YES

……

……

……

2. In your view, are there incentives for teachers without teaching qualifications to study for a teaching qualification?
If **yes** please state what they are. If **no** please give your reasons. (You may motivate for both, if you wish).

NO	YES

……

……

……

3. Do you have any other comments on this topic of **teacher qualifications**? Please feel free to present your views.

……

……

……

Thank you very much for your time and input. It is greatly appreciated!

Appendix 1b: Questionnaire for learners

Dear Student

The purpose of the survey is to determine your views on the values that are attached to teaching qualifications. Please complete the questionnaire by answering all the questions. There is no need for you to reveal your name – so your identity is protected! Also, there are no right or wrong answers – your HONEST response will be greatly appreciated!

The questionnaire comprises 3 parts. Please answer all.

Thank you for your time!!

J C Booyens
(School of Adult and Higher Education, UKZN)

PART A

Please mark with a '✓' or '✗' in the appropriate column.

1	Area/ Programme of study	NCV	NATED	SKILLS
2	Year of study	1st	2nd	3rd
3	Gender	MALE	FEMALE	
4	Age	13-16	17-20	Over 20
5	Do you know the qualifications of your lecturers?	YES	NO	SOME of them

***Please move on to* PART B**

PART B

In this section, you are given 4 choices – ***strongly disagree, disagree, agree, strongly agree.*** Use a **'✓'**or a **'×'** in the column that best states your view. Please do not fill in the shaded areas!

		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	It is more important for lecturers to have **teaching qualifications** (eg. diploma/ degree in teaching) **than academic qualifications** (eg. diplomas/ degrees in Science, Humanities, Skills etc.).				
2	Having a staff with relevant teaching qualifications makes it **easier for the college to function/ run well**.				
3	Teachers who have teaching qualifications are better able to use **updated methods of teaching** than those who don't have teaching qualifications.				
4	Teachers who have teaching qualifications are better able to **understand learning and teaching practices** than those who don't have teaching qualifications.				
5	Teachers with teaching qualifications **manage their classes** (eg. record keeping, student discipline, classroom atmosphere) better than those who do not have teaching qualifications.				
6	When teachers have relevant teaching qualifications they **feel confident about their teaching**.				
7	Teachers with relevant teaching qualifications generally feel good about themselves in the classroom i.e. they have a **positive self-esteem**.				
8	**Learners show more respect and have greater confidence in teachers** with teaching qualifications than in teachers without teaching qualifications				
9	Teachers who have teaching qualifications **earn more respect from the community** than those who don't have teaching qualifications.				

10	For those who take their teaching seriously, a teaching qualification is the **first step to professional development**.				
11	It is necessary for all lecturers to have a teacher's qualification if they are teaching in the following programmes:				
	11.1 NCV				
	11.2 NATED				
	11.3 SKILLS				
12	The following are reasons that persons who don't have teaching qualifications choose to teach:				
	12.1 The person cannot find a job anywhere else.				
	12.2 Teaching is the first step towards doing what he/she really wants to do.				
	12.3 It is easy to become employed as a teacher even though one is not qualified.				
	12.4 One can learn to teach while actually teaching.				
	12.5 The salary is good.				
	12.6 The hours are good compared to business hours.				
	12.7 Teaching is a profession that earns the respect of the community.				

Please move on to **PART C**

PART C

This is an open-ended section. Please feel free to make your comments to each question!

1. Research has shown that generally people have a negative view of FET Colleges. If FET colleges employed only qualified teachers, do you think this image/ pooropinion of FET Colleges will change?
(Please tick in the appropriate box).

YES	NO

Why do you think so?

……

……

……

2. In your view, does the Department of Education motivate those who are interested in becoming teachers to study towards a teaching qualification?

YES	NO

Please explain your answer.

……

……

……

3. FREE COMMENT: Please feel free to make any other comment on this topic of "**Teacher Qualifications"** if you wish!

……

……

……

……

Thank you once again for your valuable time and input!

Appendix 1c: Questionnaire for management

Dear Colleague

The purpose of this survey is to determine your views on the values that you attach to teaching qualifications. Please complete the questionnaire by answering all the questions. There is no need for you to reveal your name – so your identity is protected! Also, there are no right or wrong answer – your HONEST response will be greatly appreciated!
The questionnaire comprises 3 parts. Please answer all 3 parts.

Thank you for your time!

J C Booyens
(School of Adult and Higher Education, UKZN)

PART A

General Information (Please indicate with a '✓' or '×' in the appropriate box).

1.	Age	21-30	31-40	41-50	51-60	>60
2.	Gender	Female		Male		
3.	Position	DIRECTOR/ DEPUTY DIRECTOR	ASSISTANT DIRECTOR	CAMPUS/ DEP. CAMPUS MANAGER	HEAD OF UNIT	
4.	Does your current position require a teaching qualification?			NO	YES	
5.	Do you have a teaching qualification?	No		Yes		
	If "Yes" please specify.	Certificate		Diploma	Degree	
6.	Do you have any other qualifications?	No		Yes		
	If "Yes" please specify	Certificate	Diploma	Degree	Post Grad	
7.	Teaching experience	1-4 yrs	5-9 yrs	10-15 yrs	>15 yrs	
8.	Have you attended any of the following workshops?					
	8.1 OBE training	No	Yes			
	8.2 FET	No	Yes			
	8.3 Management	No	Yes			

(Parts B and C are the same as for Appendix 1a: Questionnaire for educators).

Appendix 1d: Questionnaire for council

Dear Member of Council

The purpose of this survey is to determine your views on the values that you attach to teaching qualifications. Please complete the questionnaire by answering all the questions. There is no need for you to reveal your name – so your identity is protected! Also, there are no right or wrong answers – your HONEST response will be greatly appreciated!
The questionnaire comprises 3 parts. Please answer all 3 parts.

Thank you for your time!

J C Booyens
(School of Adult and Higher Education, UKZN)

PART A

General Information (Please indicate with a '✓' or '✗' in the appropriate box.)

1. Age	21-30	31-40	41-50	51-60	>60
2. Gender	Female		Male		
3. Profession (please state)					
4.1 Qualification	Certificate	Diploma	Degree	Other	
4.2 Please state your qualification(s).					
5. Work experience in current profession.	1-4 years	5-9 years	10-15 years	> 15 years	
6.1 Previous work experience	Teacher		Other (Please specify below)		
	Yes	No			
6.2 If you responded 'Yes' to teacher above, please give your reasons for changing your profession.					

(Parts B and C are the same as for Appendix 1a: Questionnaire for educators).