

UNIVERSITY OF KWAZULU-NATAL
Graduate School of Business & Leadership

Investigating the Impact of Professional Development in the Business Studies
Faculty of Umfolozi College (TVET)

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College of Law and Management Studies

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DECLARATION

I, Nomhle Dorcas Mncube, student number 209540344, declare that;

The research reported in this dissertation is my original work except where indicated.

It is my original work, except where guided by my supervisor.

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

This dissertation does not contain other persons' data or other information, unless specifically acknowledged as sourced from other persons.

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Nomhle Dorcas Mncube

Date: _____

DEDICATION

I dedicate this Research Project to my mom, Shumikazi iTolokazi and my late sister Tusiwe Viola Buthelezi Mdladla. Your Warmth and Love will Forever be in my Heart.

ACKNOWLEDGEMENTS

To my Lord and Saviour: I would not be here if you did not love me. I owe my life to you.

To my Supervisor, Professor Ana Martins: Thank you for believing in me and your motivation throughout the journey.

To my Family and Friends: Thank you for your Love and Prayers.

To My kids: Nomvuyo, Sbonelesihle, Ntokozo and Sphephile who have been with me throughout this journey. I wouldn't have done it without your support. I did this for you.

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To my MBA Study group: Thank You for your tremendous support.

To the Staff of Umfolozi TVET College: Thank you for being a part of this study.

ABSTRACT

Umfolozi TVET College is an academic institution with a mandate of providing training and development that will address the challenge of unemployment in the country. There are continuous developments within the TVET sector which require the academic staff to be abreast with the curriculum offered to the students so that Colleges remain relevant. The business sector who are the employers evolve continuously and the lecturing component is expected to have adequate Professional Development (PD) to drive the curriculum. This study was conducted with the purpose of investigating College Professional Development initiatives and to determine if there is any impact to teaching and learning which in turn leads to throughput. For the purpose of this study, the Business Studies Faculty was sampled focusing on Heads of Units, Senior Lecturers and Lecturing staff. The researcher interviewed 19 participants from various campuses of the College in order to obtain an objective opinion. Data collected was analysed thematically by the researcher and interviewees concurred that there is PD at the College. There was appreciation from all interviewees on opportunities availed by the management and leadership of the College which is commendable, however the process of identifying training needs through a skills questionnaire versus the training provided needs to be properly aligned so that training is relevant. The Transformation Committee has a crucial role to play in the PD of lecturers and should be fully active in all College campuses.

Keywords: Capacity building, leadership role, teaching and learning, students' performance

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ABBREVIATIONS

| | |
|---------|---|
| AD-TVET | Advance Diploma – Technical and Vocational Teaching |
| AU | African Union |
| CIP | College Improvement Programme |
| DHET | Department of Higher Education and Training |
| DVE | Diploma in Vocational Education |
| FETC | Further Education and Training Colleges |
| GCE | Global Citizenship Education |
| HE | Higher Education |
| HRD | Human Resource Development |
| IMHE | Institutional Management in Higher Education |
| IQMS | Integrated Quality Management System |
| NCV | National Certificate Vocational |
| NPDE | National Professional Diploma in Education |
| NQF | National Certificate Vocational |
| OECD | Organisation for Economic Cooperation and Development |
| PD | Professional Development |
| PLC | Professional Learning Communities |
| PSA | Public Service and Administration |
| ROI | Return on Investment |
| SDA | Skills Development Act |
| SETA | Sector for Education and Training Authority |
| TVET | Technical and Vocational Education & Training |
| VEOP | Vocational Education and Training in Education |
| VPE | Vocational and Professional Education |

Chapter 1

Introduction

1.1 Introduction

Umfolozzi Technical and Vocational Education and Training (TVET) College is one of 50 public Colleges in the country. The 21st century has presented the economy and society with profound challenges for TVET Colleges in the evolution of skills (Majumdar, 2011). South Africa is part of the international community and participates in the globalisation and transformation for an integrated economy as new technological trends emerge, hence the need for priority skills training (Appleyard & McLean, 2011).

The establishment of the TVET Colleges was based on certain education, which is not similar to that found in a typical school environment or higher institutions of learning (Department of Higher Education and Training, 2014). TVET lecturers are expected to be well equipped with the necessary qualifications so that they are effective in their teaching. Continuous changes are always take place within the classroom environment of Colleges especially changes in subject content and this requires expertise to facilitate these changes (Wedekind & Watson, 2016). This requires teachers to be continuously trained so that they are on par with the trends developing within the sector and globally.

In a study done by the Department of Higher Education in 2014 it emerged that in 2014, only 15% of lecturers in public TVET Colleges were considered academically and professionally qualified for the sector (Department of Higher Education and Training, 2016). This study was initiated in order to investigate if there are any Professional Development (PD) programmes at Umfolozzi College, how it is conducted its impact on teaching and learning and the role of leadership.

1.2 Motivation for the study

This study was motivated by the continuous developments in the TVET sector since the amendment of the Further Education and Training Colleges (FETC) Act 16 of

2006 (Akoojee, 2008). The lecturing of programmes at Umfolozi TVET College in the Business Studies unit require continuous professional development as education trends and labour requirements evolve. Lecturers who know their subject matter are beneficial (1) to students as their level of knowledge improves, (2) to industries as employers expect a skilled labour force, (3) to lecturers as confidence is enhanced, (4) and the image of the TVET sector is enhanced (Hennessy et al., 2015). In addition, Union (2007) cited that TVET managers require skills training to be upgraded to enable them to gain confidence to drive the new strategy.

1.3 Problem statement

The purpose of this study is to investigate whether staff development programmes offered to Umfolozi TVET College are beneficial to lecturing staff so that they can deliver quality education and training to their students. Academic staff must be continuously trained and re-trained, updating their knowledge in order to remain current with the latest technology and new trends in teaching, as well as to be able to adapt to curriculum changes. To improve the quality of teaching, the College must improve the confidence of academic staff, who will then give of their best in class to improve the output rate of the College (Traversat et al., 2013).

A College Improvement Programme (CIP) was started and executed between the period of 2011 and 2014 to conduct research on what needs to be changed and improved in Colleges of South Africa. The findings of the initial pilot assessment of Colleges revealed that teaching and learning activities were not receiving the level of attention and resources needed to be carried out effectively (Kraak et al., Boka, 2016). The aim was to focus on student performance and success, by improving pass rates and improving. However, Department of Higher Education and Training (DHET) wanted to meet this pledge by making sure that training and support for lecturers formed an important component of the programme. A number of interventions to strengthen lecturer capacity and teaching practice, as well as providing support to curriculum managers and staff in the Colleges was executed in 2015. It is on this basis that the researcher wanted to investigate whether PD adds has value in the throughput rate and quality of students produced by the College.

To date, Higher Education continues to experience continuous changes in order to remain current with international needs. To remain relevant and be able to compete with other educational institutions, TVET Colleges must focus on staff development, which will inform the quality of instruction in the classroom, thus producing students that can benefit the overall economic improvement of South Africa and be globally active. To achieve this, TVET Colleges have been strategically placed to serve local communities with proper education and training opportunities. This will improve skills and drive the South African economy through employment and entrepreneurial activities (Badat, 2010).

In the past couple of years, research has observed that there has been numerous trainings and academic staff development workshops offered. However the outcome of these has not been evaluated by measuring the throughput rate of students (Duncan, 2017). Change and improvement has been a major directive within Umfolozi TVET College and there has been a tremendous impact on the morale of staff. According to Mestry & Bosch (2013), the staff members are the ones that have direct contact with students. Furthermore, it is the academic staff who drive teaching and learning at the College to improve pass rates and to deliver on national priorities as laid down by the DHET. In order to cope with the constant change within the Higher Education environment, professional development is the academic answer to complex challenges (Mohamedbhai, 2014).

It is with the above problem that provided the necessary inducement to undertake this study.

1.4 Significance of study

Various aspects highlight the significance of this research. The researcher has observed a need for having a motivated workforce that contributes positively to the institution. The researcher envisaged that academic PD has added value in enhancing the relationship with various stakeholders within the College, and quality of student output has been achieved. This should then improve the overall atmosphere of the College environment. Once lecturing staff are motivated and share a common vision, they will have a positive attitude towards management and

will be able to treat their students with respect and dignity (Cosser et al., 2011). According to Darling-Hammond & McLaughlin (1995), not much research has been conducted on the topic of academic PD at TVET Colleges. Funding sponsored by the DHET in public institutions has a component for PD so that the quality of teachers can improve (Grollmann, 2008).

1.5 Study Objectives

Below are the 5 focus areas that were investigated in this study:

- To establish if academic professional development is currently taking place in the College.
- To analyse whether the current professional development is adding value to the institution.
- To determine the role and involvement of leadership in academic professional development.
- To assess how professional development impact on teaching and learning throughput.
- To identify strategies that can be introduced for return on investment in professional development of academic staff.

1.6 Research Questions

This study aimed to determine the role of professional development and how it affects teaching and learning at the College. The changes in the TVET curriculum impact on teaching and learning and this led to the following research questions:

- What academic professional development is currently taking place in the College?
- Is the current professional development adding value to the institution?
- What is the role and involvement of leadership in academic professional development?
- Does professional development have impact on teaching and learning throughput?

- What strategies can be introduced for return on investment in professional development of academic staff?

1.7 Methodology

The researcher utilized a qualitative research approach. This study is an exploratory research design; it is selected because the study seeks to investigate the senior lecturers and heads of departments within Umfolozi TVET College Business Studies Faculty. Exploratory research is well-defined as the basis to a hypothetical or abstract idea (Creswell & Creswell, 2018) whereby a researcher uses an observatory process to seek to gain more understanding about an idea. Furthermore, exploratory research project is an attempt to lay a foundation leading to future studies.

1.8 Limitations of the Study

There were limitations that the researcher was exposed to while conducting the research. Umfolozi College is spread in three district municipalities and the researcher experienced a limitation in terms of financial resources. There was a campus identified as part of the sample but the researcher discovered that there was no Business Studies faculty. This required the researcher to amend the schedule for the interviews which resulted in 19 participants as opposed to 20 in the initial schedule. Chapter 6 highlights the findings and recommendations in detail.

1.9 Outline of the Study

- Chapter 1 of this study provides a background of the TVET College sector and focused on Umfolozi College as a study focus and identified PD as an area to be investigated.
- Chapter 2 discusses the literature review and identified the international implementation of PD of these countries such as Germany, Canada and the South African perspective. The leadership support structures in PD of the said countries were discussed in relation to the Return of Investment (ROI).

- Chapter 3 outlines the research methodology applied in this study, sampling selection and how data was collected using the interviews with the aim of answering the research questions.
- Chapter 4 discusses the data collected from the 19 participants selected from the 6 campuses. The interviews were conducted over three days and all participants agreed to the recording of the interview.
- Chapter 5 provides an outline of the findings of the Human Resource Development (HRD) process of PD at Umfolozi College.
- Chapter 6 provides recommendations for further investigations and strategies that the College can consider to improve and align the PD process.

1.10 Conclusion

This study focused on Umfolozi TVET College in the Richards Bay area. It further zoned in to the academic staff of the business studies faculty in six campuses. Due to time constraints, and the type of research methodology, i.e. the qualitative design, students were not included in the study. This chapter provided a brief background of this study highlighting the need for this study on PD.

Chapter 2

Literature Review

2.1 Introduction

This study seeks to investigate the impact of Professional Development (PD) programmes offered by Umfolozi Technical and Vocational Education and Training (TVET) College in the academic field of business studies. It is envisaged that PD enhances the way lecturers facilitate in their classrooms and improve the confidence of academic staff, who will then give their best in class for improved output at Umfolozi College. Literature available will be discussed while comparing the South African Technical and Vocational (TVET) Colleges' (PD) to Germany and Canada.

Literature review is defined by scholars as a narrative review which includes existing knowledge, the findings on the topic concerned, as well as the methods and theory on the topic by providing theoretical framework. Saunders, Lewis, and Thornhill (2016) define critical review as a constructive critical analysis which assists scholars develop an argument on previous publications on what is known and unknown.

TVET Colleges in most countries are regarded as a key vehicle to address skills shortage in various sectors. Those who teach in vocational Colleges are expected to possess adequate and relevant knowledge to impart to the learners. The relevance of knowledge relies on policies that ensures professional development takes place in TVET institutions. The existing literature in (PD) of staff and the impact in the teaching and learning environment within TVET sector has been explored looking at various perspectives globally. The staff in TVET Colleges are expected to perform effectively and produce good results so that students can proceed to the next level and get employed or be self-sustainable. In addition, staff development has a critical role to play in the teaching and learning at TVET Colleges in terms of employee performance and are key drivers in the enhancement of productivity within Colleges. This process should be managed properly so that it can yield positive results for both employer and employee. The available literature to be discussed provides reasons for training in a work environment. The study investigated the impact of PD in the Business Studies faculty of Umfolozi TVET College.

2.2 Theoretical Framework

Theoretical framework refers to adoption of a theory, which usually draws on the concept of the study to modify knowledge claims for the strategy used to be easily identified (Ming-Yu, 2018). Rocco & Plakhotnik (2009) also define theoretical framework as synthesizing related concepts, existing theories and theoretical review for the development of new theory foundation in relation to the study objectives and research questions. This study draws from various fields of study which include education and skills development theory as well as leadership theory. However, the main theory or field the study draws from is education and skills development since it is broadly discussed. Furthermore, the theory of leadership forms part of this study because of the discussion around the role of leadership in professional development.

2.3 An Overview of Vocational Education

Vocational training is essentially education or training that prepares students for the day-to-day duties that they will be doing in the trade of their choice, craft, profession, or role. It provides an individual with the necessary skills, as opposed to abstract knowledge only (Wolhuter & De Wet, 2017).

“Vocational education is an education that prepares people to work in various jobs, such as a trade, a craft, or as a technician”, (Hò, 2014: 209). On the other hand, Newton et al. (2018) argue that vocational oriented training is often regarded as education and sometimes referred to as career education or technical education. Wedekind & Watson (2016) provides an argument that among other things, vocational training is also known to provide career education, technical training and is also at the forefront of skills development. A background on the various types of vocational education Colleges in some parts of the world is discussed for comparison and benchmarking on their PD in the TVET sector.

TVET Colleges are ordinarily recognised as key in the skills revolution including the creation of opportunities for the young people who do not have the necessary resources nor the skills and also lack motivation to continue with Higher Education (HE) (Eichhorst et al., 2015). A report from the global skills development company highlighted how vocational education and training (TVET) could have a substantial

influence on global economies, which makes it an essential element in all country's educational systems (Kruss et al., 2017). Lambert (2013) argues that in an increasing global labour market, many TVET Colleges have forged partnerships with international institutions in various parts of the world which are of a parallel nature. This process provides assurance that education and training is universally compared with practices in distinct global countries.

TVET Colleges in South Africa were founded based on the trade required and was designed to be similar to education in a school environment or higher institutions of learning. According to DHET (2014), a commitment of preparing TVET lecturers with the essential educational credentials so that they are in a position to impart knowledge and add value in their specific context was pledged. These Colleges have undergone various forms of changes in the last twenty years, which involved reduced enrolment numbers and size (van der Bijl & Taylor, 2016). The TVET Colleges operate under the Continuing Education and Training Act 16 of 2006 within the DHET (Akoojee, 2016).

TVET Colleges have been strategically placed to address skills shortages and offer an opportunity to students that want to better their lives but did not meet the requirements to attend university of technologies or traditional universities (Gamble, 2016). They offer programmes that integrate theoretical knowledge with practical skills. The White Paper for Post-School Education and Training explains the aim of programmes in TVET Colleges as that of training the youth of South Africa in critical skills, provide knowledge and a positive approach that will prepare them for their employment (Department of Higher Education and Training, 2016).

2.3.1 History of the Vocational System in Germany

In Germany, Vocational Education and Training which is also known as a Dual System is strongly recognized in the German system of education. King (2007) mentions that the main distinctive feature of the Dual System is between small, medium companies and public funded vocational schools where these companies take young unemployed school leavers and train them. This relationship is guided by law (King, 2007). The learners in this system spend 50 percent of the week in

schools and the other half at the Company. Thiel (2015) explains that 3 to 4 days are spent in a Company while 1 to 2 days are spent at school, and this vocational training or dual training lasts for two to three and a half years in the system.

The Vocational Training Act of 1969 was edited in 2005 and the new partnership was achieved forming close alliance between Federal state, Private companies and Federal government. This was to give youth exposure to training and knowledge from big recognized companies, once the trainings are done competent certificates are offered by chamber of industry and commerce. Employers and Government are the main role-players on matters relating to the updates on regulations and creating new regulations to ensure all trainees in the country receive same training, regardless of the company or region in the country and companies have trust in these certificates as they provide proof of what the individual can perform (Federal Ministry of Education and Research, 2014).

2.3.2 Impact of academic professional development in Germany

PD can take different forms and be either formal or informal workshops, engagement sessions, training or coaching. The main aim of PD is to enhance the knowledge and skills of teachers and professionals (Jensen et al., 2015). Crowley (2017) cite that international education policy and treatment of teachers differs between nations hence the study selected Germany to concentrate on their development of teachers. This system is highly recognized in the world as it is responsible for low youth unemployment as literature states that the dual system of Germany provides a transition from the educational system as it feeds directly into the job market (Solga et al., 2014). Carries (2014) echoes similar views stating that the education system in Germany is highly praised.

Yang & Liu (2004) states that the significance and demand of high quality and effective teachers in schools and universities is increasing resulting in them having to improve their skills and knowledge via PD. Eze et al. (2013) defines PD as variety of activities used both formally and informally to capacitate teachers personal and professional growth. Curwood (2011) fundamentally suggests that PD results in improved competence of teachers which is expected to also improve learners and

learning experience. Alberth et al., (2018) strongly believes that central to improvements in education is PD as it has a positive impact on the students' learning experience.

The claim made by Alberth et al., (2018) prompted the study question which relates to the examining of the impact of academic professional development in Umfolozi TVET College. Taylor et al., (2017) shares similar views with Alberth et al. (2018) by adding on key critical factors which should be included in PD and they are as follows; (1) Teachers active engagement in collaborative analysis practice (2) Central treatment of content and intertwined with educational issues (3) Assist teachers with practical issues in classrooms (4) focus orientated on the subject matter and curriculum teachers are teaching.

Some literature refers to PD as in the same context as Human development which is defined as the extension of the freedom of people to know more and live healthy lives. They become creative to peruse objectives which will add value in their life and encourage those close to them to be actively involved in shaping and the development in their lives. People are both drivers and beneficiaries of human development either in groups or as individuals, human development is categorised in 3 forms; (1) Well-being human development which deals with growing people's real freedoms for them to prosper (2) Agencies that empower and enable people in human development and groups to act and drive valuable outcomes of the institution, in the context of the study teachers are being developed in this format to enable them to transfer to knowledge and skills to students (3) Justice human development increasing parity, supporting the results over time and valuing human rights and other objectives of communities (McGrath, 2012).

2.3.3 Leadership in academic teachers in Europe (Germany)

Shortages of school head teachers who are leaders have been reported in Germany which might have negative impact on learners and teachers (Cranston, 2007). In addition, Hallinger & Snidvongs (2005) point out that school outcomes and climate at school is jeopardised if head teachers are not leaders. Moreover, these observations are based on the research conducted over twenty years ago in Europe which

concluded that school-level leadership is very significant. Rhodes & Brundrett (2009) claim that, bad leadership has negative impact on academic teacher's development as it limits their knowledge especially when the head is not a visionary. Research about role, self-concept, functions, tasks, attitudes, qualities and the work load of school leadership was done in The School Leadership Research Base in Germany and it presented a positive and effective relationship between the leadership in the school leading to noticeably improvement (Huber, 2016).

2.4 History of the Vocational System in Canada

Community Colleges in Canada were started between 1965 and 1973 to respond to the increase in demand for post-secondary education challenges which existed throughout those years, however, there was great concern that students still preferred university programmes to technical-oriented programmes (Cantor, 1992). Cantor (1992) also compares Canada's community education system to the British Further Education Colleges as having a lot in common; most Colleges in Canada and Britain have various programmes that are vocational in nature and cater for a generic type of education although recently the central government has prioritized further education and training in the skills training.

The Canadian Federal, provincial, territorial government and local spheres of government are the significant contributors to TVET finances, (Grollmann, 2018). Canada like any other country is not immune to challenges in the vocational environment. Grollmann (2018) highlights 3 major challenges caused by the changes in the environment encompassing globalization, the demographic changes, advancement in technology as well as the developing labour market.

These challenges are:

- Post-secondary capacity of staff
- Quality assurance, and
- Internationalization and mobility

The Canadian vocational education system is mostly influenced by the Ministry of Education which provides policy and framework with a significant change taking

place in the 1990s. When comparing Canada to the United States and the United Kingdom, their system has a highly comprehensive school based with a limited vocational orientation which is in contrast with countries such as Denmark, Germany, Austria Switzerland and Netherlands. This is according to Alvarez-Galvan (2015) who states that Canada is the lowest performing country of the Organisation for Economic Co-operation and Development (OECD) countries in reading, mathematics and science for the 15 year olds age group. There is a view that Professional Learning Communities (PLC) be identified as organisational vehicles for teachers in order to engage and collaborate in learning to improve their practice (Kelly & Cherkowski, 2015). In addition, they also explain that PLC's can be used by teachers to collaborate with their colleagues and that promotes knowledge sharing and meaningful engagements while sharing and reflecting on their practice. This argument is supported by (Dennison & Gallagher, 2011) as they explain that increased changes in organisations makes it imperative for vocational education teacher to be flexible in their engagement approaches and realise that they can no longer work in isolation. Those who participated in the PLC described their experience as having assisted them in their challenges to understand the benefits of building a sustainable relationship with other staff members and to establish structures for collective learning while renewing their experiences on professional identities (Dennison & Gallagher, 2011).

2.4.1 Recruitment and Training of Vocational Education Teachers in Canada

There are currently 30 percent teachers who are paid an hourly rate on vocational education programmes (Eraut, 2002). Their view is that teachers should master the trade in the area of speciality through a vocational education they receive prior to their appointment. Teachers who wish be appointed as full-time employees require a legal teaching licence as a provisional teaching authorization. This licence is regarded as a teaching diploma (Dennison & Gallagher, 2011). Teaching institutions issue a temporary teaching licence to a candidate who has completed training towards a Diploma of Vocational Studies (DVS) with at least 4500 hours in a relevant job environment (Paquette & Laverick, 2017); while permits are issued to teachers who have already been awarded a temporary teaching licence and have completed a programme leading to a Certificate in Vocational Education successfully. Canada

aligns all university programmes that leads to a Bachelor of Education degree which is designed in line with the training plan which caters for both teachers in the system and those who wish to become teachers with a purpose of continuously training teachers on both theory and practical in vocational components (Dennison & Gallagher, 2011).

2.4.2 The Impact of Professional Development in Canada

Current forecasts are pointing to a rise in the level of qualifications that are expected from the workforce. The demands of industry based require that Colleges and employers cannot afford to work independently of each other particularly with the global stage becoming accessible to all. The government of Canada introduced a basic vocational training regulation which came into effect on 1 July 2000, (IMHE Institutional Management in Higher Education 2012). This study explains that professionalisation refers to two processes that are related which are internal and external (Paquette & Laverick, 2017). Internal professionalism refers to professionalism while external refers to professionalism (Paquette & Laverick, 2017). In addition, professionalism is concerned with the development and consolidation of the competencies that are necessary to practise in a particular field by a group of individuals while professionalism refers to the claiming of a diverse social aspect of the division of labour within a particular society (Paquette & Laverick, 2017). (Chittoor & Das, 2007; Goldner & Ritti (1967) argue that professionalization results in the construction of social identity of a professional and contributes towards social recognition when one looks at the progressive changes in the broader context within the world of education.

Appleyard & McLean (2011) state that PD in Canada is more than the eight-month period that the pre-service teacher education programme receives in Higher Education institutions. Current trends require that PD should include both academic and social needs for the benefit of their students as teachers are expected to provide guidance, impart knowledge, offer skills and build an attitude to their students that will make them succeed in the global stage. This will be possible through the Canadian Global Citizenship Education (GCE) approach to pre-service teacher education and practicing teachers through workshops. The GCE addresses the

inputs in the form of innovation being introduced and how it will be delivered and introduced, as well as the output which focuses on the changes in pedagogical practice benefiting the students. (Farnsworth & Higham, 2012). Kelly & Cherkowski (2015) provides an argument that PD is beneficial due to new ideas and theories that continue to emerge in professional education. Responses from the teachers that took part in the study supported this argument and stated that their sense of peer accountability improved through platforms to engage with their peers.

The findings of Hoekstra & Newton (2017) allude to the key benefits of professional development in Canada which include the following; (1) The development of learning, (2) Instructors develop pedagogical knowledge in content which relies on practice and other colleagues, (3) There are positive implications that instructors receive through consultative sessions with their colleagues, and (4) Practice and workplace integration improves learning of teachers exposed.

2.4.3 The Role of Leadership in Professional Development – A Canadian Perspective

There has been rapid change in the both the educational field and society in Canada, and this requires that teachers and schools alike respond to the evolving situations (Hoekstra & Newton, 2017). In addition, the authors explain that there is lack of substantive understating base when it comes to leadership in the teaching and learning in Vocational and Professional education (VPE) by arguing, that leaders and teachers for institutes of vocational and professional education should continue to develop themselves in their relevant curriculum and teaching practices. Canada has proposed and adopted a model of leadership in a learning environment which comprises three components; the first was to develop a common vision and goals; to promote continuous learning of instructors and lastly to lead in the educational programmes.

The national government of Canada has played a major role on the growth of post-secondary education through a federal involvement which controls the economy and funding for public Colleges as a mandate of government (Dennison & Gallagher, 2011). Furthermore, it is stated that Colleges should be regarded as an alternative to universities and further recommended a division of into College districts which was

under province and government wanted Colleges to play a fundamental role in offering occupational programmes. Boggs & McPhail (2016) argued that College employees can excel in their performance if they are supported by their management through programmes such as proper orientation and PD programmes are aligned to the mission and vision of the College. Additionally, inadequate or misaligned orientation and professional development programmes usually leave employees with an inadequate understanding of how critical their role is in the success of the institution. Evidence has shown that the Canadian system has been supported by all levels of government due to the aging population. The expansion of the labour force has been prioritized through an industrial strategy bringing all stakeholders on board in the professional development of employees (Lyons et al., 1991).

2.4.4 TVET Colleges and Professional Development in the Sub-Saharan Countries

There are different TVET systems which are different to other countries in Africa where vocational education is offered, both in public and private schools. Sub-Saharan countries offer TVET programmes in schools and students study vocational skills for 6 – 8 years of school in Burkina Faso and Kenya while Ghana, Nigeria, Mali and Swaziland offer basic education. Department of Human Resource Science and Technology (2007) highlights instructor training needs as a key strategic area to be reviewed constantly in terms of theory, technical knowledge and academic skills so that they can keep abreast with new trends in new technologies in the workplace. The study further explains the vision of the African Union (AU) towards TVET Colleges as an integrated, peaceful, prosperous, driven by Africans so that they can take their rightful place in the global community. The visions put emphasis on strong professional management and leadership capacity to ensure employability of trainees.

Choy & Haukka (2009) argue that there are three core incessant sources of change that have impacted on TVET practitioners, namely the reforms in policy and practice, pedagogical reforms and industry changes. Given the three mentioned above, teachers in TVET Colleges require to have occupational and pedagogical expertise for planning, implementing and evaluation of different curriculum strategies. For

success in PD, industrial attachment is recommended for sharing upgrading and ensuring that staff development is effective (Choy & Haukka, 2009).

2.5 Impact of professional development in Africa

PD has a significance role to play in both intrinsic and extrinsic motivation and positively impacts on the beliefs and practices of teachers, students' knowledge gain, and in the implementation of educational reforms (Abebe, 2009). Alagaraja and Arthur-Mensah (2013) explain that, employees who have been developed through company investments stand a chance of enhancing knowledge and skills. The expansion of Human Resource Development (HRD) to include individuals outside of an organisational setting engenders professionals to adapt a strategic vision to develop those individuals who can potentially end up in their organisations.

A study conducted by (Alagaraja & Arthur-Mensah, 2013) focused on interventions to enhance management in leadership competencies, transformation of the organisation and the development of scarce and critical skills using talent development strategy for personal growth and career growth opportunities for their employees. Talent development strategy is defined as practices in organisations that attract, select, develop and manage employees in a strategic and unified approach (Garavan, Rock, & Carbery, 2012). Union (2007) highlighted instructor training as one of the key strategic issues in the delivery of quality education in TVET Colleges based on new technologies in theoretical knowledge, pedagogical skills and technical knowledge in the workplace. Akoojee (2008) supports the argument that lecturers in the Colleges are a crucial link to the skills development challenge in South Africa and the changing nature of the environment require re-skilling needs if the impact of the curriculum is to be realised.

2.5.1 The History of Further Education and Training Colleges – A South African Perspective

The TVET Colleges have experienced a number of changes in the past 2 decades which have impacted on the student enrolments, the infrastructure available, the changes in the programmes offered, the shift the accountability function line as well as the staff employment changes. The government of South Africa has placed a

huge emphasis on the priority of TVET for the purpose of equipping the communities with competitive and relevant skills for the labour market (Boka et al., 2016). FET Colleges resulted from the amendment of the FET Act 98 of 2008 which pronounced that former technical Colleges were to be known as FET Colleges (Wolhuter & De Wet, 2017). This in essence meant that the previously known as vocational Colleges were amalgamated as one society encompassing fifty public FET Colleges as well four hundred and ninety-nine Colleges owned by private institutions (Higher Education and Training, 2014). The programmes that are offered FET Colleges are vocationally oriented by nature and consequently, students receive education and training in a very specific direction. Currently, there are fifty public Colleges in South Africa which are funded by the government with two hundred and sixty-four campuses with six hundred and fifty thousand students (Wolhuter and De Wet, 2017). The Department of Higher Education and Training (2016) reported that Kwazulu-Natal has nine FET Colleges which are spread across fifty-five campuses with the database of more than eighty eight thousand students.

The TVET Colleges history in South Africa is drawn from the former Technical Colleges that afforded a substitute education system to learners who had not completed their secondary schooling. TVET Colleges, formerly known as FET Colleges, were established with the aim of addressing the economic, political and social inconsistencies borne of the past discriminatory policies of the former government. Powell (2013) asserts that Colleges are strategically placed at the crossroads between compulsory education, higher education and the world of work (Powell, 2013). FET Colleges became part of the additional second tier within the education system of South Africa. Their priority was to offer training in vocational as well as occupational oriented education to learners above the age of 16. FET Colleges also cater for grades 10 through to 12 in the National Certificate Vocational (NCV) programme which is part of the National Qualifications Framework (NQF) levels 2 to 4. It is generally expected that learners in the FET Colleges are twenty-four years of age or younger while students above that age group are expected to enrol HE institutions if they meet their criteria (Carries, 2014).

Technical Colleges were primarily founded to enhance the apprentice system of artisans who were in demand in the industry. Singh (2015) outlines the study path of

a learner: such a learner would register for the N1 - N3 trimester programmes and proceed to pursue the N4 - N6 trimester based certificates. The completion of these certificates coupled with 2 000 hours of practical work experience would result in a learner qualifying for a National Diploma (Singh, 2015). The type of education offered by Technical Colleges was originally reserved for whites only supported by a set of segregationist legislation. A decade prior to the fall of apartheid, registrations were opened to previously marginalised groups (Department of Higher Education and Training, 2014).

Matoti (2013) state that due to the historic whites only system of former technical Colleges, education in South Africa was therefore embedded with challenges. TVET Colleges in South Africa required a complete re-alignment to ensure that a quality standard in the education and training opens opportunities to all South Africans. This system was meant to replace the legacy of the apartheid system whereby unequal opportunities in education, the discrimination of the past, the inequities in society, poverty, racial and gender based issues disadvantaged South Africans (Mestry and Bosch, 2013). Through expansion, access, equity and redress, the FET sector was to become preferred institutions for the majority of the learners in South Africa (Mestry and Bosch, 2013). The funding model has a key role in the restoration and building up the strength of Colleges, as did an evaluation of education framework by the relevant experts in the realignment of the sector. Similarly, equal opportunities, access, dynamic and an exciting education and training in vocational while offering diversified programmes were placed at the forefront of the sector (Department of Higher Education and Training, 2016).

2.5.2 Employee Capacity Building in the South African TVET Colleges

According to (Gewe, 2016) teacher professional developed knowledge is presumed to be central to student learning and achievement hence it is very significant to develop teachers for educational quality and student outcomes. TVET Colleges offer instructions that integrates theoretical knowledge and practical skills. Internationally there has been an introduction of the new curriculum and the phasing out of other programmes, the recapitalisation project which was addressing infrastructure challenges, a new governance structure, a shift in accountability in the line-function,

changes in the employ of staff and most importantly unstructured lecturer training (Nicholls, 2016). The development of lecturers professionally is often viewed as the source to effectiveness in the teaching of students and learning developments. Effectiveness of TVET Colleges is dependent on the continuous professional development to avoid encounters that they face due to endless differences taking place in technology and national curriculum; (Carries, 2014). If appropriate PD interventions take place, beneficiaries will be both students and the organisation.

Oketch (2014) notes that TVET Colleges appoint lecturers in all areas of training and the most fundamental requirement is that a lecturer has the capacity to convey knowledge to the learners both theoretical and practically. Powell (2013) argues that in many instances, College academic staff should be able to advice the students in their theory and practical aspect as they are trained in the relevant field. Therefore the prerequisite specifications would be that a lecturer need to be suitably qualified in the field or subject matter in which they are lecturing (Kruss et al., 2017). For instance, it is of paramount importance that lecturers that teach mechanical applications are qualified mechanical engineers themselves. According to America (2017) the service offered by TVET lecturers at all training institutions around the world is vital as it prepares the youth for their respective economies. It is thus essential that policies on qualifications in the (TVET) sector are in line with HE Sub-Framework which is to be offered by universities (Kruss et al., 2017). The ability of the lecturer to express themselves or convey information to students is extremely important as it is expected that assessments and moderations is conducted as a process of teaching and learning. Good communication skills for a lecturer are equally important and a necessity in order to impart knowledge to students.

Eicker, Haseloff, & Lennartz (2016) define training as a provision of skills by the employer that is required by employees in order to be successful in their current work environment. Development is however described as a process that prepares employees for an increased responsibility within the work environment. This can be achieved through academic intervention processes that take place on-the-job environment. Avalos (2013) argues that PD is about professionals learning methods on how to acquire knowledge and transforming knowledge gained into practice for learners' growth and improvement. According to the argument, this complex process

requires thinking and responsive engagement of teachers as individuals and as a collective. PD also called staff development is defined as the process of improving and increasing employee capabilities through access to education and training opportunities in the work environment, outside the work environment, or through observing other employees in their job; PD helps build and maintain morale of staff members (Nicholls, 2016).

The manner of content delivery in the classrooms should create a positive image for the College within the community with continuous professional development at the forefront. Kraak, Paterson, & Boka (2016) advocate that institutions and professionals will need to adjust to the challenging expectations of their environment. The TVET sector had no specific formal teaching qualifications designed for it prior 2007 for College lecturers. Those who did have professional teaching qualifications were the ones which prepared them to teach in secondary schools rather than in the TVET environment (Adendorff & van Wyk, 2016).

A survey conducted by DHET reflected these traditions and developments, it transpired that in 2014 only 15 percent of lecturers in public TVET Colleges were certified to be academically and professionally qualified for the TVET sector (Department of Higher Education and Training, 2016). According to Adendorff and Van Wyk (2016) about 34.5 percent of College lecturers in South Africa were regarded as suitably qualified academically and professionally in teaching qualifications in the school sector rather than in TVET Colleges; 38.6 percent were certified as suitably qualified academically but professionally unqualified; and 12 percent were deemed to be lacking academic and profession qualifications. This prompted DHET took practical steps in enhancing public Colleges' image by ensuring that professional development is implemented in Colleges.

"TVET institutions have been found to lack adequate competency in leading effective curriculum development practices, resulting in academic departments that do not have goals, and curricula that have not been reviewed for many years. It is therefore recommended that effective PD programmes must be implemented specifically designed for TVET Colleges" (Cantor, 1992: 620). The skills levy is a growing trend in many countries including South Africa and seen as an important component of

funding TVET Colleges. In return, Colleges are required to provide skills development training, which is to provide PD in line with the requirements of the private and public economic sectors.

2.5.3 Leadership Role in Professional Development

Leadership has a key role to play in the teaching and learning process of a student and plays a vital role in organisational development through initiatives such as giving support and building capacity (Wahlstrom et al., 2015). Wahlstrom et al. (2015), further advocates that high quality PD requires high quality leaders who are able to encourage professional learning that will increase educators' effectiveness in the classroom and improve students' results. Changes are continuously occurring within the classroom environment of Colleges, such as student enrolment increases and curriculum changes and requires teachers to be able to facilitate these changes (Wedekind & Watson, 2016). Lambert (2013) supports the argument that the role of a principal is becoming increasingly challenging due to higher expectations from learners and increased financial burdens place pressure on their leadership. A framework was developed in 2006 with an objective of introducing a new qualification in the TVET sector, this qualification sought to incorporate practical skill into academic qualifications (Department of Higher Education and Training, 2016). This meant that lecturers who were previously teaching Report 191 programmes, known as Nated programmes had to adapt to this new programme called the National Certificate Vocational. Change can be either positive or negative and have impact on the receiving end. Adaptive and visionary leadership is critical in the process of implementation of changes in any environment. Northouse (2016) argue that adaptive leadership is usually visible as a model to address various challenges present during a period of change and growth.

In a study done by the Department of Higher Education in 2014 it transpired that only 15 percent of lecturers in public TVET Colleges were considered suitable and possessed academic and professionally qualifications in the sector (Department of Higher Education and Training, 2016). At the policy level, a suite of national vocational teacher qualifications was introduced for vocational teachers or College lecturers in South Africa. At the curriculum level, university education faculties will be

required to design programmes that meet the needs of vocational teachers. The DHET has a mandate of lecturer skills development in TVET Colleges in South Africa in line with government legislations.

Wedekind & Watson (2016) argue that there is a need to upgrade the skills of lecturers in the College sector which should be funded by the skills levy. This is a 1 percent amount paid by employers every month and are entitled to claim it back as a refund if they have evidence of training and development of their employees. This fund is legislated in the Skills Development Act of 1999 (SDA) which seeks to address the development of skills of the workforce within the country and also to improve the standard of life of all workers and while improving opportunities for future employment (Kruss et al., 2017). The Act also provides an argument that the improvement of skills in the workforce leads to improved productivity and competitiveness of employers through self-employment opportunities.

2.5.4 Increasing Throughput in TVET Colleges

Duncan (2017) suggests that a number of changes within the TVET sector have affected Colleges for two decades. The pass rate has been negatively impacted and there is an urgent need for drastic improvement initiatives so that the South African community can see value for money to this huge investment. (Duncan, 2014) identified a need to improve teaching and learning, therefore training and support for lecturers formed an important component of the programme. Over the longer term, a solution to the concern around College lecturer qualifications is required, and DHET is in the process of developing professional level qualifications and a full qualifications structure for College lecturing staff. Wolhuter & De Wet (2017) advised that lecturers should take responsibility for industry engagements as part of their own professional development, thus lecturers can be taken through continuous PD so that they are informed with the continuous changes taking place within the education system.

Green (2016) emphasized that quality teaching is the most critical factor in the performance of students. The quality of lecturer development will to a great extent determine the future success and stability of the TVET sector. The author further

stated that in KwaZulu-Natal there is a large number of lecturers that are not sufficiently qualified. Liu & Clayton (2016) agree that a lack of academic qualifications or professional qualifications as well as lack of industry experience may decrease the required throughput in TVET Colleges. Carries (2014) explains that pressure on lecturers to participate in different PD programmes that are not suitable for their specific needs leads to ineffective PD. It does not assist lecturer development in knowledge enhancement.

Notwithstanding the good intentions of the state to avail FET College education to all deserving students, the work of Chetram and Machaisa (2017) reflects pessimism by grade 12 learners in their views on the quality of education offered by TVET Colleges. Their preference is still HE institutions to TVET Colleges. Kraak et al. (2016) cite that there is perception from students that TVET College education is not highly regarded when compared with HE institutions. Green (2016) argues that young people are under the impression that some TVET Colleges offer inappropriate courses that potential employers do not value, consequently leading to a decrease in their chances of obtaining employment. This indicates significant need to develop mechanisms to ensure improvements in the quality of teachers and education in the sector.

2.5.5 The Role of the College in Managing Lecturers in TVET Colleges

The key function performed by principals or academic managers in the execution of PD as stated in literature is that principals must be pioneers of their staff, instigate the construction of a positive atmosphere for PD when they argue that educational managers can do plenty to ensure powerful PD in their Colleges (Albertyn & Frick, 2016). It is suggested that managers must act as initiators and not controllers of PD events. Liu & Clayton (2016) maintain that gatherings organised for staff, PD courses, memoranda to staff members and one-on-one interviews are excellent possibilities for principals to inspire personnel to discuss current studies on effective teaching methods. However, principals must be eager to work closely with lecturers, parents and learners so that strengths and flaws of the College's teaching and learning programme can be determined (Liu & Clayton, 2016). The principals must inspire lecturers to take chances by experimenting and should include their lecturers

in planning and implementing developmental programmes. Papier (2011), suggests that participation can include the purpose of training, methods to assure the needs and follow-up exercises.

DHET (2014) explains that principals are liable for developing programmes that are school based, school-focused and externally directed to help lecturers, mainly new and novice lecturers, in creating and attaining educational aims in accordance with the requirements of the institution. According to Chetram & Machaisa (2017), the management of the College should carry the obligation of providing high quality teaching and learning, the principal is accountable for the moderation of the scores to make sure that it is fair and consistent. All developmental necessities are captured and that becomes the principal's responsibility to make sure that data collected is executed to the benefit of the College. Public TVET Colleges (2018) mentioned that DHET spends 80% of its yearly budget on income of lecturers; this dictates the principal guarantee that the quality of teaching and learning programmes is enhanced in all South African Public Colleges. Since the intention of development is to change behaviours, attitudes, skills and knowledge, the development of lecturers becomes inseparable (Duncan, 2017). Colleges and principals' function is therefore to create the right set of conditions to allow change to manifest. Wedekind & Watson (2016) stated that the functions, effectiveness and performance of College managers or principals have been under inspection. Furthermore, the crucial responsibility of principals is setting and clarifying expectations for lecturers and other personnel, supervising development and focussing on the interests of lecturers.

However, the involvement and responsibilities of College managers is not clearly described. Professional Development programmes in Colleges are fruitful when managers play an important function in the effective execution as well as in maintaining lecturers' education and development (Eichhorst et al., 2015). The function of the principal is to make sure that staff is highly developed to offer education of the highest quality to the community. Although lecturer performance if they avail themselves for development as well as taking part in their self-initiated Programme Development activities, principals of their respective Colleges, have to consult information sources, which suggest how they can lead their lecturers to improve the availability of quality education (Boka et al., 2016).

2.5.6 The Current Policy for training TVET Lecturers

The Policy on Professional Qualifications for Lecturers in (TVET) provides programmes for academic staff aligned to HE Qualifications Sub-Framework, to be offered by institutions of higher learning (Memorandum from the Parliamentary Office, 2017). The former Minister of HE stated that universities are being supported so that they are able to develop and offer these qualifications upon completion of the process and will be presented to the department for evaluation in matters of compliance with the policy and thereafter present to the Council on HE as an accrediting body (America, 2017). For the first time in 2017, only one qualification has received accreditation to be offered by the University of the Western Cape, the Postgraduate Diploma in Technical and Vocational Teaching (America, 2017). DHET became the employer for staff in TVET Colleges from 1 April 2015 through a migration process and engaged the Department of Public Service and Administration (PSA) for the offering of occupational specific conditions of service for lecturers after a transfer to public service posts (Chetram & Machaisa, 2017). Table 2.1 below illustrates qualifications in the development process by specific universities.

Table 2. 1: Qualifications currently developed by universities for TVET Colleges

| UNIVERSITY | TVET PROGRAMMES |
|--|--|
| 1. Cape Peninsula University of Technology | Advanced Diploma(AD) - Technical and Vocational Teaching (TVT) |
| 2. Central University of Technology | AD - TVT |
| 3. Durban University of Technology | AD - TVT |
| 4. Nelson Mandela Metropolitan University | AD - TVT |
| 5. Tshwane University of Technology | Bachelor of Education - TVT |
| 6. University of Fort Hare | AD - TVT |
| 7. University of Free State | Diploma - TVT |
| 8. University of Johannesburg | AD - TVT |
| 9. University of Pretoria | AD - TVT |
| 10. University of the Western Cape | Postgraduate Diploma - TVT |
| 11. University of the Witwatersrand | AD - TVT |
| 12. Vaal University of Technology | AD - TVT |
| 13. Walter Sisulu University | AD - TVT |
| 14. University of KwaZulu-Natal | AD - TVT |

Source: (Xavier, Komendantova, Jarbandhan, & Nel, 2017)

It is envisaged that the current qualifications to be offered by the above specific universities would improve professional qualifications for TVET lecturers and thus in the near future the qualification would be a prerequisite hiring new lecturers (America, 2017). These courses will be theoretically based in Higher Educational Institutions. Furthermore, a process conducted to the DHET is underway to conduct a detailed survey of academic staff qualifications and competencies so that a comprehensive plan on PD on for lecturer development and support can be outlined (Memorandum from the Parliamentary Office, 2017).

Nicholls (2016) believes that participation in professional development might assist the capacity of lecturers to incorporate what they acquire with other aspects of their

instructional setting. According to Bates & Watt (2016), the argument is that staff development is extremely necessary in a work environment (Bates & Watt, 2016).

The landscape within the TVET sector especially in developing countries requires that curriculum programmes are consistent with the needs of the labour market (Baker, 2012). They argue that middle level academic lack adequate competency to lead curriculum development in an effective manner due to the scarcity of relevant programmes in the sector. This results to department not having goals and processes taking too long to review the curricula. This is supported by (Schultz & Mmako, 2016) in his statement that academic staff are under-equipped in new trends of mechanisms and employees are leaving the sector (Schultz & Mmako, 2016). It is imperative that continuous PD is a necessity in teaching and learning as suggested by (Husband, 2015). He echoes that lecturer training is a positive initiative for continuous development and professional conduct of staff but cautions that in some cases, this may lead to lecturers with a feeling that they have a skills shortage in critical areas.

2.6 Conclusion

The current climate of TVET Colleges requires a vital change on the part of lecturers at these Colleges. Lecturers would benefit from interventions posed by the DHET; the intervention is believed to make the change, which will improve with the support of different staff development programmes. PD for lecturers is fundamental if quality education is to be provided to students. Therefore, professional needs development remains a priority for education managers and lecturers in the education system. It has been acknowledged that the outcome of PD strategies promises the education that will benefit both the Colleges and the students. The latest policy developed by the Department of Education is geared at improving the education of South African lecturers, which will benefit their PD, therefore translating to positive throughput of their classrooms. The evidence of its success would be dictated by the impact on the quality of teaching at Colleges and employment or self-sustainability of students.

Chapter 3

Research Methodology

3.1 Introduction

This Chapter serves to provide a detailed explanation of the research methods adopted by the researcher and also the reasons for selecting these methods. The discussion includes all methods and techniques that are appropriate to help answer the research question guided by the adopted conceptual framework of the study. Furthermore, the chapter outlines, in particular, the data collection method used, the sampling strategy selected, data analysis, research design, the population to be studied and the sample of the research.

3.2 Methodology

Mantri (2008) defines research methodology as a systematic way of solving research problems of the study and further elaborates by stating that it is the science of studying how systematic research is done, where research steps taken by a researcher in solving the research are studied and the justify the logic behind chosen techniques. (Saunders et al., 2016) describes methodology as the theory that guides how the research should be undertaken and further highlights its importance in assisting the researcher to make informed decisions about the study.

3.3 Research Design

Saunders et al. (2016) describe research design as the overall plan of the research that is aimed at answering the research question. Research design assists the researcher in addressing critical questions of the study. The research design explains in detail the reasons why the researcher has chosen a specific method (Saunders et al., 2016). Similarly, (De Vaus & de Vaus, 2001) argues that research design begins with the conceptual design and seeks to address the question of why and what of the study.

The two main approaches are qualitative research and quantitative research. In addition, qualitative research mainly uses words and open-ended questions, while

quantitative research is more use numbers and closed questions (Creswell & Creswell, 2018). The difference between qualitative research and quantitative research is that, quantitative research mainly use numbers and closed question while qualitative research on the other hand use words and open-ended questions (Creswell & Creswell, 2018). Kumar and Smith (2012) state that, quantitative research is numerical in nature, and the data is statistically analysed in addition, the results are also derived from a large sample.

3.4 Qualitative research

“A study is classified as qualitative if the purpose of the study is primarily to describe a situation, phenomenon, problem or event” (Kumar, 2011:32). In qualitative research, participants are able to provide their opinions, experiences and express their feeling. This method was appropriate for this study as the researcher intended to investigate the impact of professional development on the academic staff of Umfolozi College. Qualitative research method evaluate human behaviour in their cultural, political and social environment where they occur (Maxwell, 2012). Saunders et al. (2016) state that a qualitative approach is interactive and it uses semi-structured interviews as one of the data collection tools. Yilmaz (2013) explain that qualitative research is flexible and it looks at the bigger picture of the situation with a view to comprehensively understand the entire situation at all times.

3.5 Interviews

A qualitative research tool was selected for this project as it allows the participants to express experiences in an interview session that is recorded by the researcher. Creswell & Creswell (2018) explain qualitative data collection techniques include, interviews, telephonic, focus groups, observation and studying document. However, the researcher selected face-to-face interview as a data collection technique for the research project. Creswell (2014) suggest that, interviews are the most usual way of collecting data in qualitative research. In addition, there are three types of interviews structured, semi-structured, and unstructured. This study adopted semi-structured interviews. Saunders et al. (2009) note that the in-depth interview enables the research to collect rich data through probing the participants by asking further

questions. The in-depth interviews will help the researcher to gain insight on the topic under study through probing the interviewees by using open questions. Creswell & Creswell (2018); Harrison et al., (2017) explain qualitative paradigms as broad and involve exploratory research, phenomenology, grounded theory, and ethnography. The researcher focused on the grounded theory, Saunders et al. (2016) defined a grounded theory as a strategy.

Bacon-Shone (2013) argues that data collection mostly obtains a full picture with the target group and does not often have a strict set of rules to follow. He further states that the interviewer is required to be well informed about the data collection process with a clear understanding of the field of study. The researcher will use a recording device to record the interviews as well as taking the notes. In addition, the recorded data will be transcribed soon after collection with a view to begin the data analysis process.

3.6 Philosophical Assumptions

There are various philosophical assumptions that researchers can use in qualitative research. The researcher briefly discussed research paradigms like positivism, realism, pragmatism and interpretivism (Saunders et al., 2016).

Pragmatism is a research paradigm that is a result of situations, actions, and consequences as opposed to a precursor condition (Creswell, 2014).

Positivism is a research paradigm that is rooted in a deductive approach where a hypothesis is formulated and tested, and a conclusion is reached (Weber, 2004). In addition, the purpose of positivism is to provide explanations and base its predictions on results that can be measured (Weber, 2004).

Realism is a research paradigm that is associated with scientific inquiry, and the nature of realism is that humans are informed by their senses that reality is the truth and thus, accepting reality or a situation as it is (Saunders et al., 2009).

Interpretivism is a philosophical stance that supports that explains the importance of the researcher's ability to distinguish between human and their social activities from

objects in the research (Saunders et al., 2009). In addition, Saunders et al. (2009) cite that, in the same way, human interpret their day to day social activities, they also interpret the social activities or roles that are played by others according to their own set of meanings. Walsham (1995) suggest that, interpretivism enables the researcher to use the experiences of participants to construe in his understanding the collected data. Interpretivism also allows the researcher to be able to see the world in the same way as that of the participant using the respondent's experience (Walsham, 1995). This research project employed interpretivism because it allows the researcher to understand the experiences of the participants from the collected data and the researcher is also able to comprehend the problem from the perspective of the respondents.

3.7 Exploratory Research Study

Exploratory research is a type of research that is embarked upon with the aim to explore a problem in which little is known about the subject (Kumar, 2011). Exploratory research is effective if the researcher intends to comprehensively understand the problem and the underlying nature of the issue under study (Saunders et al., 2009). Additionally, exploratory research can be conducted through interviewing participants that are knowledgeable, literature review and focus group interviews, moreover, the advantage of exploratory research is that it is adaptable and flexible to changes in the direction that the researcher may wish to take (Saunders et al., 2009). This study is exploratory in nature as it seeks to explore the problem that the researcher has limited knowledge about. In addition, the exploratory approach will enable the researcher to comprehensively understand the phenomenon under investigation. Moreover, the flexibility of exploratory makes it suitable for this study as changes may be necessary during the study.

of the study are College academic staff members who has the appropriate experience and information that can help to answer the research question and the researcher made the judgement to select these participants owing to the answers or impact they have on the study. Purposive sampling is defined as a non-probability sampling form as the researcher will not be able to generalise the findings (Bryman & Bell, 2015). Additionally, purposive sampling aims at sampling participants in a strategic manner in order to ensure that there is relevance to the research questions of the sampled population (Sekaran & Bougie, 2013).

3.8.2 Sample

Saunders et al. (2016) argue that collecting data from the entire population may be impossible when collecting research. “The sample selected is related to the population that is highlighted in the research questions and objectives a sample” Saunders et al. (2016: 275). The sample of this study is made up of 19 participants who are Head of Units, Senior Lecturers and lecturers directly involved with the teaching and learning of the College. The Business Studies faculty was selected because of the staff and student complement which is the majority faculty at Umfolozi College.

Table 3. 1: Umfolozi TVET College Campuses

| King Cetshwayo District Municipality | Ilembe District Municipality | Umkhanyakude District Municipality |
|--------------------------------------|-------------------------------|------------------------------------|
| Richtek Campus * | Mandeni Campus * | Bambanani Campus ** |
| Esikhawini Campus * | Isithebe Campus * | |
| Eshowe Campus * | Sundumbili Campus * | |
| Nkandla Campus ** | Chief Albert Luthuli Campus * | |
| ZCBF Skills Centre *** | | |
| Nseleni Skills Centre *** | | |
| Thubelihle Skills Centre *** | | |
| Jininindomnyama Skills Centre *** | | |

Source: compiled by the author of the document

Key = * Campuses offering Business Studies and chosen for study

= ** Campuses offering Business Studies but not chosen for study

= *** Campuses not offering Business Studies and not chosen for study

Key ** depicts the two campuses i.e. Bambanani Campus under Umkhanyakude

District municipality in Jozini and Nkandla Campus under King Cetshwayo District municipality. These two campuses opened their doors to the community in July 2017 and have been operating on a very small scale while the rest of the sample has been in existence for five years and above hence their exclusion on the study.

3.9 Data Collection Instruments

Data collection is a process of obtaining evidence for a selected sample each selected unit in research (Bryman & Bell, 2015). Responses from participants were recorded during a semi-structured interview process using a device and were later transcribed by the researcher. Similarly, semi-structured interviews are open-ended and allows new philosophies to be discussed in the process of interviews resulting from what the interviewee says (Kumar, 2014). The open-ended interviews enabled the researcher in this study to further probe and follow up on questions as the participant respond to questions. In addition, probing enables the researcher to obtain rich data which is appropriate for the qualitative research approach owing to its nature of large amounts of data.

The advantage of face to face interviews is that the researcher is able to clearly explain the questions being asked and help the participant to understand what the question requires with a doubt (Sekaran & Bougie, 2013). In addition, the researcher is also able to take notice of some nonverbal cues from the participants during the interview, for example stress or frown from the respondents (Sekaran & Bougie, 2013).

Table 3. 2: Piloting schedule

| Participants on the pilot | Date of Interview |
|---------------------------|-------------------|
| Ms A | 12.10.2018 |
| Ms B | 12.10.2018 |
| Ms C | 12.10.2018 |

Source: Compiled by the author of the study

Table 3. 3: Data collection schedule

| Campus | Date of Interview |
|----------------------|-------------------|
| Mandeni & Isithebe | 15.10.2018 |
| Richtek | 15.10.2018 |
| Esikhawini | 16.10.2015 |
| Eshowe | 16.10.2015 |
| Chief Albert Luthuli | 19.10.2018 |

Source: Compiled by author of the study

3.10 Data Analysis

Thematic analysis is a flexible data analysis method that is not aligned or tied to any specific research paradigm and it is appropriate either for smaller or larger qualitative data set and thus can provide rich descriptions (Saunders et al., 2016). Furthermore, thematic analysis can assist the researcher to identify themes from the collected data during the analysis process, in addition, thematic analysis can help the researcher to understand the large quantity of qualitative data (Saunders et al., 2016). The analysis of qualitative research involves aiming to uncover and/or understand the big picture - by using the data to describe the phenomenon and what it means (Creswell & Creswell, 2018). Thematic analysis is the form or type of qualitative analysis which is used to analyse classifications and patterns of data. The researcher analysed and interpreted data obtained from participants after the interviews.

3.11 Control and Quality of Data

3.11.1 Trustworthiness

The aim of trustworthiness is to establish whether the results of the research can be trusted (Korstjens & Moser, 2018). The ability of a researcher to ensure that the findings of the study are presented in a way that enables the audience to look for alternative interpretation increases the trustworthiness of the study (Graneheim & Lundman, 2004). The researcher' questions took sensitivity aspect into account so that the participants could gain trust and be open about the topic under study.

3.11.2 Credibility

Credibility is aimed at determining if the findings of the study are representative of the information or data collected from the respondents and whether the data was interpreted in a correct way in accordance with the views of participants (Korstjens & Moser, 2018). The credibility of the research is to a certain extent determined by the experience and quality of data the participants provide and thus the selection of participants is important to ensure credibility (Graneheim & Lundman, 2004). The researcher targeted College teachers as the participants of the study as they possessed relevant and vast experience and knowledge that helps to answer the research problem.

3.11.3 Transferability

Transferability determines the extent to which the research findings are transferrable to other conditions or settings using different participants (Korstjens & Moser, 2018). The ability of the researcher to comprehensively describe the data and the respondents of the study that were selected purposively determines the transferability of the study (Bitsch, 2005).

3.11.4 Confirmability

Confirmability is a process whereby research findings of the study can be confirmed by other researchers (Korstjens & Moser, 2018). Tobin & Begley (2004) recommend that to ensure the confirmability in qualitative research the researcher should use an audit trail and triangulation (Bowen, 2009).

3.11.5 Dependability

Dependability implies that respondents are involved to evaluate the results of the study and how the data was interpreted and the recommendations of the research to ensure that everything is supported by the collected data (Korstjens & Moser, 2018). Nowell et al., (2017) define dependability as a traceable, logical and properly documented process with data collected having been confirmed with evidence as an audit trail. In addition, he explains that it is not possible for the researcher to know

the areas wishing to transfer the results of the researcher. Zohrabi (2013) and Gonzalez et al., (2015) Recording interviews provided undisputed evidence and objectivity for the responses of the participants.

3.11.6 Ethics in Research and its Considerations

The researcher ensured the respondents that their identity will be protected and confidentiality will be maintained for data provided. The researcher applied to the University of KwaZulu-Natal's Ethical Clearance Committee for an Ethical Clearance Certificate. Ethical standards demand that researchers do not put members in a position where they might be a danger of harm as an outcome of their involvement. Harm can be defined as both physical and mental. The researcher ensured that conclusions derived from the qualitative data are valid, reliable and plausible using the two methods developed to achieve validity in qualitative research, i.e. supporting generalization by counts of events and ensuring representatives of cases and the inclusion of deviant cases.

3.12 Conclusion

This Chapter has discussed the methodology of the qualitative approach adopted by the researcher. This includes the important steps taken in order to ensure that the research question is addressed. The specific issues that were explored in this chapter include the rationale for the selected data collection method and its advantages. In addition, the population of the study was also described as well as the sample size arising from the purposive sampling strategy which enabled the researcher to select participants. The researcher observed the openness of participants throughout the interview process and concluded that a trust relationship between the two parties, i.e. the researcher and the interviewees.

Chapter 4

Presentation of Findings

4.1 Introduction

This Chapter describes and analyses the results of the interviews conducted by the researcher using the qualitative design method. The chapter will be presenting the findings of this study presenting the participants responses in detail and identifying similar statements to create themes. There are five main themes that the researcher will be presenting as emerging from the interviews as shown in Figure 4.1 linked to the objectives of the study. In Figure 4.2, sub-themes corresponding with the objectives are shown and discussed in this chapter.

There following themes are discussed and presented in Figure 4.1:

- I. Professional Development Programmes at Umfolozi TVET College
- II. Value Added by Professional Development in the institution
- III. Leadership support in PD initiatives
- IV. Impact of PD in Teaching and Learning
- V. Strategies to be considered for PD

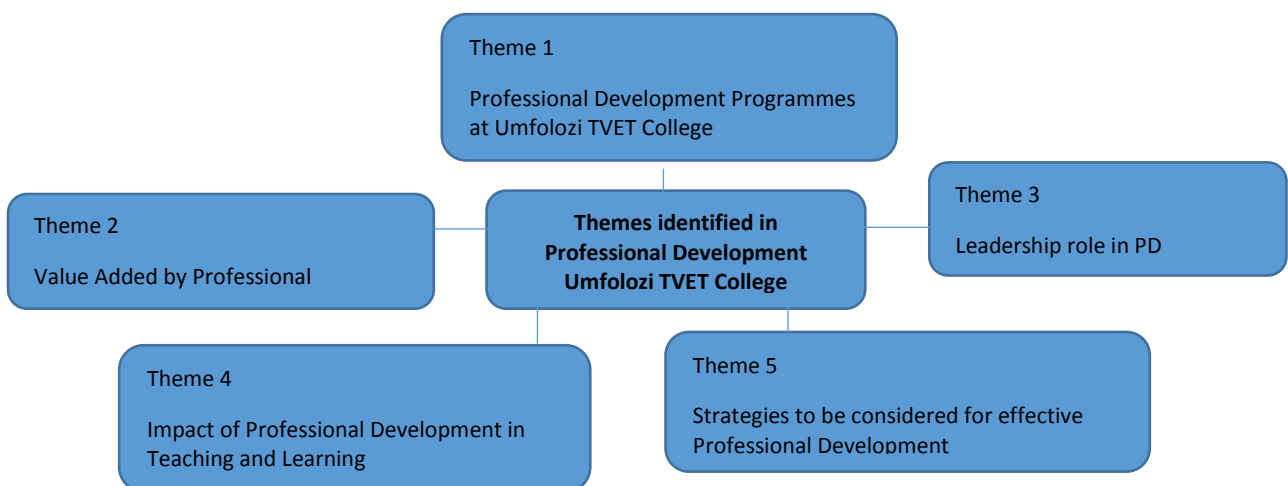


Figure 4. 1: Themes analysed in the study

Source: Compiled by author of the document

4.2 Participants

The researcher interviewed participants from 6 College campuses. A schedule was emailed followed up by telephone calls. Nineteen participants from the 6 sites participated and were interviewed as a qualitative research design utilizing a semi-structured type of interview process.

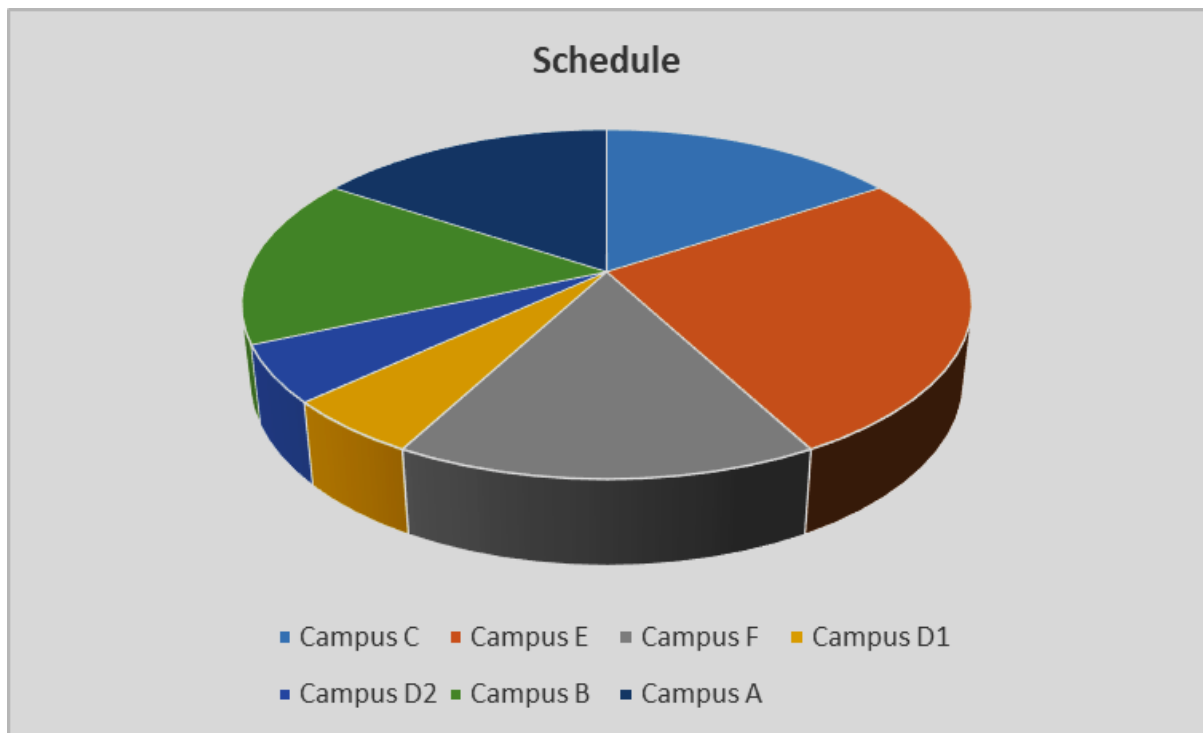


Figure 4. 2: indicates the sites that were part of the study.

4.3 Results Presented in Qualitative Design

According to Saunders et al., (2016), researchers utilizing semi-structured interviews require a list of themes and key questions that will be covered during the interview, though they may differ from one interview to another. “The nature of the questions and the ensuing discussion mean that data will be captured by audio-recording the conversation or perhaps note taking” (Saunders et al., 2016: 391). The researcher recorded the interviews after obtaining consent from the respondents in writing. Using a qualitative research approach, participants were able to express their opinions freely while relating to experiences in PD at the College. The study area was mainly the Business Faculty and the participants were Head of Units (HOU), Senior Lecturers or Education Specialists and Lecturers all in the Business Studies.

4.4 Alignment of Themes

Braun & Clarke (2006) provides an argument that thematic analysis is accessible and a flexible method that is used to analyse data. In this study, data was analysed and five themes emerged with sub-themes. This section will provide a thematic analysis of data obtained from the nineteen interviewees.

4.4.1 Theme 1: Professional Development Programmes at Umfolozi TVET College

Objective 1 : To establish if academic professional development is currently taking place in the College

This section assessed the process of PD at the College. The researcher interviewed nineteen staff members and resulted to the conceptualization of the theme, giving insight into the process of coordinating PD.

4.4.1.1 Sub-Theme 1: Relevant Programmes Available for College lecturers

All nineteen participants concurred that the College has various PD programmes like Assessor, Moderator, Facilitator, International Computer Drivers Licence (ICDL), Pastel Accounting, Education Training and Development Programmes (ETDP), Vocational Education and Occupational Programmes (VEOP), National Professional Diploma in Education (NPDE) as well as Masters programmes. Interviewees articulated that NPDE was a very good initiative for employees without a professional qualification. This programme has been discontinued by the College while there are currently employees that could still benefit.

Interviewee 1 identified ICDL as an important programme for computer lecturers,

“I feel that all the computer staff should be put through the ICDL training because it is very relevant as many of them do have computer background”.

According to interviewee 14, Pastel training has been neglected at the College while a requirement is that lecturers should attend training annually. This causes lecturers to teach outdated content which students might not be able to apply when they leave the College.

Interviewee supported the statement:

“I started as a projects facilitator and did not have any professional qualification. The NPDE assisted me a lot”.

4.4.1.2 Sub-Theme 2: Skills Questionnaires as a tool to determine PD needs

There was consensus among the participants that a skills questionnaire is completed annually and Human Resource Development at the College is the custodian of the form. However, concerns were raised pertaining the programmes listed on the skills questionnaire versus programmes attended by participants. Interviewee 14 alluded to her being identified for a programme:

“I was lucky that this programme was scheduled during the holidays I think many people declined because they were leaving for holidays so I availed myself though it wasn't meant for me”.

In addition, there is a feeling that things should start from Human Resource Department (HRD) giving priority to programmes requested by lecturing staff as stated on the skills questionnaire.

“Similarly, when target numbers are not met, anyone is invited to attend just to fill spaces with warm bodies”.

According to interviewee 3, the skills questionnaire clearly states that applications should be relevant to the current job occupied by the applicant to benefit the teaching and learning process.

4.4.2 Theme 2: Value Added by Professional Development in the Institution

Objective 2 : To analyse whether the current professional development is adding value to the institution

This section assessed the value added by PD programmes attended by academic staff in the business unit at the College including qualifications offered by HE institutions. This came as a result of semi-structured interview questions which was available previously at the College as well as current programmes being offered.

4.4.2.1 Sub Theme 1: Prior and Post PD

Interviewees cited workshop facilitators in the engineering field that are often appointed due to their technological skills and emphasized the importance of assessor, moderator and facilitator course as a need. Interviewee 18 explained that sometimes a lecturer without a proper qualification can be recruited.

“Most of the lecturers do not have a teaching qualification, you find that they have degrees or diplomas so what the College does, all go through the basic courses like assessor, moderator and facilitator. Interviewee mentioned Continuous Professional Development which had recently been attended by lecturers. “A lecturer who attended said it is a wonderful programme especially if you’ve just joined the institution without teaching methods”.

Interviewee 9 alluded on the prior and post training intervention.

“The only way is through class visits, if one needs to identify prior and post training”.

The researcher asked if there is a measure to get feedback from students, interviewee 9 added that students complete a questionnaire once a year for National Certificate Vocational (NCV) and Report 191 Nated courses (N) either semester or trimester.

Interviewee 1 added that it is important for lecturers to undergo computer training when they join the College because others do not have background, ICDL is a good programme because it covers a wide spectrum of computer knowledge.

Interviewees stated that the quality department at central office is responsible for analysing student questionnaires for feedback in the classroom. Interviewee 3 mentioned that a quarterly completion of this form will improve quality instead of completing once a year.

4.4.2.2 Sub-Theme 2 Perception of Academic staff towards PD

An observed phenomenon is that lecturers are keen to further their knowledge at the College. All nineteen interviewees had attended a PD programme which has helped them improve in their teaching and learning. Interviewee 2 added:

“It is a need for everyone who goes to the classroom to have the teaching qualification because you are able to understand the methodology in the classroom”.

Interviewee 9 stated:

“it should start with the lecturer and academic maturity of a lecturer to be able to identify opportunities for training”.

Although interviewees agree that PD exists at the College, unstructured tendencies are evident in terms of process coordination. Interviewee stated sometimes information does not reach sites on time. In one instance, an email was received at 11:00 AM with submission due at 12:00 PM.

“They don’t have a proper way of communicating to us”.

4.4.3 Theme 3: Leadership role in PD programmes

Objective 3 : To determine the role and involvement of leadership in academic professional development

This section looked at the role of leadership to support initiatives in PD programmes. The semi-structured interviews conducted allowed participants to express themselves on leadership support initiatives.

4.4.3.1 Sub-Theme 1 Funding opportunities available for lecturer PD

Interviewees agreed that funding is available for PD from different streams e.g. DHET, College and SETAs. Furthermore, lecturers also take own initiatives to upgrade themselves through PD programmes. This is evidence that at Umfolozi College, PD is prioritized by both staff and management.

“We do get assistance from the College through bursaries and there are structures like the transformation committee which is headed by the deputy principal of corporate services which makes recommendations looking at the criteria”.

Interviewee 9 identified that there is assumption that PD is supported financially:

“An initiative from central office that there is a specific course that people can attend, I assume that there is support”.

Interviewee 11 concurs with interviewee 9 that funding is available at the College:

“I requested training for staff in administration and HRD department took them for training on College budget”

Interviewees also related the funding opportunities sourced from Sectors for Education and Training Authority (SETAs) which assist the College access training funds.

4.4.3.2 Sub-Theme 2 Coordination of PD processes

The transformation committee assists the College to identify training needs and through consensus, priority is given to and the committee recommends. Interviewee 18 cited that *“All stakeholders form part as it starts at campus level with representatives across gender, across race and programmes which is headed by Deputy Principal of Corporate Services”.*

Similarly, the issue of bursaries, the transformation committee will identify certain criteria to allocate funds. However, interviewee 11 mentioned that even though lecturers complete the skills questionnaire, HRD does not offer training based on the submissions. HRD seem not to understand the needs of a lecturer, a projects person or an engineering lecturer.

“We need a person that will understand the urgency of training requested, to add, a questionnaire is a generic form which is not programme specific”.

In soliciting partnerships for PD, interviewee 10 highlighted that she does not have any knowledge of institutions offering College aligned PD programmes. “However, I am aware of a research project which seeks to identify training needs for TVET lecturers. This research project wanted to forge a partnership with the College but it was never successful as the gate keeping processes were not followed”.

When asked about the new trends:

“We have to be flexible to the new trends so that we are relevant and up to date”.

4.4.4 Theme 4: Impact of PD in Teaching and Learning

Objective 4 : To assess how professional development have an impact on teaching and learning throughput

This section analysed the impact of PD programmes to teaching and learning at the College while adapting to technological trends in the environment. The theme was deduced as a result of probing semi-structured questions to ascertain how PD influences on lecturers’ and student’ performance.

4.4.4.1 Sub-Theme 1 Teaching and learning in relation to PD

Interviewees agreed that the College has an Integrated Quality Management System (IQMS) which assesses lecturer performance and is conducted quarterly to identify gaps and training interventions required. Furthermore, it an expectation that College

programmes are relevant to industry needs and that requires staff to be equipped and relevant. Interviewee 7 stated the following:

“It’s through IQMS sometimes, plus visitations through senior lecturers and HOD’s is a process available to ensure that there is improvement of results”.

There is consensus from interviewees that there is improvement in performance of lecturers through PD interventions. Interviewee 10 alluded that the process of IQMS helps a lecturer to evaluate performance as it reflects on the results of the students.

“You can see where you could have done better, what is it that hindered you not to perform to the best of your ability. Sometimes you say you’ve got experience, yet we are mentioning doing the same thing over and over again so that is not much experience. Experience means being able to get out of your comfort zone and be able to learn because in our industry, change is there all the time due to technology”.

4.4.4.2 Sub-Theme 2 Feedback from lecturers on PD

All participants agreed that PD is a necessity at the College as they serve many stakeholders including industries. Interviewee 8 said:

“I have benefited a lot from this College, being in this position for me is credited to Umfolozi College for the training I have received. Now I deliver better education to my students because of the training I have received”.

Interviewee 10 highlighted that sometimes there are workshops that are organised to identify difficult topics or the ones that students find difficult to understand because of lecturer skills to teach the subjects. All programmes mentioned by interviewees had positive impact of PD of staff. The researcher asked the relevance of Masters in Business Administration to teaching and learning. According to interviewee 18 this is a very relevant programme:

“It gives you more information as well as insight relevant to the business management programmes of the College”.

4.4.5 Theme 5: Strategies for effective PD

Objective 3 : To determine the role and involvement of leadership in academic professional development

This theme assessed the process discussed in theme 1 and how the College can assess strategies to enhance PD. The semi-structured interview process for the nineteen participants identified that while there are good practices at the College, more can still be done in terms of strategic coordination of processes.

4.4.5.1 Sub-Theme 1: Staff participation and communication of PD programmes

According to interviewee 9, HRD will send an email requesting participants in a PD programme and an announcement will be made for interested parties.

“They wanted 4 lecturers from each campus, so we said if you are interested, there was no criteria please enlist your name at the HRD office”.

This is in contrast to the role of transformation committee which was identified by interviewee 18 as a structure which is expected to identify and prioritize PD programmes as indicated on the skills questionnaire.

“An announcement is made asking those interested to partake but sometimes they do not show up citing short notice or sometimes no reason is provided”.

Furthermore, interviewee 15 stated that there is no existing transformation committee at their site while the management expects this structure to be the decision making body on PD. Interviewee 14 supported that a submission to show interest on a programme was rejected while a similar one was accepted. There seems to be expectation from HRD to be more vigilant to management PD needs. Interviewee stated:

“No one has asked me if I am struggling or not, or do I require PD to perform better”.

Interviewee 16 is of the view that training was offered to him/her because he/she was at the right place at the right time. This participant was approached in the passage by an HRD official and was enrolled for a specific PD programme.

“Do you want to attend this programme?”

4.4.5.2 Sub-Theme 2: Leadership strategy in PD programmes

Consensus was evident on the support of the leadership of the College. Availability of funds and support in terms of PD initiatives as opportunities are presented to staff by the HRD at Central Office. Interviewee cited SETAs and DHET programmes as main sponsors of PD. According to participants, some students proceed to universities for further education hence a need for partnerships with Higher Education institutions. It is noted that there are no consequences if a person does not attend training having enrolled his/her name. Interviewee 14 stated:

“An emotional intelligence programme was attended by one manager on the first day but never came back on the second day. This programme was for management”.

This supports interviewee 9 statement that 2 identified staff members did not attend a PD programme and HRD did not follow up. Accountability on expenditure for PD is critical for improved systems of PD.

4.5 Conclusion

Chapter 4 consolidated the results of the interviews and findings were presented with themes and sub-themes linked to the objectives. Chapter Five will discuss the findings as discussed in the literature review.

Chapter 5

Discussions of findings

5.1 Introduction

This Chapter presents the discussion according to the objectives outlined in Chapter 1. The researcher will also interpret the results in accordance with the literature reviewed in Chapter 2. Various comparisons and contrasts of the results to previous research conducted will be discussed with the aim of making conclusions about PD at Umfolozi TVET College. In Chapter 4, interviews were conducted to obtain data and findings were presented with the purpose of gaining insight on the PD programmes and how it adds value to performance of students. Participants voiced their views and these will be discussed in this chapter.

5.2 Research Questions in this study

The investigation on the impact of PD programmes will be discussed. A comparison of responses obtained from the participants and presented in Chapter 4 will be compared to literature reviewed in Chapter 2. The study aimed to answer 5 research questions which are stated below:

1. What academic professional development is currently taking place in the College?
2. Is the current professional development adding value to the institution?
3. What is the role and involvement of leadership in academic professional development?
4. Does professional development have an impact on teaching and learning throughput?
5. What strategies can be introduced for return on investment in professional development of academic staff?

5.3 Theme 1: PD programmes at Umfolozi TVET College

Objective 1 : To establish if academic professional development is currently taking place at the College

This theme sought to determine if there were PD initiatives at the College and how the process is coordinated. According to theory discussed in Chapter 2, FET Colleges are vocationally positioned for skills training and also specific to skills which prepares a person for work (Wolhuter & De Wet, 2017).

During the interview, all participants agreed that academic professional development is offered to lecturers of Umfolozi TVET College. Through this theme, the study sought to determine if there is PD at the College. Theme 1 identified two sub-themes which arose from the questions posed during the interviews. While all participants agreed that PD is evident and supported at the College, there were arguments which prompted the two themes pertaining to relevance of PD programmes and the methods used by the institution to obtain information for PD programmes identified. The importance of PD was emphasized by (Wolhuter & De Wet, 2017). His theory was that TVET Colleges should offer quality programmes which will be responsive to the employers and the economy of the country.

5.3.1 Sub-Theme 1: Relevant Programmes Available for College lecturers

In Chapter 2, a detailed discussion of the evolution of TVET versus formerly known FET Colleges was brought up. These changes have necessitated a different method and approach to education and training within the sector. In essence, this means that priority should be given to programmes offered to students by lecturers that are well equipped to do so. Gewer (2016) highlights the anxiety among staff brought by the transformation of the curriculum in the sector. This curriculum was to be offered by the same lecturers who have been in the system during the Report 191 era and the expectation was to implement the NCV programme upon inception. An overwhelming majority of interviewees stated that they did not have professional qualifications when they were appointed. On the other hand, the College has

identified programmes like assessor, moderator, facilitator and VEOP and NPDE as key qualifications for such lecturers.

Critical to teaching and learning is technological innovation. Carries (2014) alluded to literature that TVET College effectiveness on a large scale places reliance on continuous PD programmes to benefit both lecturer and students. Existing programmes mentioned by participants are linked to specific HE institutions. These qualifications are designed according to the policy on professional qualifications and were discussed in parliament in 2017 as detailed in Chapter 2. Literature by Nabeel et al. (2015) allude that there are inadequate programmes on TVET PD. Amongst participants, some felt that VEOP and NPDE programmes were very good programmes that assisted lecturers that did not have adequate professional qualifications but the College discontinued these programmes.

5.3.2 Theme 2: Skills Questionnaires as a tool to determine PD needs

When comparing South Africa to international countries like Canada on PD, it is the Ministry through Professional Learning Communities (PLCs) that provides framework on PD. Similarly, South Africa has a HE Ministry which provides a guide on curriculum development and the importance of collaboration in teaching and learning processes (Kelly & Cherkowski, 2015). From the discussions with the interviewees, it is common knowledge that the College has a system which requires that a skills questionnaire be completed on an annual basis to determine training needs of lecturers.

Literature in Chapter 2 explained that PD is identified in the same context as human development which gives freedom to people to be informed and be healthy (Bates & Watt, 2016). Critical is the needs analysis by the Human Resource & Development (HRD) unit so that training is niched and directed where it is required. The skills questionnaire used by the College is expected to derive information that will add value to lecturer PD hence it should be properly coordinated. Most participants were concerned about the HRD process in the skills questionnaire process stating that in most instances, requested training is not offered although while they will be identified by HRD to attend other programmes not requested as per skills questionnaire.

5.4 Theme 2: Value Added by Professional Development in the Institution

Objective 2 : To analyse whether the current professional development is adding value to the institution

This theme meant to ascertain if there is value added by PD programmes at Umfolozi TVET College. Studies allude that HE institutions are exposed to various challenges including lecturer skills and recommends effective PD programmes for TVET Colleges (Nabeel M Albashiry et al., 2015).

5.4.1 Prior and Post PD

Major challenges have been identified in the TVET sector with lecturer capacity a major one which leads to poor pass rate (Duncan, 2017). Most participants cited that they joined the College without professional qualifications and HRD provided programmes that helped them understand the methods of teaching and learning and how it is applied practically. Prior PD interventions, confidence levels are low and participants mentioned that lecturers lacked knowledge on lesson preparation. Similarly, Bates (2016) support the argument that if there is no academic qualifications offered to professional lecturers, the progression levels are low.

An overwhelming majority of interviewees agree that once PD interventions have been implemented, a positive impact is visible. The levels of confidence increase and content delivery also improves. The findings agree with literature as cited by Dennison & Gallagher (2011) that the development in vocational education makes it imperative for PD to be incorporated in teaching and learning. A Canadian model of PD which as discussed in Chapter 2 alluded that a licence to be appointed as a permanent teacher in the main stream requires a licence with 4500 hours in the job environment (Paquette & Laverick, 2017). A highly recognized vocational education system of Germany highlights the incorporation of practical to theory by partnering with industry through a system known as a dual system (Solga et al., 2014). There is

an expectation that lecturers should provide knowledge to students that will enhance their level either through employment or self-sustainability initiatives, hence the need for lecturers to be kept abreast with environmental developments.

5.4.2 Sub-Theme 2 Perception of Academic Staff towards PD

All participants in the study had undergone some form of PD since joining the College. They regard a professional qualification as a key to teaching and learning with a positive impact. The interest furthering studies of lecturers is overwhelming. Data collected indicate that all 19 interviewees had attended a course or two in PD citing between a 5 day programme to a 2 year programme. Interestingly, some lecturers in the field indicated that a Master's in Business Administration is quite relevant in their day to day teaching activities as it keeps them abreast with the new developments in business.

This requires a proper coordination of PD processes as cited by interviewees. The HRD communication seems to be unstructured and random selection of programmes which usually do not assist a lecturer who has a specific need for effective teaching and learning. The context related to Germany indicates the shortages of head teachers as a negatively affecting vocational education Hallinger & Snidvongs (2005) while the Sub-Saharan context Choy & Haukka (2009) state that the changes in reforms in policy, pedagogy and industry require proactive thinking.

5.5 Theme 3: Leadership role in PD programmes

Objective 3 : To determine the role and involvement of leadership in academic professional development

This theme prompted participants to relate the role of leadership of the College in PD initiatives. It is imperative for College leadership to support their lecturers and ensure the effectiveness of PD programmes. According to Hallinger & Snidvongs (2005), the absence of teachers who are heading departments jeopardise the systematic coordination of activities in an education environment. Similarly, this claim is

supported by Rhodes & Brundrett (2009) in the German system where there is lack of visionary leadership. Wahlstrom et al., (2011) reinforce this theory of PD support towards capacity building of staff as teaching and learning require teachers that are proactive and are able to embrace changes in their environment.

5.5 1: Sub-Theme1 Funding opportunities available for lecturer PD

A common phenomenon is evident as all interviewees agreed that there is funding for PD at the College citing various streams like, SETAs and government funding. It is undisputed that funding opportunities are initiated by College leadership to ensure that there are structures which ensure that funds are linked to skills requirements. Literature stated that there are fifty public TVET Colleges in South Africa as stated in the Continuing Education and Training Act (CET) Act 16 of 2006, (Akoojee, 2016). In addition, there are lecturers who privately fund themselves due to insufficient funding at the College.

Literature discussed in Chapter 2 explained the different programmes offered in TVET Colleges which sought to address the skills shortage in South Africa Wolhuter & De Wet (2017) and provided an analogue on the amalgamation to the 50 publicly funded Colleges versus the 499 privately funded Colleges. Adendorff & Van Wyk (2016) alluded to statistical information on College lecturers which prompted DHET to take drastic steps to enhance the image of public Colleges through funding interventions in infrastructure and staff capacity. Therefore, DHET has a key role to play in the PD of TVET lecturers due to curriculum developments so that academic departments can achieve their goals, (Bakah, 2012).

5.5.2: Sub-Theme 2 Coordination of PD processes

The findings seem to reveal that interviewees were not made aware of the training budget resulting to expectations not realised. The HRD strategy was questionable in terms of vision and priority in identifying critical training programmes. Arguably, there is an existing structure called the Transformation Committee headed by a top official of the College which was identified as a key role player in the allocating funds for priority training. Literature by Lyons et al., (1991) discussed in Chapter 2 support a theory that bringing all stakeholders on board is evidence that PD for employees has

been given priority. Similarly Boka et al., (2016) agree that DHET needs to come up with a plan for lecturer development and take responsibility for putting the necessary systems to effectively manage public resources in public Colleges.

There were visibly inconsistencies from some interviewees on the role played in budget preparation and feedback thereof while other responses alluded to a lack of visibility of a structure while others commended a structure which is coordinated at Central Office. A majority of interviewees felt that there is more that still needs to be done by the College for effective communication so that they are informed if the required training as per skills questionnaire will be offered in the current budget allocation or not.

5.6 Theme 4: Impact of PD in Teaching and Learning

Objective 4 : To assess how professional development has an impact on teaching and learning throughput

The theme was derived from responses of the participants when the researcher engaged on visible impact to teaching and learning throughput. According to the majority of interviewees, PD is key to better performance of lecturers in the classroom. Literature reveals that vocational training is critical in the teaching and learning process as it prepares learners for the world of work through practical orientation and requires teachers to be well informed (Wolhuter & De Wet, 2017). In support, Boka et al. (2016) stated that PD contribute to the development of the organisation holistically. In a teaching environment, professional qualifications are critical. Interviewees that were appointed without teaching methods agree that it is after PD interventions that they were able to stand in front of the class and present content confidently. Feedback from students through students' questionnaires was used to obtain input.

5.6.1 Sub-Theme 1: Teaching and learning in relation to PD

Interviewees alluded to a teaching and learning process known as the Integrated Quality Management System (IQMS) which reviews lecturer performance on a quarterly basis. This process aims to link the shortcomings identified to PD for improve. Furthermore, class visits were mentioned as another tool used by supervisors to assess lecturer performance.

Literature reviewed argued that there is the expectation for TVET Colleges to offer relevant skills for labour market demands and this is largely dependent on vocationally aligned skills. Gewer (2016) placed PD as a significant contributor to student learning and performance while Oketch et al., (2014) argued that TVET College lecturers should have the capacity to teach both theory and practical. Similarly, Wolhuter & De Wet (2017) highlighted the changes in the TVET curriculum versus the existing staff component while Akoojee (2016) argued about the gaps existing such as the skills deficit even after the separation of the two education ministries placing TVET Colleges in the DHET stream as legislated in the White Paper for Post-School Education and Training.

Literature discussed supports the interviewees' assertions that teaching and learning helps improve the capacity of employees as well as learner's growth and improvement (Gamble, 2016). Some interviewees cited a survey for students' feedback which is reviewed by a quality manager of the College. This is in harmony with Avalos (2011) who agrees that the satisfaction surveys provide an indication of the success or a Continuous Professional Development programme though further research is necessary to investigate the impact of knowledge learnt through PD.

5.6.2 Sub-Theme 2: Feedback from lecturers on PD

Interviewees are certain that PD in all its forms is a vehicle that lecturers need to enhance performance. Various programmes were mentioned by the majority of participants which supports literature of programmes developed by universities for TVET Colleges. A majority of participants made reference to VEOP and NPDE which is relevant to lecturers who joined the College without professional qualifications. Participants commended the 2 programmes. Programmes highlighted by participants

were very relevant to academic professionals and lecturers were thriving after interventions of capacity building. In this regard, Carries (2014) maintains that if lecturers teach programmes that do not match their qualifications, there will be ineffective performance requiring PD interventions.

5.7 Theme 5: Strategies for effective PD

The theme in this section wanted to ascertain the presence of strategic leadership in PD initiatives at the College. Although a majority of the participants were certain in their responses on a positive leadership role in support of PD, there were some concerns raised which was interpreted as certain degree of dissatisfaction due to poor communication of PD programmes at the College. According to Wahlstrom et al. (2011), leaders of high calibre cannot be substituted as PD highly depends on such.

Objective 3 : To determine the role and involvement of leadership in professional development

5.7.1 Sub-Theme 1: Staff participation and communication of PD programmes

Interviewees acknowledged the financial support of the College in PD programmes. Similarly, they mentioned an existing structure at the College known as the transformation committee. This structure has a full representation of all occupational levels, the Union representation and management. This interpretation of results suggested that there were significant gaps in the communication process of PD by the HRD unit of the College. Gewer (2016) suggest that it is imperative to invest in strategies of developing the capabilities in TVET institutions. Poor communication in the HRD, if not attended to has a tendency of derailing this good initiative which the College has largely invested in.

An overwhelming majority of interviewees agreed that there are programmes that have been discontinued by the College while a great need still existed and staff still had an expectation of great interest in the programme: as recorded on the skills

questionnaire discussed in theme one. The TVET sector is generally known for its inadequate professionals. Literature reveals that professional identity and work commitment cannot be separated (Maclean & Pavlova, 2013). Similarly Paquette & Laverick (2017) support the professionalism expected from teachers as it develops and consolidates individuals.

5.7.2 Sub-Theme 2: Leadership Strategy in PD

Some interviewees indicated that there is no communication of the budget preparation process. In addition, there is no consequence if a person does not attend a programme assigned to them. An emotional intelligence was earmarked for management of the College and attendance was less than one hundred percent as some managers did not attend. This creates a lack of accountability and wasteful of resources as these programmes draw from College budget.

Literature has revealed that bad leadership impacts negatively on teacher development and knowledge if leadership lacks vision (Rhodes & Brundrett, 2009). Participants' acknowledgement of the fundamental support of PD is overwhelming though some level of misalignment of strategic support. According to Nabeel M Albashiry et al. (2015), there is inadequate competency in the middle management level to drive curriculum delivery in an effective manner. There is consensus among interviewees that the tone is set from the top management on PD; it is a mandate of the College to develop staff particularly in their professional field. A Canadian model is set by the federal government which is responsible for revenue of Colleges. The South African government has also acknowledged the shortcomings in staff capacity in the TVET sector due to curriculum changes Nabeel M Albashiry et al. (2015) and according to interviewees, the changes in curriculum are the main contributors to gaps in staff capacity. Therefore, research findings allude to a highly motivated lecturing staff of the business studies unit who believe in the leaders of the College and trust in their visionary leadership.

5.8 Conclusion

Chapter 5 discussed the findings which emerged from the five themes arising from reviewed literature and the research questions and objectives. Interviewees expressed their views on PD and all were in agreement of the value that PD adds to their teaching and learning situation. There were barriers identified in the PD process and literature reviewed offered a clear understanding in bringing about possible solutions to these challenges faced by the lecturers in the TVET sector.

Chapter 6

Conclusion and Recommendations

6.1 Introduction

This study sought to gain insight on professional development (PD) of staff in the business studies faculty of Umfolozi TVET College, how it is implemented, the role of leadership on PD programmes and the value it adds to the process of teaching and learning. South Africa requires a workforce that is skilled and capable and the expectation is that TVET Colleges play a key role through the delivery of the curriculum by skilled and capable lecturers. Critically is that these lecturers should have the capacity to withstand the changes that the sector experiences through technology and innovative developments. In support, (Wedekind & Watson, 2016) discussions were quite certain that effectiveness in PD yields quality in the delivery of the curriculum. In Section 2.3.2, the study explained that 38.6 percent of TVET lecturers were academically qualified but lacked professional qualifications. It is against this backdrop that the study was initiated.

The benefits of staff development through PD initiatives as well as the its implications will be highlighted. The findings relating to the research objectives, limitations of the study and recommendations for further research on this topic.

6.2 Research Conclusions

This study focused on Umfolozi TVET College Business Studies academic staff only. Data was collected through an interview questionnaire and provided valuable information on the process of PD for the focus group using a qualitative approach. Research objectives included establishing if academic professional development is currently taking place in the College, whether PD adds value to the College, the role and involvement of leadership in the process and the impact on teaching and learning throughput. The findings related to these objectives are discussed in the next section.

6.2.1 Objective 1

The purpose of objective one was to assess if there are any PD initiatives at the College. The study was able to deduce that there are various programmes on PD at the College as emphatically explained by participants, meeting objective one. participants rough the interviews, it was undisputable that the College offers It is evident that the College realised the importance of developing its employees and made available a pool of programmes for underqualified lecturers as discussed in Section 2.3.2. Adendorff & Van Wyk (2016) provided statistical information on shortcomings of TVET lecturers. As a result, DHET realised that drastic changes were required to change the existing situation. This objective assisted in getting to know the various types of programmes attended and coordination thereof. The College has links with HE institutions offering vocational programmes. The risk will prevail if these partnerships are not nurtured as highlighted by participants during the interview process. This talks to the vision of the College leadership in the creation of strategic partners for organisational benefits. A recurring barrier identified through research questions was the facilitation of PD initiatives and the matching of required training by HRD based on the information provided on a skills questionnaire.

6.2.2 Objective 2

Research objective two sought to understand if PD is adding any value to the institution. Literature by Husband (2015) discussed in Section 2.3.6 is in support of the philosophy that PD is a valuable intervention to PD. A clear understanding of the importance of PD was highlighted by the interviewees through the positive experiences in their personal capacity or from the relevant portfolio under their supervision. However, there were barriers mentioned in terms of processing a request for training by a lecturer and the training provided by the HRD. A question posed on the role of leadership is critical in objective 2 as it is their responsibility to play a key role in the process of teaching and learning and capacity building in the organisation. This could pose a risk of training provided which does not address the needs of the lecturer. In summary, the results from participants indicated an enormous value for money for the College if lecturers have been professionally developed in various niche programmes.

6.2.3 Objective 3

The purpose of objective three was to assess the role of those in strategic leadership position in the institution on PD of academic staff. The financial support provided by the College for PD was appreciated by participants which provided clarity that the College leaders prioritize staff development as financial investments were highlighted. There were communication gaps identified as participants were uninformed about budget updates by HRD. Accordingly, the HRD unit as well as College leadership is represented in the transformation committee. This shortcoming in this forum created a barrier as some College sites had a dysfunctional structure.

6.2.4 Objective 4

This objective wanted to establish the if PD contributes positively to the pass rate of the College. One would expect that a lecturer with adequate professional capacity will be able to perform better than an under qualified lecturer. There is a positive relationship between PD and students' results. Participants confirmed this positive connotation and literature reviewed in Section 2.3 Union (2007) agreed. It is indisputable that the benefits of training employees surpass those of limiting capacity building initiatives which could lead to poor quality results.

Participants agreed that there were positive outputs resulting from PD initiatives benefiting both students and the lecturers in the relevant field. They acknowledge that a PD intervention equips a lecturer with skills that will improve performance of students in the classroom.

6.3 Implications of the Study

This study contributes to a PD literature which has been investigated and brings focus to a specific unit within the College which is Business Studies and how it performs after training interventions. As TVET Colleges are state funded, the study provides the College with empirical evidence on critical focus areas for effective leadership strategy in PD and best results.

6.4 Limitations of the Study

This study deliberately focused on the Business Studies faculty while the College has engineering and hospitality faculties, thus creating a limited scope due to other faculties not taking part in the sampling. The focus groups were interviewed physically which meant that travelling costs were involved; three municipalities were covered, i.e. KwaDukuza, uMlalazi and uMhlathuze municipalities covering a mileage of 800+- kilometre radius while there was no additional source of funding for the study. This was further compounded by the timing on the schedule which was prepared and communicated to participants; the Business Studies faculty took a mid-term break and the researcher re-scheduled the interviews. The participants identified the role of HRD in PD while the study had only sampled academic and not support staff.

6.5 Recommendations to solve the research problem

The study considered the literature review and the primary data to obtain a practical overview of the process of PD at the College. The following recommendations were deduced from the interview sessions and discussed below:

- The discontinued NPDE programme should be revisited as participants felt there was valuable benefits to lecturers without the necessary professional qualification.
- There is a need to strengthen the activities of the transformation committee. The participants explained that this structure has a critical role to play but is unevenly formed.
- The HRD skills questionnaire used to obtain the needs intervention required should to be further investigated by the College due to misalignments in funds available, training required and coordination identified in this study.
- More empirical evidence can be obtained if the study looks at a broader scope, focusing on other faculties as the College has other faculties over and above the Business Studies.

- Support staff of the College, in particular the HRD unit should be considered for future investigations on PD so that another view to then process can be obtained as participants raised legitimate concerns. The HRD function is the custodian of all data pertaining training and development of employees at the College.
- Similarly, the management perspective in the process was going to assist the researcher to gain more insight in their role.

6.6 Recommendations for future studies

- The curriculum of the TVET sector is non-static and requires facilitators to be informed as curriculum change evolve in education (Goldner & Ritti, 1967). The DHET should consider proactive strategies in terms of curriculum design which talks to environmental changes.
- The role of partnership with industry is of critical importance to the training and development of staff in the TVET space as they are the employers and key role players in the development of our economy.
- A quantitative study that will provide analytical data on students enrolled at the College, lecturers without professional qualifications and a comparison to students' results – the throughput rate.
- This study focused on Umfolozi TVET College which leads to lack of adequate data to compare. Expanding the study to other Colleges will provide more data and a different perspective on PD.
- A College operates in a global environment and therefore, the role players such as industries who are the employers, the Department of Basic Education (DBE) as supplier of students to TVET Colleges and Universities should also form of future studies to ascertain what PD interventions are required.

6.7 Conclusion

Conclusions of this study were presented in this chapter with specific findings to the objectives. Objective one confirmed the College PD programme existence as various interventions were discussed. The results of objective two strengthened a case of the value added by PD at the College. Research objective one and two findings identified weaknesses in the types of programmes identified as critical for interventions and the process coordination thereof. The third objective provided practical interventions by the leadership of the College in support of PD through budget allocation strategies. In relation to objective four, there were undisputable success factors in relation to student throughput rate. The College has been playing a commendable role in the training for better quality education. In conclusion, focus is on TVET Colleges in skills development strategies and labour supply. It is therefore imperative that priority and support be directed to facilitators and appropriate support initiatives as key role players in the process.

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APPENDICES

A Gatekeepers Letter



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Let the future be known

Dear Madam

Your letter dated 20 July 2018 and received on 23 July 2018 is acknowledged requesting permission to conduct research for your study – Nomhle Dorcas Mncube, Student no. 209540344.

I Samuel Zamokuhle Zungu, the Principal of uMfolozi Technical and Vocational Education and Training College give permission to conduct research on the topic **“INVESTIGATING THE IMPACT OF PROFESSIONAL DEVELOPMENT IN THE BUSINESS STUDIES FACULTY OF UMFOLOZI (TVET) COLLEGE”**.

I am hoping this study will assist the College to improve performance upon conclusion. I reserve the right to withdraw this permission at any time.

Yours sincerely



PRINCIPAL

Date: 26/07/2018

B Ethical Clearance Approval



21 September 2018

Mrs Nomhle Dorcas Mncube (209540344)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Mncube,

Protocol reference number: HSS/1127/018M

Project title: Investigating the impact of professional development in the Business Studies Faculty of Umfolozi College (TVET)

Approval Notification – Expedited Application

In response to your application received 03 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

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

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

Yours faithfully



.....
Dr Rosemary Sibanda (Deputy Chair)

/ms

Cc Supervisor: Professor A Martins
Cc Academic Leader Research: Professor Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

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C Informed Consent Letter

| |
|----------------------------|
| Informed Consent Letter 3C |
|----------------------------|

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Dear Respondent,

MBA Research Project
Researcher: ND Mncube (0810397939)
Supervisor: Professor A Martins (031 260 1493)
Research Office: Ms P Ximba 031-2603587

I, Nomhle Dorcas Mncube an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled '**Investigating the impact of professional development in the Business Studies faculty of Umfolozi College (TVET)**'. The aim of this study is to investigate whether staff development programmes offered to Umfolozi TVET College benefit the academic staff in order to deliver quality education and training to their students.

Through your participation I hope to understand the impact of professional development in the Business Studies faculty to quality education and training offered to their students. The results of the focus group are intended to identify gaps if any in the professional development programmes and design improvement plans that will improve the students results through quality education.

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

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

The interview should take you about +-30 minutes to complete and will also be recorded using an audio-recording device. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature _____ Date _____

This page is to be retained by participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project
Researcher: (ND Mncube (0810397939))
Supervisor: Professor A Martins (031 260 1493)
Research Office: Ms P Ximba 031-2603587

CONSENT

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

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

Please indicate with an X if you agree/or disagree to the recording of the interview.

| I agree | Do not agree |
|---------|--------------|
| | |

SIGNATURE OF PARTICIPANT: _____ DATE: _____

This page is to be retained by researcher

D Interview Schedule

Interview Questions

- What is your academic position in this College?
- Which academic professional development have you taken?
- What professional development programme offered by the institution are you aware of?
- Is funding available for professional development programmes within the institution?
- In your opinion, does the current professional development programme add value to the institution?
- What is the role and involvement of leadership of the College in academic professional development?
- How can the College adapt to changes and make the professional development programme appealing to staff?
- What measures should be put in place for staff to embrace professional development programmes?
- In your opinion, does professional development have an impact on teaching and learning?
- Does professional development have an impact on teaching and learning throughput?
- What strategies can be identified to facilitate the results and throughput of professional development in the College?

E Editors Report

Helen Richter

Advanced Editing, Proofreading
& Copy writing

feetjieding@gmail.com
072 9538169

29 November 2018

CERTIFICATE OF EDITING & AUTHENTICATION

To whom it may concern:

I have language-edited the following Master of Business Administration thesis titled

**“A qualitative Study at Umfolozi TVET College Investigating the Impact of
Professional Developing in the Business Studies Faculty”**

by

Nomhle Dorcas Mncube

and certify that the contents are, to the best of my knowledge, the author’s own work, and
the work is free of spelling, grammar, structural and stylistic errors.

With thanks.



H. S. Richter

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