



**A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE
LEARNING AT A PUBLIC TVET COLLEGE**

By

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DEDICATION

- I dedicate this thesis to my wife, Leona Carol Anderson-Buthelezi for her support, motivation, sacrifices and being patient with me during this study.
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ABSTRACT

The aim of this study was to explore a psychosocial support for sustainable learning at a public TVET (Technical Vocational Education and Training) college. In order for the aim of this study to be achieved, the following objectives guided the study:

- To explore the current situation regarding psychosocial support for sustainable learning at a public TVET college;
- To understand circumstances under which psychosocial support for sustainable learning at a public TVET college may be implemented successfully;
- To explore evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college;
- To anticipate barriers to successful implementation of psychosocial support for sustainable learning at a public TVET college and to suggest how these may be circumvented; and
- To explore a psychosocial support for sustainable learning at a public TVET college.

Student Development Theory (SDT) by Chickering and Reisser is the theoretical framework that guided this study. SDT was significant because it deals with college students' identity development and it attempts to develop competency, manage emotions, move through autonomy toward interdependence, develop mature interpersonal relationships, establish identity, develop purpose and develop integrity of co-researchers. SDT as a theoretical framework further promotes empowerment, equity, social justice, hope, and liberation of the co-researchers. Development, empowerment, active participation, and collaboration are encouraged by SDT. In this study, co-researchers' views as voiceless and marginalised were also taken into consideration. Various emotional, social, and academic challenges experienced by co-researchers were indicated by reviewed literature. Much has also been written on student psychological support services at public TVET colleges. However, there are no studies that have been conducted on exploring a psychosocial support framework for sustainable learning at

public TVET colleges. Therefore, in order to explore a psychosocial support framework for sustainable learning at a public TVET college; data had to be generated through Participatory Action Research (PAR) and these were generated at a campus in one of the public TVET colleges in KwaZulu-Natal Province. PAR is well-suited for SDT because they both develop competence, manage emotions, move through autonomy toward interdependence, develop mature interpersonal relationships, establish identity, and develop purpose and integrity of the voiceless and the marginalised. PAR also allows co-researchers to change their standard of living, discuss their realities, and talk with other people about changes. It further promotes collaboration and democracy and brings changes to co-researchers` circumstances and situations. Co-researchers in this study comprised a Student Development Practitioner, a Social Worker, an Assistant Director (SSS), an Educational Psychologist, an SRC member, Report 191 lecturers, NC(V) lecturers, Report 191 students, and NC(V) students. All these co-researchers are directly affected by the absence of a Psychosocial Support (PSS) Framework for sustainable learning in a public TVET college.

Critical Discourse Analysis (CDA) as a data analysis method was used to analyse data. CDA is well-suited for PAR and SDT because it changes the unacceptable situation with the assistance of co-researchers, it helps to understand meaning, and it also helps to make suggestions. CDA further emancipates the voiceless and the marginalised and it attempts to shape the society.

Through discussions with co-researchers, it was established that there are barriers with regard to PSS that need to be attended to since co-researchers feel neglected and also oppressed. In order to deal with neglect, power inequalities, oppression, social, academic, and emotional needs, circumstances which should be met for successful implementation of psychosocial support for sustainable learning were identified by co-researchers. The key circumstances of the explored psychosocial support framework for sustainable learning at a public TVET college are as follows: reducing poor socio-economic status of public TVET college students; developing students` self-esteem; building students` resilience; dealing with students` stressful situations; promoting and encouraging peer counselling; providing training on dealing with emotional and social

needs of students; reducing the high rate of absenteeism, and providing counselling skills and dealing with psychosocial challenges. Through confronting these circumstances, a psychosocial support framework for sustainable learning at a public TVET college was explored.

LIST OF KEY CONCEPTS

Counselling skills

Critical Discourse Analysis

Low socio-economic status

Participatory Action Research

Peer counselling

Peer tutoring

Public TVET College

Psychosocial

Psychosocial challenges

Psychosocial support

Resilience

Self-esteem

Student Development Theory

Sustainable learning

LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
CDA	Critical Discourse Analysis
CHET	Centre of Higher Education Transformation
CL	Critical Linguistics
CPF	College Policing Forum
DHET	Department of Higher Education and Training
FAI	Free Attitude Interview
FET	Further Education and Training
HPCSA	Health Professional Council of South Africa
IT	Information Technology
KZN	KwaZulu-Natal
NATED	National Accredited Technical Education Diploma
NCV	National Certificate Vocational
NIMH	National Institute of Mental Health
NPDE	National Professional Diploma in Education
NSFAS	National Student Financial Aid Scheme
PAR	Participatory Action Research
PSS	Psychosocial Support
PSSS	Psychosocial Support Services
PSUWC	Pennsylvania State University World Campus
SAPS	South African Police Services
SASSA	South African Social Security Agency
SDP	Student Development Practitioner
SDT	Student Development Theory
SRC	Student Representative Council
SSS	Student Support Services

TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa

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CHAPTER ONE:

INTRODUCTORY BACKGROUND ON PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

1.1 INTRODUCTION

This study intends to explore a psychosocial support framework for sustainable learning at a public Technical Vocational Education and Training (TVET) college. The government of South Africa has relied on public TVET colleges to address the scarcity of skills. There are fifty recognised and listed public TVET colleges in South Africa. The Department of Higher Education and Training (DHET) administers all these public TVET colleges and they have an enrolment of more than 700 000 students. In most of these public TVET colleges, there are Student Support Services (SSS) responsible for psychological and academic needs of students. In understanding the determination of South African government, it has been noted that the DHET has decided to prioritise all public TVET colleges to close the skills gap. The study focuses on the psychosocial support services provided by the Student Development Practitioner, a Social Worker, an Educational Psychologist, and lecturers at a public TVET college in KwaZulu-Natal Province. Chapter one constitutes the following: background to the study, rationale, problem statement, location of the study, aim, objectives, key research question, secondary questions, design of the research, research methodology, generation of data, data analysis, significance of the study, ethical considerations, and layout of the study.

1.2 BACKGROUND TO THE STUDY

The purpose of this study was to explore a psychosocial support framework for sustainable learning at a public TVET college. An enabling environment for public TVET college students is essential for positive impact on the retention rates of public TVET college students. This environment includes mentoring, psychosocial support, and academic programmes. Public TVET college students' struggle to establish identity is the main challenge they experience, which creates the necessity for psychosocial support programmes and academic programmes. Furthermore, this struggle for identity affects their ability to perform well socially, culturally, emotionally and academically. Kaur

(2016:126) states that a number of policies have been created from time-to-time to enhance higher education quality, but people who are making these policies usually miss the key element of higher education that is the students. In addition, Kaur (2016:126) emphasises that providing psychosocial support services to students, including social and emotional support along with academic support, creates awareness in students and can help to enhance higher education quality. In support of Kaur (2016:126), Hayes (2015:3) states that psychosocial support services are vital for facilitating and assisting the transition of students into public TVET colleges and also to increase retention of students. However, there are no educational and psychosocial support services to assist public TVET college students to be successful in developing and creating new learning approaches, and also to prosper during and after their studies. Furthermore, Hayes (2015:3) states that psychosocial support services improve student retention and academic performance; weak student psychosocial support services disorient and frustrate students making their learning experience problematic; student psychosocial support services together with academic advising are valuable strategies for improving the performance of college students; and barriers to utilisation of psychosocial support services by college students include anxiety and belief that their issues cannot be resolved. I concur with Kaur (2016:126) that the provision of psychosocial support services such as social, emotional, and academic support to college students makes them aware and also assist them to succeed academically. I also agree with Hayes (2015:3) that provision of psychosocial support services to students improves the rate of retention and their performance academically. I further agree with Hayes (2015:3), that anxiety and lack of self-belief are the barriers to the implementation of psychosocial support services. Based on the preceding discussions, I conclude that the current challenge at this campus is promoting and developing engagements within the college`s psychosocial support services.

On the other hand, Roberts et al., (2015:124) outline the lack of student approach to service delivery, cultural differences between staff and students, vulnerability of students due to insufficient language facility, societal skills, and racial bias. Furthermore, Roberts et al., (2015:124) mention that public TVET colleges cannot just register students from

diverse socio-economic backgrounds and anticipate automatic change and achievement of the desired objectives. Public TVET colleges should offer students relevant information, adequate facilities, and a favourable setting that allows students to adjust to their new circumstances. This can best be achieved through including the students. In support of Roberts et al., (2015:124), Kaur (2016:126) defines psychosocial support services (PSSS) as a cluster of facilities and activities that are provided to college students to make the learning process easier and more interesting. Kaur (2016:126) furthermore states that PSSS serve as the interface between the colleges and students and the higher education quality depends directly on the support services provided in various modes of higher education. I also conclude that if public TVET colleges are deficient in providing psychosocial support services to their students, then they do not serve the purpose of education; they only issue certificates and diplomas to students.

According to Kaur (2016:126), there is evidence to suggest that there is a positive relationship between the academic performance of public TVET colleges and effective use of psychosocial support services. I also agree with Kaur (2016:126), that there is a positive connection between students' academic performance and psychosocial support services when they are properly used. However it is a matter of concern that public TVET college students, lecturers, student development practitioners/student support officers either choose not to make optimum use of some or all of these services, or they do not know how to use them effectively. Consequently it is important to understand more about the perceptions of public TVET college students and their use of psychosocial support services in order to maximise the effectiveness of these to enhance the performance of college students. Roberts et al., (2015:124) also hint that differing beliefs and assumptions entertained by both public TVET colleges' structures and the students with regard to psychosocial support services, require precise attention and further examination, as it is through these disparities that issues can be identified.

At public TVET colleges, in South Africa, there is a framework for student support services; however, most of the public TVET colleges do not implement it. Moreover, policies have been developed within public TVET colleges but they are not coordinating

within the public TVET sector. In public TVET colleges, the resources are inadequate to provide psychosocial support for students. There are also very few public TVET colleges that offer psychosocial support services, and there is no strategy in place for supervising and reporting on these services, according to Muchineripi (2017:18) who reminds us that the White Paper advocates for a new framework for public TVET colleges that includes psychosocial support services that offer student counselling and support services to help college students to academically, socially, and morally succeed.

In South Africa, this campus as a research site is one of the campuses of fifty public TVET colleges assigned by government to assist in addressing the shortage of skills. To achieve the initiative of the government, the academic environment should be in line with diversified students. Psychosocial support services should be provided to all students irrespective of their backgrounds. Research shows a connection between psychosocial support services and student retention. The majority of the students who register at this campus come from low economic backgrounds. This is highlighted by Dr. Nzimande, the former Higher Education and Training Minister who mentioned that National Student Financial Aid Scheme (NSFAS) has aided public TVET College students who display academic ability but come from low socio-economic backgrounds, according to (DHET, 2018). The majority of these campus students are funded by the government through NSFAS and have restricted access to counselling services because of socio-economic status. Psychosocial support services are crucial at this campus since they help students to be settled in a new setting through receiving counselling services and psychosocial support services. This study is necessary to assist students, lecturers, and student development practitioners/student support officers to implement a psychosocial support a framework for sustainable learning and academic success. Hence, I focus on exploring a psychosocial support framework for sustainable learning at a public TVET college.

1.3 RATIONALE

The study seeks to explore a psychosocial support framework for sustainable learning at a public TVET college. The following three perspectives are used; personal, professional and contextual experiences. Initially my perspective was based upon my personal experience and observation from my position as a lecturer for eleven years at a campus

in a public TVET College, and chairperson of Student Support Services (SSS) for five years. My second perspective comes from my encounter with literature that supports my personal views. My position as lecturer and chairperson of student support services has given me an opportunity to work closely with students from disadvantaged backgrounds. As a lecturer and chairperson of student support services, I have managed to assist the campus by doing the following; providing support and explaining the values, mission and policies of a campus; participating in leadership and taking responsible decisions; evaluating the social experiences of students in order to improve programmes efficiency; establishing policies and programmes that contribute to campus safety; supporting the institution's values by developing and enforcing students standards and supporting the student's participation in institutional governance. Regarding the students at a campus, as a chairperson of students support services for 5 years, I have assisted them in transitioning to campus life; helping them to explore and clarify their values; encouraging the development of relationships of friendship and a sense of belonging to a campus.

Most of the students at a campus have psychological and social problems which disturb and affect their academic performances. The post-apartheid era in South Africa has spawned much analysis and commentary about the challenges facing public TVET Colleges in a changing world. These challenges have resulted in a high rate of drop outs, low certification rate, and low throughput rate. Through interactions with lecturers, the Student Development Practitioner, a Social Worker, an Assistant Director (SSS) and students, it has been observed that these students underperform academically and most of them drop out before graduation. This group also points out the following as the main causes for underperforming academically and high drop-out rate: social, emotional and academic problems; self-doubt; and low self-esteem. These causes affect the academic achievements of students.

This public TVET College has five campuses, one training centre and central office. Each campus has one Student Development Practitioner (SDP) who works collaboratively with lecturers under Student Support Services. All of these Student Development Practitioners per campus have recently been employed in this role. Their roles are to

provide student support services such as: counselling, academic, social and emotional needs. However, most of these Student Development Practitioners do not have experience and relevant qualifications as per the Health Professional Council of South Africa (HPCSA) job requirements.

DHET (2016:3) indicates that by the year 2014, the Department of Higher Education and Training had registered one million students in public TVET colleges. Such a target necessitated a scenario where public TVET colleges had to establish and strengthen their Student Support Services (SSS) with a view to enhancing Psychosocial Support Services (PSSS) and student success in their academic and social spheres. Therefore, the psychosocial support services become a critical component in addressing these barriers to their success. The development of psychosocial support services is not prioritised in all the fifty public TVET colleges. Furthermore, DHET (2016:3) reports that psychosocial support services should be available in all public TVET colleges. It is in the light of this understanding that this study seeks to explore a psychosocial support framework for sustainable learning at a public TVET college. This framework accommodates student diversity and should improve the students' academic performance at public TVET colleges. The guidelines ensure that the intended practices are adhered to by personnel responsible for providing psychosocial support services to public TVET college students.

1.4 PROBLEM STATEMENT

152 public technical colleges were fused into fifty colleges at the beginning of 2002 and what used to be called Further Education and Training (FET) colleges are now called Technical Vocational Education and Training (TVET) colleges, according to (DHET, 2018). At present, these public TVET colleges provide the following: student support services; social support; emotional support; academic support; and moral support. However, the rates of success of public TVET college students are low in spite of improvements effected in previous years. The highest priority of DHET is to reinforce and increase the number of public TVET colleges and also to make them the first choice institutions for learners that are leaving or have left schools. The main aims in reinforcing public TVET colleges are to improve their governance and management.

Liguori & Lonbaken (2015:67) state that through developing their identities, following their careers, and improving their relationships, public TVET college students work towards developing themselves personally and professionally. However, the students' stress level disturbs their determination to meet their objectives. Furthermore, Liguori & Lonbaken (2015:67) argue that substance abuse together with the other college stressors negatively affects performance of students academically and may cause attrition which can affect job opportunities. The data have, however, demonstrated that public TVET colleges are a vital part of the higher education system of our nation. Nevertheless, there is still an issue in the history of public TVET colleges regarding the retention and graduation of disadvantaged students. The study seeks to explore psychosocial support for sustainable learning at a public TVET college through literature and generated data. Psychosocial support services for sustainable learning in public TVET colleges are an important component in the framework for student support services.

The core business of the student support services framework is to ensure that college students from diverse backgrounds, confronted with various social challenges, are not isolated and also to help them to improve their academic success. There has been no research conducted specifically to improve the effectiveness of programmes, liability for educational results, satisfaction of college students, or improvements of services for psychosocial support. Thus, a study to explore a psychosocial support framework for sustainable learning at a public TVET college is required. Attaining college education is an important achievement and success in South African culture. Innovation and productivity within the economy in South Africa depend on education levels and standards of society. The luxury and opportunity of achieving a college certificate or diploma may be constrained because of many challenges and difficulties that college students who are disadvantaged academically are faced with.

The gap in achieving education in South Africa can be a powerful challenge for disadvantaged people to social and economic achievement. To address such challenges and barriers through research should improve the support for the higher education of students who are disadvantaged. The majority of students at public TVET colleges come from low socio-economic backgrounds and they have limited access to personal

psychosocial support services. Such a situation deters public TVET college students from attaining their potential academic success. Thus, a feasible, accessible psychosocial support framework for sustainable learning needs to be explored for use in public TVET colleges if students are to attain academic success.

Even though psychosocial support services have been established by public TVET colleges, their effectiveness and efficiency is questionable as students continue to be negatively affected by social problems. It is against this backdrop that this study has to be conducted. The academic success of students at a public TVET college is hinged on their emotional stability.

1.5 LOCATION OF THE STUDY

The study's site was at one of the campuses of a public TVET College in KwaZulu-Natal Province. This public TVET College has five campuses, one training centre, and one central office. The campus is situated in one of the towns in KwaZulu-Natal Province. However, most of the students who attend this campus are not from the town where the campus is situated. They are from surrounding towns and they are renting accommodation which suggests that they do not have adequate social and academic support from their parents. Report 191 Business Studies Programmes, N4 – N6, in Financial Management, Management Assistant, Public Management, Farming Management and Hospitality as well as National Certificate Vocational (NCV) programmes, L2-L4 in Hospitality and Office Administration are offered at this campus. This campus is also involved in 'learnerships' for the Wholesale and Retail SETA, Agri Seta and Services Seta. It has a restaurant and catering facilities. Students at this campus range in age from 18 and older. The vast majority of students secure bursaries from the government-funded National Student Financial Aid Scheme (NSFAS) that they do not have to repay. The campus has a total of 2301 students (1797 Report 191 students and 504 NCV students), and 72 lecturers. At each campus, there is one Student Development Practitioner. All of these Student Development Practitioners have recently been employed in this role. Four lecturers (two teaching NC (V) programme and two teaching Report 191 programme), ten students at this campus (five from NC (V) programme and five from Report 191 programme), a Student Representative Council

(SRC) member, an Educational Psychologist, a Social worker, a Student Development Practitioner and one Assistant Director (Students Support Services) at central office are identified as the key co-researchers in this study.

1.6 AIM

This study aims to explore a psychosocial support framework for sustainable learning at a public TVET college. It is necessary to explore such a psychosocial support for sustainable learning, which college communities and education officials can use for effective lecturing and learning as disadvantaged students can be accommodated in a daily lecturing and learning process. It is presumed that this psychosocial support framework empowers and develops student development practitioners, social workers, educational psychologists, students, and lecturers by supporting them in their daily struggle as psychosocial problems have a negative impact on achieving education goals.

1.6.1 Objectives

The following are the specific objectives of this study:

- To explore the current situation regarding psychosocial support for sustainable learning at a public TVET college.
- To understand circumstances under which psychosocial support for sustainable learning at a public TVET college may be implemented successfully.
- To explore evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college.
- To anticipate barriers to successful implementation of psychosocial support for sustainable learning at a public TVET college and to suggest how these may be circumvented.
- To explore a psychosocial support framework for sustainable learning at a public TVET college.

1.7 KEY RESEARCH QUESTION:

Public TVET college students need to be supported in a proper and sound social, psychological and educational manner since they are marginalised in the DHET in general. These students must be given an opportunity to voice their lived realities and experiences in order for Student Development Practitioners, Educational Psychologists,

Social Workers, Education Officials and lecturers to realise the need for support. I also believe that these individuals should raise their voices to challenge the insufficient support for dealing with different issues that may cause barriers to learning. Thus, the key research question for this research study is:

- How can we (lecturers, student development practitioners, students, SRC members, social workers, educational psychologists, and the Assistant Director for Student Support Services) use a psychosocial support framework for sustainable learning at a public TVET college?

1.8 SECONDARY QUESTIONS:

- What is the current situation regarding psychosocial support for sustainable learning at a public TVET college in South Africa?
- Under which circumstances can psychosocial support for sustainable learning at a public TVET college be successfully implemented?
- Is there evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college?
- Are there any barriers to successful implementation of psychosocial support for sustainable learning at a public TVET college? If there are any, then how could they be circumvented?
- How can we explore a psychosocial support framework for sustainable learning at a public TVET college?

1.9 RESEARCH DESIGN

1.9.1 The approach of the study

Mohajan (2018:35) maintains that for suitable results, an approach to the research should be disciplined, systematic, and explicit. In support, Levitt et al., (2017:6) add that qualitative research is naturally inductive, and qualitative researchers determine meanings and understandings in given circumstances. Gopaldas (2016:118) defines qualitative research as an analysis technique and method of data collection that utilises semi-structured interviews, open-ended interviews, and purposive sampling, whilst Mohajan (2018:32) reiterates that in qualitative research, the researcher attains a whole

picture of providing assistance through his or her intense involvement in real practices. This study utilises an approach that is qualitative because it is a plan of enquiry based on philosophy and psychology (Levitt et al., 2017:12; Mohajan, 2018:32). The qualitative research approach assisted me as the researcher to describe the experiences and real practices of research participants. This enabled me to understand the setting where the research was conducted and also it allowed for rich narrative descriptions.

Mohajan (2018:32); and earlier, Gopaldas (2016:118) also stated that the aims of qualitative research are to discover the research participants` experience and to recognise the involvement of the researcher`s own view of the world and the nature of the relationship between the researcher and participants. Thus, I seek to find out what has happened and, through understanding the realities of co-researchers, to offer meaningful explanations to these research participants.

1.9.2 The paradigm of the study

Fletcher (2017:183) defines paradigm as a complete method of thinking, whilst Abdul (2015:23868) defines paradigm as an organising framework that enables participant researchers to test the fundamental belief structures that control their project. Furthermore, Abdul (2015:23868) argues that the social sciences` ethical dimensions should be addressed by paradigms of the research. Research paradigms are basic suppositions and philosophies that guide the behaviour of a researcher. The concerns of epistemology, axiology, methodology together with ontology, should shape the paradigm`s dimensions. This study is therefore supported by critical realism as paradigm. The aim of critical realism as paradigm is to free human beings from conditions that overcome them. Critical realism as a paradigm is not only about recording what is being observed, but also it is an attempt to change the world. Realism in this study contests the current situation at a campus and attempts to stabilise the democracy of co-researchers. Hence the study seeks to explore a psychosocial support framework for sustainable learning at a public TVET college in an attempt to change the world and stabilise the co-researchers.

Researchers in realism believe that it is motivated by the designs of qualitative research. Benjamin-Thomas et al., (2018:2) argue that critically informed research holds ontological commitments to historical realism, where reality is considered as constantly changing over time and shaped by various contextual forces that situate certain individuals and collectives to experience injustices. Furthermore, Benjamin-Thomas et al., (2018:2), state that the epistemological stance of realism is seen as transactional and subjectivist, where the values of researchers are considered to be central to the research process and outcomes. I concur with Benjamin-Thomas et al., (2018:2), that in critical realism as a paradigm, the reality changes over the time and the co-researchers` values are important in the research study. In this research study, I worked with co-researchers in order to make a shared social practice more coherent, just, rational, informed, satisfying and sustainable (Kemmis et al., 2014:187).

With regard to axiology in a critical paradigm, Kivunja and Kuyini (2017:28) define it as an ethical issue that needs to be considered when planning a research proposal and it involves defining, evaluating and understanding concepts of right and wrong behaviour relating to the research study. I had the highest regard for human values of all co-researchers that participated in this research study. I also considered the ethical issues of co-researchers by ensuring that the generation of data did not hurt them. Furthermore, I sought and obtained an ethical clearance certificate, attached as Appendix A to conduct this study from University of KwaZulu-Natal Humanities and Social Sciences Research Ethics Committee which is granted to make sure that issues of ethics are met.

1.9.3 Selection of the participants

This study was conducted at a campus in one of the public TVET colleges in KwaZulu-Natal Province. At this campus, there is a Student Support Services structure that includes one Student Development Practitioner (SDP), one Educational Psychologist, one Social Worker, five co-opted lecturers, and eight Student Representative Council (SRC) members. The key participants for this study have already been declared above. Purposive sampling was used to select participants in this study. The logic and power of purposive sampling lie in selecting information-rich cases for study in depth (Benoot et al., 2016:2). Furthermore, Benoot et al., (2016:2) add that information-rich cases are

those from which one can learn a great deal about issues of central importance to the purpose of the inquiry. Thus, through purposive sampling, I managed to select the key participants with good knowledge of the subject to be involved in this study. I used purposive sampling in the selection of one Student Development Practitioner, one Educational Psychologist, one Social Worker, one SRC nominee, and one Assistant Director (SSS).

As lecturer and chairperson of Student Support Services, this advantages me as I am aware of the key co-researchers who are involved in exploring a psychosocial support framework for sustainable learning at this TVET College. I continuously selected the co-researchers until the projected sample number was attained. Convenience sampling was also used in this study to select participants. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). In support of Dörnyei (2007), Etikan et al., (2016:2) regard convenience sampling as 'accidental samples' because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection. It is also referred to the researching subjects of the population that are easily accessible to the researcher (Given & Lisa, 2016:2). Convenience sampling of ten students (five doing NCV programmes and five doing Report 191 programmes), four lecturers (two teaching NCV students and two teaching Report 191 students), a social worker and an educational psychologist was ideal for this study as the co-researchers were found within the same institution and were easily accessible to me. I approached all of them as co-researchers and first ascertained their readiness to take part in the study.

1.10 RESEARCH METHODOLOGY

Mohajan (2018:38) claims that research methodology shows the reasoning behind the development of the process utilised to create the theoretical framework within which the research study was conducted. He further adds that research methodology is about the choices made by the researchers on data analysis forms, and data gathering methods in

order to plan and execute the research study. In short, the research methodology defines how the researcher will conduct the study and how the phenomena will be evaluated. This study adopts a Participatory Action Research (PAR) approach. McDonald (2012:38) defines PAR as a philosophical approach to research that recognises the need for the persons being studied to participate in the design and conduct of all phases of any research in which they are involved, whilst Elmusharaf (2018:71) defines it as a manner of putting research abilities in the hands of the disadvantaged and marginalised people so that they can change their lives for themselves. In support of Elmusharaf (2018:71), Jacobs (2016:48) defines PAR as an exploratory action that unfolds through communication using social practice, with the goal being to empower people by involving them in the implementation of a specific project in solving identified problems and to achieve effective historical consciousness.

Pennsylvania State University World Campus (2019:13) claims that in PAR, people investigate meaningful social topics, participate in research to understand the root causes of problems that have a direct impact on them, and then take action to influence policies through the dissemination of their findings to policymakers and stakeholders. This research study uses PAR to investigate reality and it was also undertaken to support co-researchers emotionally, socially, and academically, and action was taken to influence all stakeholders to use an explored psychosocial support framework for sustainable learning. Benjamin-Thomas et al., (2018:2) state that PAR seeks to dismantle unequal power relations both within research and in society and to simultaneously enact an emancipatory agenda. In support, Kemmis et al., (2014:187) emphasise that this emancipatory agenda is addressed through the democratic collaboration of researchers with people experiencing injustices, and they locate PAR within the critical paradigm. Kemmis et al., (2014:16) furthermore assert that the responsibility for the research is taken collectively, by people who act and research together in the first-person as we or us. In agreement with Kemmis et al., (2014:16), in this research study, co-researchers are involved in identifying issues and participating in the cyclical process of shared reflection and dialogue to collaboratively understand the issues of concern and address social transformation. This participatory commitment acknowledges that all co-researchers in

this research study, irrespective of age, gender, race, ability, or educational status are knowledge producers and social actors in driving social change.

PAR is suitable for this study since it is influenced by student development theory of identity development of college students by Chickering and Reisser which is also driven by empowerment and development. Co-researchers analytically reflect through discourses with the aim of investigating reality in order to bring change. Thus reflection spiral is used in this research study. This spiral of reflection is adopted for this particular study. After an event we have discussions where we reflect on and revise the plan where necessary. During the planning phase, a specific map of how the activities of the research unfolded with the duration of each activity, how often the group intended to meet, the method to be used and roles of each co-researcher, identification of resources to be used were all considered. After the planning stage, it is the reflection stage which was directed to the objectives and to the research question. In reflection stage, accountability plays a role with regard to responsibilities of all co-researchers and once they engage with the stage of reflection, the action stage follows. According to Johnson and Parry (2015:8); Kral and Allen (2016:6); and Lepheana (2016:75), action research then follows after the co-researchers engage with the stage of reflection. In this study, after the engagement with reflection stage, action research took place.

1.11 DATA GENERATION

Data were generated through participant observations, trainings, motivational talks, collaborative meetings, workshops, focus group discussions and dialogue. The plan for the participant observations, trainings, motivational talks, collaborative meetings, focus group discussions, and dialogues was developed by co-researchers and informed by aims and the objectives of the study. Tape recordings were used for the proceedings of the meetings, trainings, motivational talks, focus group discussions, dialogue and workshops and notes are now safely stored. Co-researchers met to introduce themselves and also to be briefed on the background of the research study. A plan of the procedures to be followed during the research study and allocation of responsibilities of co-researchers were developed by co-researchers themselves. Lastly, our meetings addressed all the research objectives.

1.11.1 Workshops

Wikipedia (2019) defines workshop as a room where things are manufactured and fixed. However, in the context of this study, workshop refers to a group of people gathered together to learn and to gain new knowledge. Exactly how 'workshop' came to acquire these different meanings is uncertain. According to (*The Danish Dictionary, 2019*), the use of 'workshop' in its modern usage originated in the early 1960s, as Osborn's and related social (constructivist) ideas spread to a wide range of domains at various complexity levels such as policy-technology, innovation, societal challenges, design, manufacturing, societal challenges, and organisational change. However, 'workshop' in our daily language does not need additional explanation since its meaning is determined by the context of use in politics, the arts, and workplaces. In this study, three workshops were conducted. The first workshop focused on psychosocial challenges and support, attached as Appendix Y1. It was led by a social worker for all co-researchers. The second workshop, attached as Appendix Y2 focuses on sustainable learning. It was conducted by an Educational Psychologist for all co-researchers. The third workshop, attached as Appendix Y3 was on how to deal with stressful situations and was presented by a Social Worker. Discussions on these workshops are explored in chapter five under data analysis and presentation. Workshops in this research study are helpful since they permit co-researchers to engage with a matter rather than being issued with written information on psychosocial challenges and support and sustainable learning.

1.11.2 Focus Group Discussions

Ngozwana (2017:23) defines focus group as a group of research participants interrogated together, encouraging a deliberation between research participants who have the same interest in a topic. Crossman (2019:1) reminds us that, to achieve the best results from focus groups, the purpose of the study should clearly be outlined by a researcher in all relevant languages. The researcher should consider the demography of participants, and he or she must remain flexible. In support of Crossman (2019:1), Krueger and Casey (2015) say that the purpose of focus groups in qualitative research is to collect data on the knowledge, attitude, and experiences of co-researchers through group interaction. Bagnoli and Clark (2010) state that focus groups are used to collect data in PAR and they are carefully planned discussions designed to obtain perceptions of a defined area of

interest in a permissive, non-threatening environment. This study uses PAR as a data generation method. In this research study, I explained the purpose of the study to co-researchers in their languages and co-researchers` demographics were taken into consideration.

According to Crossman (2019:1), in focus groups, a group of individuals, usually 6-12 people is gathered onsite together to engage in a guided discussion on a topic. In addition, Stewart and Shamdasani (2014) emphasise that participants of a focus group are selected based on their relevance and relationship to the topic under study. The aim of this study is to explore a psychosocial support framework for sustainable learning at a public TVET college. Co-researchers selected for this study had psychosocial challenges and thus I selected them for this study as it was relevant for them. In conclusion, co-researchers in this study were selected based of their relevance and relationship to the topic; and focus group discussions assisted in increasing the potential for valuable generation of data.

1.11.3 Participant observation

In this study, participant observation was utilised because I had to take part in the study and be occupied in the hearing, seeing, and setting (Crossman, 2019:1; Sandiford, 2015:411). In addition, Boccagni and Schrooten (2018:210); and Crossman (2019:1) state that in participant observation, the researcher becomes part of the group he or she is studying for data collection and for understanding the problem. During participant observation, the researcher becomes both a participant who is subjective and an observer who is objective (Crossman, 2019:1). In this study, I listened, documented data using visual data, field notes, and audio recordings during deliberations, checking sessions of co-researchers and dialogues. According to Atkinson (2015) and Wikipedia (2019), the aim of participant observation is to gain a deep understanding and an intimate familiarity with a certain group of individuals, and to understand their values, beliefs, and their practices. The focus group is a subgroup of a society that is much larger. In this study, I lived within the group and also became part of the group, allowing co-researchers to have access to the details that were intimate.

1.11.4 Free Attitude Interview Technique

In this study, a free attitude interview was used as a method to generate data since a qualitative approach was adopted for the investigation. Understanding the experiences of human beings holistically is the main aim of qualitative research (Crossman, 2019:1). Investigations are often linked to document collections, free attitude interviews, and participant observation. The suitable methods of gathering the data forms are free attitude interview techniques, participant observation, focus group discussions, and documents collection. Interview and observation data were generated by me using audio-taped interviews and field notes, which were later transcribed and used to analyse data. Free attitude interviews with Student Development Practitioner and Report 191 lecturer at a campus were used to elicit information that assisted in achieving a complete understanding of the interviewees' view-points or situations. Free attitude interview was furthermore used to explore interesting parts of the enquiry for further investigation. The interview type included asking participants open-ended questions, and also probing to attain data that was valuable to me.

1.12 DATA ANALYSIS

Analysis of data comprises organising and preparing data for analysis, using coding to reduce data into themes, condensing the codes, and to do data representation. Analysing qualitative data demonstrates that collection of data, reporting, and processing are intertwined (Creswell & Poth, 2017:187). Moreover, according to Ngozwana (2017:23), data are transcribed from meetings, participant observations, trainings, motivational talks, workshops and free attitude interview technique, focus group discussions and the follow-up member checking session. In this research study, Critical Discourse Analysis (CDA) was used as a method of analysing data. Fairclough (2015:3) asserts that CDA is suitable when the purpose of it is to understand meaning and also to make suggestions. CDA is used in this research study because it changes the unacceptable situation with the assistance of co-researchers involved. Discussion meetings were used by co-researchers in this study. Interpreting generated data and determining the relationship between deliberations of co-researchers and text transcribed are done by me as a researcher. In this research study, all co-researchers provided meanings from data that

were generated. Finally, the relationship between interactions of co-researchers is described. Tape-recorded information was therefore transcribed verbatim.

1.13 SIGNIFICANCE OF THE STUDY

The study sought to explore a psychosocial support framework for sustainable learning at a public TVET college. To fulfil the mandate of the government of producing graduates who are skilful, psychosocial support services are needed for moral, social, emotional, and academic needs of public TVET college students. The study allows public TVET colleges to enact a feasible psychosocial support services structure that meets the students' psychosocial needs. It further assists other public TVET colleges in recruiting experienced staff by aligning job requirements with those outlined by the Health Professional Council of South Africa (HPCSA). Guidelines that are clearly defined to be adhered to when using psychosocial support services are ascertained from this research study. Relevant theories that are suitable for effective counselling of students in a public TVET college context for use by staff members are also determined by the research study. These theories are tailor-made to suit the needs of the public TVET college students by accommodating the diversified students. The guidelines ensure that intended practices are adhered to by staff members who are responsible to provide services for psychosocial support. The study enables the creation of a learning setting that accommodates diversity and improves students' academic performance. The academic success or otherwise of students hinges on their emotional stability and academic support provided by lecturers, the Student Development Practitioner, an Assistant Director (SSS), a Social Worker, and an Educational Psychologist.

1.14 ETHICAL CONSIDERATIONS

Regarding ethical considerations, I respect the dignity, rights, and the confidentiality of participants in this study. Ethical issues were considered when this study was conducted and generated data that were not detrimental to co-researchers. I sought and received an ethical clearance certificate from University of KwaZulu-Natal Humanities and Social Sciences Research Ethics Committee (attached as Appendix A), to conduct this study and it ensured that issues of ethics are met. The Certificate of ethical clearance for this study is numbered HSS/0276/018D. Permission to conduct this study before data

generation was sought from the Principal of a public TVET college and granted, (attached as Appendix B). All participants received letters of permission to sign (attached as Appendix O-W), which further clarified the research purpose.

Wellington (2015:1) states that ethics are principles or morals in that a group subscribes to. Ethical practice ensures that co-researchers feel comfortable when answering the research questions. I therefore ensured that all committees, authorities, and relevant persons were approached before beginning the study. All co-researchers had an impact on the study and those who wished not to participate were allowed to withdraw. In addition, all co-researchers were allowed to make suggestions for the study. I also made sure that permission to conduct the study was granted before conducting meetings, participant observation, focus group discussions, trainings, workshops, motivational talks, and free attitude interviews. The anonymity of the research site and all co-researchers was protected. Details of co-researchers are not going to be known to ensure confidentiality. Feedback pertaining results of the research was communicated to the co-researchers when participatory action research was completed and data were safely stored. It will remain so for the period of five years. I accept accountability for maintaining confidentiality throughout the research process and after it has been concluded.

1.15 LAYOUT OF THE STUDY

This thesis unfolds in the following chapters;

Chapter One:	This chapter constitutes the background of the study, rationale, problem statement, location of the study, aim, objectives, key research question, secondary questions, research design, research methodology, data generation, data analysis, significance of the study, ethical considerations, layout of the study and chapter summary.
Chapter Two:	This chapter presents a theoretical framework informing psychosocial support for sustainable learning at a public TVET college.
Chapter Three:	This chapter presents review of literature informing psychosocial support for

	sustainable learning at a public TVET college.
Chapter Four:	This chapter presents research design and methodology for data generation for psychosocial support for sustainable learning at a public TVET college.
Chapter Five:	This chapter focuses on data presentation, analysis and interpretation using a psychosocial support framework for sustainable learning at a public TVET college.
Chapter Six:	This chapter focuses on findings, conclusions, and recommendations drawn from a psychosocial support framework for sustainable learning at a public TVET college.
Chapter Seven:	This chapter presents the explored PSS framework for sustainable learning at a public TVET college.

1.16 CHAPTER SUMMARY

In this chapter, the following were provided: introduction, background of the study, rationale, problem statement, location of the study, aim, objectives, key research question, research design, research methodology, generation of data, analysis of data, significance of the study, ethical considerations and layout of the study. Exploring a psychosocial support for sustainable learning at a public TVET college is the main objective of this study. This finally assists Student Development Practitioners (SDPs), Assistant Director (SSS), lecturers, Educational Psychologist, Social Worker, students, curriculum officials and DHET officials to realise where the crux of the matter is pertaining to drop-out rate, certification rate and throughput rate lies and to implement a framework for sustainable learning at a public TVET college. The study enables the formation of a learning environment that accommodates diversity and which attempts to improve students` academic performance at a public TVET college. It could further help other TVET colleges in recruiting qualified staff by aligning job requirements with those defined by HPCSA.

CHAPTER TWO:

THEORETICAL FRAMEWORK INFORMING PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

2.1 INTRODUCTION

This study aims to explore a psychosocial support framework for sustainable learning at a public TVET college. In this research study, knowledge used is supported by the theoretical framework. Student Development Theory which focuses on identity development is considered as the theoretical framework for this study. Operational concepts are also clarified broadly.

Studies have been conducted on the success or otherwise of student support services at a Research-intensive University in South Africa, perceptions of Student Support Officers in providing student support in public TVET colleges, an investigation into factors responsible for the dropout rates at Gert Sibande FET college, psychosocial support provided by teachers to adolescent learners with behavioural and emotional problems, the role of Student Support Services in encouraging student involvement and its impact on student perceptions and academic experiences and a suggested psychosocial support framework for sustainable learning for learners from child-headed households. However, a study to explore psychosocial support for sustainable learning at the public TVET college under investigation has not been conducted. The issues of student support services have been studied in different countries including those that are well developed and in those that are still developing. Student Support Services (SSS) being studied provides public TVET college students with academic tutoring, personal and career counselling, and informal mentoring as well as other services. Public TVET colleges are ill-equipped to deal with needs of students and the same can also be said of the needs of these campus students. Most services offered at a campus are made to cater for old-style students. However, considering students` diversity, it has become important to define the students` challenges and to make sure that there are services and programmes for them. Various studies (Leatham, 2005; Lepheana, 2010; Mohlakwana, 2011; Nicholson and Jefferson, 2008; Pillay, 2012; Richter and Desmond, 2008; Taggart, 2007)

discovered that similar challenges were facing students ranging from educational, social, psychological, and economic challenges. All these challenges appear to be affecting the educational success of students due to anticipated stressful situations in their lives. As a result, this chapter focuses on some challenges that are affecting the learning process so that an effective psychosocial support framework can be explored. Definition of a theoretical framework, highlights the importance of Student Development Theory as a theoretical framework for this study, and the reason for selecting this as a theoretical framework are discussed in the next section.

2.2 THEORETICAL FRAMEWORK

This study uses a theoretical framework as a plan. Grant and Osanloo (2014:12) define a theoretical framework as a research's plan, guide, and framework that is built on a theory that is existing in a field of inquiry that is reflecting the study's hypothesis, whilst Adom, Agyem and Hussein (2018:438) define a theoretical framework as a plan that is borrowed by researchers for building their houses. Furthermore, Adom et al., (2018:438) define a theoretical framework as a foundation upon which a research is built. I concur with Grant and Osanloo (2014:12), that theoretical framework should be built on an existing theory and with Adom et al., (2018:438), that a theoretical framework is a foundation of a research. Sinclair (2007:39); Fulton and Krainovich-Miller (2010:72) argue that the role of a theoretical framework is similar to the role of a plan or map and, when one travels to a particular place, his or her path is guided by the map. Similarly, as a researcher in this study, I was guided by a theoretical framework that is accepted for making of contributions that are academic and scholarly (Adom et al., 2018:438; Kitchel & Ball, 2014:188). Grant and Osanloo (2014:12) argue that the theoretical framework is a theory that is specifically designed to cater for an individual's requirements. The theoretical framework that was used in this study was the Student Development Theory (SDT) which is a relevant theory for this study because it reinforces the knowledge base of the phenomenon to be investigated and was thoughtfully selected.

2.2.1 What are the benefits of the study from the perspective of student development theory as theoretical framework?

SDT as a theoretical framework helped us to build a structure to define our study regarding ontology, axiology, philosophy, epistemology, methodology, and analysis. In

agreeing with Grant and Osanloo (2014:13), Ravitch and Carl (2016:35) assert that the theoretical framework helps researchers to position formal theories that guide their studies. Moreover, the SDT as a theoretical framework is central to this study and is connected to the research problem. SDT assists us to plan a research design and data analysis. Through SDT, we find a research approach that is appropriate, tools that are analytical and procedure that is suitable for our research study. SDT also makes the findings in our research study more meaningful (Akintoye, 2015:2). Imenda (2014:188) maintains that if there is no theoretical framework in a research study, the research study does not have a direction. For other scholars in the field of investigation, the theoretical framework assists in providing a common worldview which supports the thinking of an individual about the problem and data analysis, according to (Grant & Osanloo, 2014:13). I therefore concur with Ravitch and Carl (2016:35), that a theoretical framework guides the researchers' choice in planning both research design and data analysis. I also agree with Imenda (2014:188), that every study should have a theoretical framework, and with Grant and Osanloo (2014:13) that a theoretical framework provides a common worldview which supports the individuals' thinking about the problem and about data analysis.

SDT also assists us in guiding and articulating the problem statement, literature review, research methodology, data presentation, discussion of findings, and conclusions of the research study. Adom et al., (2018:439) contend that the theoretical framework assists the researcher to consider other theories as alternatives that might test his or her viewpoint, thereby developing the study's strengths. Simon and Goes (2011:75); and Maxwell (2004:164) furthermore state that the study's essence is deepened by theoretical frameworks. Thus, research proposals that should be funded must indicate clearly the theoretical framework that underpins the intended research (Simon & Goes, 2011:75). In addition, Simon and Goes (2011:75) claim that a theoretical framework can help to persuade the companies that are funding the research that it should be funded and supported. For scholars in the field and readers, the selection that is proper and the presence of a theoretical framework may persuade them that the research study is not about the researcher's personal instincts, but rather it is about a selected established theory through studies that are credible (Akintoye, 2015:2). In conclusion, the theoretical

framework for this study was selected from studies that are credible and it is not about my personal instincts.

2.2.2 How I choose Student Development Theory as a theoretical framework?

Understanding the problem statement, research purpose, significance of the study, and the study's research questions assisted me to select the theoretical framework. Grant and Osanloo (2014:15) say that the theoretical framework that is chosen should emphasise the study's purpose and significance. In this study, the purpose and its significance is stressed by the theoretical framework. In order to select this theoretical framework, I took the principles that guide this study and their problems into consideration.

Grant and Osanloo (2014:15) argue that the researcher may criticise and develop the theory that is guiding his or her study. In support, Munhall and Chenail (2008) state that this criticism is done during the stage of data analysis of the research and before the conclusion of the research study is presented. In addition, Simon and Goes (2011:76) also suggest that the key points that assist in articulating the theory for an informed research study are as follows:

- Know the main concern of the research study;
- Ascertain the main variables in the research study;
- Read and review the existing literature that is related to the title;
- List the concepts that are significant for the research study;
- Consider the relationships between concepts and theory;
- Revise the search while using the key words to find the theories and theorists that align with the researcher's thinking;
- Discuss each theory's proposition and highlight its relevance to the research study;
- Consider other theories that challenge the researcher's viewpoints; and
- Consider the boundaries and limitations associated with the selected theory underpinning the problem to be investigated that can assist in addressing or in providing logical explanations for the phenomena.

I therefore conclude from the preceding discussion that a theoretical framework assists in framing the research study, guides data interpretation, and gives the main perspectives and directions to the research study. I have decided to use SDT as a theoretical framework for guiding this research study.

2.3 STUDENT DEVELOPMENT THEORY ON PSYCHOSOCIAL SUPPORT

Cavanaugh (2016:8) defines SDT as the main theoretical concept that explains how the knowledge is gained by college students and how they use their experiences during college education. In addition, Cavanaugh (2016:8) states that concepts that are sociological and psychological are combined in this theory in order to add understanding of how the experiences of students are moulded by the college environment. This campus, as a research site, does not develop moral reasoning in their students. Students do not participate in formal education which promotes the development of moral reasoning among students and lecturers do not encourage students to become caring and active citizens. The Student Support services of campus students use SDT in emphasising both individuals` differences and their uniqueness.

The focus of this study is on SDT that focuses on identity development. Individualities of campus students are transformed as their studies continue. Bryman (2012:126); Cavanaugh (2016:8) argue that realising emotions, freedom, and feelings changes campus students and assists them to develop characteristics and to establish identity. I concur with Bryman (2012:126) and Cavanaugh (2016:8) that students change if they are aware of their emotions, freedom, and feelings.

Murdock et al., (2013:487); Leggette et al., (2017:34) state that the examination of SDT assists in understanding the reasons why public TVET college students show certain characteristics that are typical of the particular developmental stage they happen to have reached at the time. De Larrosa (2005:54) identifies two types of student development theory as follows: psychosocial and cognitive theories. Psychosocial theories include the following stages; valuing, behaving, and relationship with you and with other people (Leggette et al., 2017:34). According to Cavanaugh (2016:8), the examples of psychosocial theories are as follows; Arthur W. Chickering`s seven vectors of

development (1969) and Erikson`s eight development crises (1959). The following are the seven vectors, according to (Cavanaugh, 2016:8):

- how to manage emotions;
- how to develop competence;
- how to move through autonomy toward interdependence;
- how to develop mature interpersonal relationships;
- how to establish identity;
- how to develop purpose; and
- how to develop integrity.

The next section discusses these seven vectors.

2.3.1 Developing competence

Leggette et al., (2017:36) argue that in order to develop competence and interpersonal qualities, intellectual, manual and physical aspects should be involved. They further maintain that the level of being competent intellectually is when one uses his or her brain in building skills by making use of systematic and comprehensive thinking. Evans et al., (2010:52) believe that the manual and physical aspects involve athletics and achieving artistically, together with an increase in fitness, self-discipline, competitive spirit, and creativity. Riddell (2015:79) argues that communication skills, understanding skills, listening skills, and functioning skills in different relationships are interpersonal characteristics. I agree with Leggette et al., (2017:36) that manual and physical aspects are important for developing competence of students and I also agree with Riddell (2015:79) when he says that interpersonal characteristics in different relationships involve skills in communication, understanding, and listening.

2.3.2 Managing emotions

Tomova (2016:31) emphasises that it is very important to manage emotions for shame, anger, desire, depression, embarrassment and anxiety in such a way that they do not negatively affect the progress of education. In addition, Tomova (2016:31) claims that knowing these feelings and discovering the methods of dealing with these feelings are the keys to moving through this vector. Evans et al., (2010:52) note that college students

need to learn to act responsibly in controlling their feelings and that they do not allow emotional baggage from past experiences to derail their current progress. I concur with Tomova (2016:31) that emotions, anger, desire, and embarrassment should not affect students' progress academically and with Evans et al., (2010:52) that public TVET college students should learn to act responsibly and to prevent their negative past experiences from having a negative impact on their education.

2.3.3 Moving through autonomy toward interdependence

Addams and Allred (2015:251) define autonomy as not depending on other people, and interdependence as depending on a cooperative relationship with others. Furthermore, in support of Addams and Allred (2015:251), Leggette et al., (2017:37); and Malcom (2013:31) state that emotional and instrumental independence are required in order to change from autonomy to interdependence. They also argue that emotional independence takes place when one is separated from student development practitioners, peers, parents, social workers, educational psychologists, acting assistant directors and lecturers. Malcom (2013:31); Cox and Orehovec (2007:343) further emphasise that in order to achieve goals in life, an individual must accept willingly to be separated from the support groups. They furthermore state that public TVET college students attain independence when they organise activities and learn to solve their problems. I concur with Malcom (2013:31); Cox and Orehovec (2007:343) that students at public TVET colleges should accept self-reliance willingly in order to achieve goals in life and that when they organise activities, they become independent and manage to deal with their problems.

2.3.4 Developing mature interpersonal relationships

Ortiz and Waterman (2016:268) identify the following as phases of developing mature interpersonal relationships; tolerance and appreciation of differences and ability to show affection. They further state that understanding the qualities of a person increases patience. Evans et al., (2010:52); and Tomova (2016:31) assert that shifting from being dependent to being interdependent depends on the capacity for affection. I agree with Ortiz and Waterman (2016:268) that patience increases if people's qualities are understood.

2.3.5 Establishing identity

According to Cavanaugh (2016:9), public TVET college students question their identity as well as their life's purpose, whilst Branand, Mashek, Wray-Lake and Coffey (2015:829) argue that college students often wander the halls of higher education institutions questioning life's purpose and their identity. In addition, Cavanaugh (2016:9) further argues that the formation of identity is the main core of psychosocial development of public TVET college students. Wray-Lake and Coffey (2015) define identity formation as the self-awareness that arises from the way in which life's challenges are tackled and how an individual adjusts to such challenges. I concur with Cavanaugh (2016:16) that college students do not know their identity and purpose of their life and that identity formation is important at public TVET colleges since it assists in the psychosocial development of students. Evans et al., (2010:52) emphasises that establishing identity is a vector that encompasses developments that occur in the first four vectors and it involves a stable personality, integration with society, the capacity to be comfortable with your appearance and body, acceptance of yourself, and self-confidence. Pascarella and Terenzini (2005:22), Cox and Orehovec, (2007:343) and many others believe that it is essential to know yourself and your behavioural propensities in order to establish your identity.

In addition, Leggette et al., (2015:76); and Murdock et al., (2013:487) emphasise that feedback, encouragement, and using emotions are central in establishing identity and purpose so that in order for students to develop their identities, they should be encouraged and motivated and feedback should be given to them.

2.3.6 Developing purpose

Addams and Allred (2015:251) state that developing purpose involves learning that focuses on assessing the presented choices, developing goals that are personal and dealing with challenges in order to achieve goals. Coombs (2013) argues that purpose is cultivated in college students by developing goals that are clear, making commitments that are meaningful and establishing commitments that are strong and interpersonal. Developing goals and purposes for why one is attending a public TVET college differ and are influenced by commitments to family, personal aspirations, career path goals, and personal motivation. In order to balance these commitments, decisions have to be made.

Murdock et al., (2013:487) suggest developing a co-mentor training programme to enhance students' self-awareness and growth in an experiential and meaningful manner, as well as to provide additional opportunities for students to develop their professional identity. Murdock et al., (2013:487), and Lumpkin (2015:130) argue that learning about career options, experiencing real-world activities, and exploring intrinsic motivation affects students' ability and desire to develop career aspirations and purpose. I agree with Murdock et al., (2013:487) that for college students' self-awareness and growth to be enhanced, public TVET colleges should have training programmes for co-mentoring.

2.3.7 Developing integrity

Ortiz and Waterman (2016:268) argue that integrity should be a core value to be promoted at public TVET colleges. I concur with Ortiz and Waterman (2016:268) that public TVET college students should have integrity in order to be valued, and believed. Cavanaugh (2016:9-10) furthermore states that developing integrity is when one creates a humanising system of values that balances personal interests with the interests of others and an individual discovers a personalised set of core values that also acknowledges and respects the beliefs of others, and one's actions and values become acceptable and authentic through a balance of social responsibility and self-interest. In addition, Watson and Robertson (2011:16) argue that a campus should realise the importance of getting students developed because of low certification rates and low rates of graduation. I concur with Watson and Robertson (2011:16) that, students at public TVET colleges should be developed emotionally, socially, and academically. Addams & Allred (2015:251) recommend developing programmes for students' induction that stress relationships between colleges, staff, and students. It is also vital to increase student development outside of the class. The new initiatives should be started by all public TVET colleges.

TVET College administrators should understand that the organisations students are involved in are not problems provided they are actively involved and developed. I also concur with Addams and Allred (2015:251) that public TVET colleges should have programmes where students are guided to have good relationships with other students for their integrity to be developed.

Murdock et al., (2013:487); and Mngomezulu (2014:80) are of the view that students who are developed in extramural activities are likely to graduate and organisations and activities on campus form part of the college community (Murdock et al., 2013:487). Riddell (2015:79) elaborates on this by pointing out that Public TVET college administrators view activities as a method to educate college students and people who are responsible for student activities at public TVET colleges should present suitable educational programmes. In conclusion, public TVET college students should become involved and developed on campus through community involvement and it has been noted that when there is an increase in interaction between students and their peers and between college and staff, students achieve academically. Academic and non-academic factors are contributing factors to the students' achievements at public TVET colleges. These factors work together to help students to succeed.

2.4 HISTORICAL ORIGIN OF STUDENT DEVELOPMENT THEORY

According to Suldo and Ferron (2017:37), Chickering, a psychosocial theorist, originally developed SDT for identity development in the early 1960s, eventually publishing the first edition of *Education and Identity* in 1969. In addition, Suldo and Ferron (2017:37), mention that a few decades later, Chickering partnered with Reisser to expand the theory by including additional research on gender, race, and non-traditional students. The result was a second edition of *Education and Identity* (Chickering and Reisser, 1993) in which the authors identified seven vectors that provide a comprehensive representation of the development that occurs during the collegiate years (Evans, Forney, & Guido-DiBrito, 1998).

Klemenčič (2015:533) also asserts that in the twentieth century the Department of Higher Education and Training was faced with change, speedy development, and impersonalisation, while Cavanaugh (2016:8) defines SDT as an overarching theoretical concept that explains how college students gain knowledge and make sense of their experiences during post-secondary education. Cavanaugh (2016:8) furthermore argues that this theory combines psychological and sociological concepts to further understand how student experiences are shaped by both the institutional environment and the students' genetic makeup.

Colleges and universities no longer ascribe to the ideals of *in loco parentis* (in place of the parents) where they were responsible for the development of moral reasoning in their students. Student services currently use SDT to emphasise that each student is different and has his or her own unique needs. This research study focuses on SDT that shares similarities with the role confusion and exploration that takes place during the lives of public TVET college students.

Klemenčič (2015:533) argues that public TVET colleges have increased in diversity and in student residential numbers. College student development theory focuses on the experiences and growth that individuals and groups encounter throughout their time attending colleges and universities. According to Walker (2008:270), theorists of psychology conducted research into individual behaviour from a viewpoint that was very different from that of philosophers or theologians. Walker (2008:270) further asserts that theorists such as B.F. Skinner and Carl Rogers influenced the student affairs profession when they approached issues using concepts drawn from the field of psychology. On the other hand, Mngomezulu (2014:86) believes that behavioural and social sciences influence student services.

Mngomezulu (2014:86), further claims that combining activism of students and developing theories of sociology and psychology improves the philosophy about student development. However, according to Bausch, (2011:131), the basic evidence of student development is still the same even though there are a great many student development models. Fryer (2014:131) elaborates on this by defining theories of student development as growing students and influencing their environment. In this study, the relationships between students and their environment for their lives to be taken care of are the principles of student development. The resources in students` environment support them to deal with their social, emotional, and academic challenges.

According to Miller (2011:118), student development is a theory which serves higher education purposes. In addition, Miller (2011:118) emphasises that theory of student development requires all parties in the institution to be equal, to cooperate, and to collaborate. The models of SDT should support public TVET college students and motivate them while they continue with their processes of development which are unique.

Programmes for models of student development are intended to encourage and motivate self-understanding and to develop students` skills and their self-knowledge. Bausch (2011:131) argues that the programmes of student development are meant to intervene educationally and the value of basic education tends to improve when the theory of student development is used by individuals in an environment that helps them to be mature and able to learn. The primary goal of SDT in this study was to develop and empower all co-researchers involved in this study, socially, emotionally, and academically.

According to the *Community College Survey of Student Engagement (2008)*, there are five benchmarks which include thirty eight engagement items from the Community College Survey of Student Engagement that reveal important parts of public TVET students experience. In addition, the *Community College Survey of Student Engagement (2008)* asserts that the practices of higher education institutions and behaviour of college students contribute to the success of college students, and retention of college students. The benchmark scores of the Survey are important to public TVET colleges as these benchmark scores allow institutions to understand that the results are above the average for institutions that are participating on one benchmark and below average on the other benchmark. Hence the data are utilised to identify strengths that are related and to identify areas that require remedial intervention. Miller (2011:118) asserts that officials at higher institutions should focus on the retention of students and should pay attention to their persistence with hope to reduce the high rate of dropouts. Each of NSSE`s five benchmarks represents aspects of student engagement that have been associated with positive student outcomes (*Community College Survey of Student Engagement, 2008*):

Table 2.1: Five benchmarks of effective educational practice in community colleges

CCSSE Benchmark	Description
ACTIVE AND COLLABORATIVE LEARNING	College students learn more when they participate in their education and are given chances to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging

	content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.
STUDENT SUPPORT	College students` own behaviour contributes to their learning and the possibility that they will achieve their goals in education.
ACADEMIC CHALLENGE	The challenge of intellectual and creative work is important to the learning of students. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.
STUDENT-INSTITUTION INTERACTION	The more contact college students have with their lecturers, the more they achieve their goals in education. Officials in high institutions should mentor, and guide students for sustainable learning.
SUPPORT FOR STUDENTS	If college is encouraging success then they should promote a good working relationship with students, so that college students succeed and become happy at the college.

Source: *Community College Survey of Student Engagement (2008)*

2.5 ASSUMPTIONS OF STUDENT DEVELOPMENT THEORY

According to Bausch (2011:132); Miller (2011:120); and Walker (2008:272), the theory of student development helps to address the complete individual and match his or her improvement academically with co-curricular initiatives of and to be responsible for students` development and special individual needs. Mngomezulu (2014:84) argues that student development theory affords control, explanation, description, and prediction. I concur with Bausch (2011:132); Miller (2011:120); and Walker, (2008:272), that the theory of student development develops an individual holistically and matches his or her improvement academically with co-curricular initiatives of and be responsible for students` development and special individuals` needs and with Mngomezulu (2014:84),

that student development theory assists with control, explanation, description, and prediction. Student Development Theory chart (2007) explains how the results to be achieved by high education institutions are seen as being opposed to college students' transformation and development. Astin in 1985 created five basic assumptions about involvement (*Student Development Theory chart*, 2007). Astin (2001) contends that investing energy in the psychosocial and in relevant physical activity is needed for involvement. Secondly, student involvement is continuous, and the energy investment differs from individual to individual. Thirdly, the student involvement aspects can be quantitative and qualitative. According to Suldo and Ferron (2017:37), the benefit of college students from involvement is proportional directly to the degree to which they are involved. Finally, college involvement of students and their development have a positive impact on their academic achievement.

Suldo and Ferron (2017:37) further point out that SDT consists of many applications in institutions of higher education and this is also a proof of student involvement and co-curricular development. Additionally, many researchers are continuing studying this connection with the same results, according to (Suldo, 2014). Student development in extra-curricular activities, such as in their involvement in student organisations develops leadership qualities and has a positive connection with academics and student retention. Public TVET colleges motivate students to participate and be developed socially, emotionally, academically and physically due to positive aspects of co-curricular development.

2.6 PRINCIPLES OF STUDENT DEVELOPMENT THEORY

According to Abdullar et al., (2015:4), after creating research of learning and teaching in education for undergraduates, a group of indicators was developed by Chickering and Gamson. The following are the groups of indicators for good practice in education of undergraduates (Abdullar et al., 2015:4):

- Encourage relationship between college students and institutions;
- Develop reciprocity and cooperation among college students;
- Use learning techniques that are active;
- Give prompt feedback;

- Emphasise time on tasks;
- Communicate expectations; and
- Respect diverse talents of college students and their ways of learning.

2.6.1 Encourage relationships between college students and institutions

The relationships between college students and their institutions involve motivation, and development of college students (Abdullar et al., 2015:5). Johnson (2014:41) and Tirell (2012:580) claim that the concern of institutions should be to assist college students to deal with their challenges and to continue progressing academically, emotionally, and socially. Moreover, Junko et al., (2011), argue that if college students know their lecturers very well, their commitment intellectually improves and they become encouraged and motivated to plan for their future and to know their value. I concur with Abdullar et al., (2015:5) that for students to be developed there should be a good relationship between students and their college. Junko et al., (2011) claim that students that know their lecturers perform very well and are always motivated and dedicated to their studies.

2.6.2 Develop reciprocity and cooperation among college students

Johnson (2014:43) states that working as a team improves learning, while Cakiroglu (2014:5) argues that good learning is when individuals at the institution work collaboratively and socially. Pallof and Pratt (2009) contend that for development and involvement in learning to increase, there should be co-operation between college officials and college students. Sharing ideas with other people assists understanding and it promotes deeper and sharper thinking (Abdullar et al., 2015:6). I concur with Pallof and Pratt (2009) that campuses should work with students in order for students` education to be developed and enhanced and that students at public TVET colleges should share ideas with other students for their thinking to be sharpened.

2.6.3 Use learning techniques that are active

Johnson (2014:43) states that learning should not be regarded as a spectator sport. Furthermore, Johnson (2014:43) emphasises that learning is not only about college students listening to lecturers, memorising assignments, and giving answers to questions. Students should be active when they are studying and relate what they are studying to

previous experiences. College students must make what they learn be part of themselves.

2.6.4 Give prompt feedback

Giving feedback on learning can be influenced by what one knows and understands (Tsai, 2012:456). Furthermore, Tsai (2012:456) asserts that college students require feedback on performance that is appropriate for them to gain from their studies. Johnson (2014:44) adds that college students require assistance to evaluate competency and to present knowledge. Based on preceding statement, I conclude that opportunities for performance and receiving of suggestions for improving in the class should be given to college students and for them to reflect on what they have studied, what they still remember, and how they evaluate themselves, they should be provided with opportunities.

2.6.5 Emphasise time on tasks

Cakiroglu (2014:6) maintains that time added to energy matches learning. Johnson (2015:45) concurs with Cakiroglu (2014:6) that there are no replacements for time on the task. Johnson (2015:45) further asserts that using time effectively is essential for college students and officials at the institution. College students require assistance to learn about how to manage their time. Allocating realistic amounts of time means learning that is effective for college students and lecturing that is effective for college lecturers. In conclusion, the correct definition of time expectations by institutions for college students, departments, and college officials can enhance performance for all stakeholders (Abdullar et al., 2015:6). I agree with Cakiroglu (2014:6) that time on task cannot be replaced and with Abdullar et al., (2015:6) that in order to establish the basis of high performance for all role players at public TVET colleges, time expectations need to be fully and clearly explained and defined.

2.6.6 Communicate expectations

Johnson (2015:46) argues that expecting more is significant for individuals who are not willing to work harder, prepared poorly, and not motivated. On the other hand, Bigatel et al., (2012) claim that the high expectations of college students to do well are self-fulfilling prophecies when bright lecturers and higher education institutions expect college students to work harder.

2.6.7 Respect diverse talents and ways of learning

Abdullar et al., (2015:6) state that there are different ways to learn. Cakiroglu (2014:6) adds that during learning at public colleges, individuals bring to the experience different abilities, and different methods of learning. Furthermore, Cakiroglu (2014:6) argues that good college students can do well in the laboratories and studios as compared to students who are not good. I agree with Cakiroglu (2014:6) that college students possess various talents and learning methods. Campuses of public TVET colleges should offer college students the opportunities to showcase their abilities and study in their own ways and then new techniques that are difficult for them can be introduced.

In conclusion, these principles encourage all role players in education to cooperate, to be active, to diversify, to have high expectations, to interact freely with others, and to be responsible. Their impacts on student development theory add up if all role players are present in an educational environment and these principles benefit college students, and college officials in campuses at public TVET colleges.

2.7 OBJECTIVES OF STUDENT DEVELOPMENT THEORY

According to Walker (2008:271), theory of student development is about growing individuals and their influences in environment as applied to learning opportunities that are personal inside and outside classrooms. Walker (2008:271) further highlights that the importance of student development is the relationship and connection between college students and their institution for their lives to be taken care of. The resources at the institution should support students and meet their challenges. In congruence with Walker (2008:271), Mngomezulu (2014:88) and Miller (2011:120) define student development theory as a theory foundation which serves the higher education purposes and it requires all parties in the institution to be equal, cooperate, and collaborate. The models of student development theory should support public TVET college students and motivate them while they continue with their processes of development which are unique (Mngomezulu, 2014:88). Programmes for models of student development are intended to encourage and motivate self-understanding and develop students` skills and their knowledge. In addition, Bausch (2011:132) postulates that the programmes of student development are meant to intervene educationally. The value of basic education tends to improve when

theory of student development is used by individuals in an environment that helps them to be matured and be able to learn. The primary goal of student development theory becomes important when it focuses on the individual development, according to (Bausch, 2011:132).

According to Patton (2014), theoretical framework of Astin assists in explaining knowledge about influences of environment on development of from different methods of learning and psychosocial. Pascarella and Terenzini (2005), argue that the quality of participation of college students in activities promotes the following; self-confidence that is enhanced, aspirations of education that are high, and skills of leadership and interpersonal that are high. Rubin et al., (2002) also conclude that score of extracurricular index that represents the number of organisations and clubs in which college students involve predicts skills of interpersonal such as how they communicate, make decisions, and work as a team.

2.8 STUDENT DEVELOPMENT THEORY AND EPISTEMOLOGY

Kivunja and Kuyini (2017:27) state that epistemology comes from the Greek word episteme which means knowledge, whilst Cooksey and McDonald (2011:3) mention that epistemology describes how things are known by individuals; how realities are known by individuals and what is regarded as knowledge in the universe. Gilani-Williams (2014:17) asserts that critical knowledge is knowledge that frees individuals from power, control, and oppression by being self-reflective and by taking psychoanalysis as the paradigm of critical knowledge. In this research study, knowledge is in the critical realism because it is conveyed in terms of control, feeling, and authority. The objective of the critical realism is to emancipate people and to create justice in society (Noel, 2016:2). Nkoane (2012:100) further asserts that when the researcher conducts a study in the critical realism he or she should consider the biases that are brought by co-researchers into discussions and also recognise that the discussions affect the individuals who are in discussions. I also agree with Nkoane (2012:100) that the co-researchers' biases should be considered because they can have an impact on the discourse.

In this research study, the co-researchers were aware of their problems and challenges and also managed to solve them. Co-researchers in this study also fully and clearly knew the psychosocial problems they were encountering on campus. Thus, the co-researchers engage in deeper discussions to explore a psychosocial support for sustainable learning at a public TVET college.

2.9 STUDENT DEVELOPMENT THEORY AND REALITY

Kivunja and Kuyini (2017:27) define ontology as a division of philosophy which deals with beliefs that individuals have that there is sense or reality in something being investigated. They further define ontology as the study of philosophy which focuses on the nature of reality and the grouping of things that exist and their relationships. In this study, ontology tests my system of beliefs about the nature of existence and reality. Scott & Usher (2004:4) argue that ontology as a paradigm is important in assisting an understanding of things in the world as they are. Knowledge is constructed socially and is important for shaping and changing the sense of reality (Esau, 2013:4; Kivunja & Kuyini, 2017:27). Stahl (2006:92) argues that researchers in the study should not be the truth and information`s gatekeepers. Stahl (2006:92) concludes that the importance of the critical realism lies in its promoting liberation and freedom instead of working in imperatives that are systematic. In concurring with Esau (2013:4) and Stahl (2006:92), Nkoane (2013:396) argues that power and dominant discourse are not the property of supervisors who do have power to influence discursive enquiry. Additionally, Nkoane (2013:396) claims that the aims of the critical realism are to counter discourses that are dominant and level the playing fields for people with no power, no voice, no skills, and no knowledge. I also agree with Esau (2013:4), Nkoane (2013:396) and Stahl (2006:92) that knowledge is constructed socially and is important for shaping and changing the notion of reality. Researchers in the study should not be the truth and information`s gatekeepers. The importance of the critical realism is promoting liberation and freedom instead of working in imperatives that are systematic.

Aasgaard et al., (2012:3) define the critical realism as a process of democracy that stresses understanding that is mutual and competency that is communicative; reflecting critically and being emancipated are two important parts of action research, while

Chalmers (2006:15) defines the critical realism as a way of emancipating individuals physically, morally, intellectually, and spiritually. Darder (2015:69) takes a deconstructionist view of social justice and uses it in education and it empowers individuals and confronts their injustices. In the critical realism, the processes of democracy are obeyed, there is mutual understanding, and injustices are addressed socially, there is empowerment of individuals, and individuals are emancipated. The critical realism aims to improve practice, to understand co-researchers, and to transform conditions that are hindering an organisation's improvement. Darder (2015:69) contends that the importance of the critical realism and process of emancipation is seen when developing voices that are democratic in the institutions. According to Watson and Watson (2011:66), emancipation implements methodologies of social justice, empowers people and transforms systems of societies as well as their regulations and policies. Through emancipation, injustice and oppression can be addressed. Co-researchers who are also lecturers in participatory action research become empowered in their professions. I concur with Darder (2015:69) and Chalmers (2006:15) that the importance of the critical realism and processes of emancipation are demonstrated when developing voices that are democratic in the institutions.

2.10 STUDENT DEVELOPMENT THEORY AND AXIOLOGY

The researcher should ensure that the research collaborator's voice is heard, irrespective of the researcher's power to intervene. My role in this study was to engage all co-researchers with the intention to empower, develop, transform, and liberate them, and thus meet the real-life situation's needs. Aasgaard et al., (2012:3) feel that dialogues and deliberations with co-researchers should be encouraged by the researcher and that professionals and experts should be invited to reflect critically about their practices.

The researchers' roles, according to Aasgaard et al., (2012:3) are to engage through dialogues that open up assumptions that are established and also to interrogate interpretations and meanings, question the claims to the truth, and to understand the co-researchers' validity claims that are the foundation stones of co-researchers' positions. To make the position of a researcher open and clear and also to describe his or her position enables the reader to know the perspectives and biases of the researcher as well

as the impact of the researcher`s interpretations on the research inquiry. As a researcher in this study, I ensured that there was dialogue among the co-researchers and validated the claims made by co-researchers. When I interpreted the results there was, to the best of my knowledge, no bias from my side. When deliberations took place, I make sure that debates are open and that they also considered the co-researchers` views. Furthermore, Aasgaard et al., (2012:3) emphasise that the researcher should consider other co-researchers` views in relation to their own perceptions because the researchers` main role to interpret, not to change the situation of the research and also to understand the meanings of the situation by judging the validity of the claims. I also concur with Aasgaard et al., (2012:3) that the co-researchers` views should not be influenced by the researcher and he or she should not have dominance over deliberations. The researcher should allow different views to be expressed during deliberations and his or her position should be known as not being the final word during deliberations. There should be an equal sharing of responsibilities between the researcher and co-researchers (Nelson, 2013:186). Moloï (2014:29) in agreeing with Nelson (2013:186) mentions that both the researcher and co-researcher are important in the research and they should work in partnership instead of in isolation.

2.11 RELATIONSHIPS BETWEEN RESEARCHER AND RESEARCHED

In order for PAR to succeed, there should be a good working relationship between the researcher and co-researchers (Aasgaard et al., 2012:4). In addition, Aasgaard et al., (2012:4) stress that in order for the developmental intention to be realised, researchers and co-researchers should work collaboratively and in partnership. Boog (2003:427) emphasises that researchers should interact with co-researchers; and researchers in participatory action research should be able to handle the interaction as social researchers. During our discussions, co-researchers were treated equally.

Masters (2015:8) contends that the researcher should work collaboratively with co-researchers. Furthermore, Masters (2015:8) states that working collaboratively is when people`s views are contributing in order for the situation to be understood. Aasgaard et al., (2012:4) argue that participation becomes democratic only if collaboration between researcher and co-researchers emancipates. In conclusion, in participatory action

research, co-researchers have power and not the researcher (Masters, 2015:8). In this research study, I worked collaboratively with co-researchers and ensured that their views were taken into consideration and I also ensured that individuals did not dominate the research study.

The co-researchers should be core-researchers who can also be in control of the process of research and make decisions (Boog, 2003:435). Aasgaard et al., (2012:4) supports the view that co-researchers should be involved from the start of the project to achieve a power balance between the researcher and co-researchers. Myende (2014:30) adds that for the researcher to be treated equally by co-researchers there should be trust between them and he or she must be regarded as a community member. As a researcher in this research study, I spent adequate time with co-researchers during meetings and deliberations in order for co-researchers to accept and treat me as their partner. Co-researchers were allowed to take decisions in this research study. Programmes for collecting data were drawn up by all co-researchers.

Myende (2014:21) established that the creation of a good relationship with the co-researchers involves trust between all co-researchers. Furthermore, Myende (2014:21) states that he spent three months in the research site and became accepted as a community member by doing some work in the community. Moleko (2014:21) adds to Myende's (2014:21) `s claim, that a bond can be created between the researcher and co-researchers if participatory action research is used. I concur with Boog (2003:435), that the co-researchers` role in the study should be that of core-researchers, as mentioned above, who can also be in control of the process of research and make decisions.

If the researcher spends most of the time in collaboration with co-researchers, a bond can be created between them which will boost their valued and important contribution to the research study. For bonding to be created between myself and co-researchers, I helped co-researchers with my work experience as a lecturer and chairperson of the Student Support Services on campus.

2.12 RELEVANCE OF STUDENT DEVELOPMENT THEORY TO THIS STUDY

This study sought to explore a psychosocial support framework for sustainable learning at a public TVET college. Student development practitioners can understand the theory of student development if they work closely with students in order to understand campus students' modes and moods and to interact intentionally with them (Hutley, 2008). The task of establishing identity is the most demanding task that is challenging campus students. Public TVET college students have to cope with the influences in their environment and from their peers as they try to find their identities and their future.

Public TVET college students struggle to learn new skills and knowledge for competence development and their tradition of consulting with their parents when making decisions can be challenged in the process of going from dependence towards being independent. Chickering outlines issues of development to assist Public TVET college students. The physical, emotional, and mental support of campus programmes will be effective if lecturers and student development practitioners at Public TVET colleges begin to have a better understanding of student development as well as its impact on Public TVET college students (Geocaris & Goad, 2004). In conclusion, the fundamental principle of the theory of student development by Chickering and involvement theory by Astin is, according to Berg, (2018), that the involvement of college students academically and socially improves students' academic success at a Public TVET college.

2.13 THE RHETORIC (LANGUAGE)

The theory of Critical Discourse Analysis (CDA) derives from social and applied linguistics (Fairclough, 2015:202). Furthermore, Fairclough (2015:202) claims that there is a relationship between CDA and Norman's work and that CDA involves a study of the use of language and that it should be considered as falling within the field of critical social science. CDA strives to examine and critique the power and ideological aspects that are embedded in uses of language that are common-sense (Fairclough & Wodak, 2010; Hood, 2014). Language is a social practice that is constitutive rather than the representation of thoughts. Using CDA is significant for the language that is used by co-researchers for describing their experiences. CDA assists the researcher to find different discourse characteristics that assist in shaping and framing the accounts of individuals,

and to focus on difference and power issues (Hood, 2014). The approach utilised in this research study was based on the framework by Fairclough. The approach involved a qualitative analysis that is detailed and based on written elements generated from the groups. The transcripts of interviews were analysed by drawing out the use of language which is related to the topic of a research. The Intertextual analysis concerned the manner in which perspectives and voices that are different were joined in the text.

2.14 OPERATIONAL CONCEPTS

Concepts used in the study were defined and discussed in this section for common understanding.

2.14.1 Psychosocial

Williams and Kemp (2016:83) refer to the psychosocial aspect as an individual's experiences psychologically, socially and physically in relation to their surroundings. The psychosocial aspect explains processes that are social and psychological which take place in the community members. Furthermore, Williams and Kemp (2016:83) argue that psychosocial elements are involved when the individual psyche and the social community interact and are combined. *IFRC Reference Centre for Psychosocial Support (2014:11)* defines psychosocial as a relationship that is vibrant between the individual dimension that is psychological and the social, where they influence one another. The psychosocial factor influences the physical and mental wellness of people as well as people's ability to work (*Ministry of Health, 2016: ix*). Individuals develop psychologically when they think, become emotional, memorise, perceive, understand, and behave. Interacting and making good relationships with friends, lecturers, community members, and family members are part of social development (UNRWA, 2016:4).

2.14.2 Psychosocial support

The Ministry of Health (2016:ix), defines psychosocial support as easing the psychological, social and physical difficulties of individuals, families, and communities. Furthermore, the Ministry of Health (2016:ix) argues that psychosocial support is also about enhancing wellbeing and helping people to recover and adapt after their lives have been disrupted, whereas Philippi et al., (2006); and Richter et al., (2008) state that this is when the needs of individuals are met physically, socially, spiritually, emotionally, and

academically. Furthermore, Philippi et al., (2006) and Richter et al., (2008) state that all these needs are important in developing individuals meaningfully and positively. The aim of psychosocial support is to develop well-being psychosocially which has the following core responsibilities: to support and promote the capacity of human beings; to improve ecology socially; and to understand the cultural influences (*Ministry of Health, 2016:6*). Psychosocial support is when meeting the students` needs developmentally and assistance to prevent problems are incorporated. The setting and environment where individuals are living are influenced by psychosocial factors. Psychosocial support refers to efforts that can help in dealing with challenges by ensuring that students` needs are met socially, emotionally, and academically. It includes policies as well as any programme, framework or guidelines that aim to develop the psychosocial well-being of people (Pollock & Whitelaw, 2005). According to Morgan (2009), Psychosocial Support (PSS) refers to a relationship between the student, family, community and society that relates to how the child feels about self and life. According to UNESCO (2006:45), psychosocial support is recognising the significance of the social context in addressing stressful psychological events and reconstructing social structures to give effective support, whilst Thutong (2009:2) defines psychosocial support as a comprehensive service that answers the students` needs.

Various bodies and individuals have commented on the significance of psychosocial support UNESCO (2006:45) and Nicolai (2003:117) see this support as a way of rebuilding the destroyed social structures and also to support them. In general, psychosocial support refers to processes that support the individuals` well-being holistically in their environment (Thutong, 2009:2). Psychosocial support is a support that family members and peers provide to the individuals (INEE, 2010a:121; Nicolai, 2003:117). Psychosocial Support helps peers, family members, individuals, and community members to be resilient (*IFRC Reference Centre for Psychosocial Support, 2009:11*). The aim of psychosocial support is to help individuals to improve their lives after going through crisis and difficulties. But, according to Dickens (2009:596), it is an obligation of an individual to take responsibility for his or her own wellbeing. As declared

above, this study aims to explore the creation of a psychosocial support framework for sustainable learning at a public TVET college.

2.14.3 Sustainable learning

Tsotetsi (2013:43) explains that sustainable learning includes a formalised transfer of knowledge from the lecturers to the students. Complementing this view, Mahlomaholo (2010:11) believes that such skills may be required to face life challenges. Sustainable learning depends on cooperation between teachers, learners, parents and stakeholders (Alexander; Hlalele & Mapasela, 2012:90). Sustainable learning is about inspiring, caring, and respecting people (Mahlomaholo & Ntshandama, 2012:46). Hence, learning environments that are sustainable are forums that improve academic achievement of college students. Sustainability ensures that human development efforts attain lasting improvement in the lives of children and their carers including communities, without causing harm or compromising their wellbeing or that of others in the present and future (Salamao, 2011). Through sustainable learning adults can attain a higher level of understanding (*Ministry of Education, 2014*).

2.14.4 Public TVET College

According to *Career Planet (2018)*, TVET stands for Technical Vocational Education and Training (TVET) and offers training of a vocational or occupational nature meaning that it prepares students for a specific job, a number of employment possibilities, or for self-employment. Public TVET colleges serve young people who want to enrol for vocational programmes after grade 9 or after finishing school with a grade 12, as well as students who want to complete their schooling. In South Africa, there are fifty registered and recognised public TVET colleges with 264 campuses spread across South Africa (*Career Planet, 2018*).

2.15 CHAPTER SUMMARY

This chapter focused on the theoretical framework as well as operational concepts that were used in this study. In this study, Student Development Theory (SDT) as a theoretical framework was deliberated. The next chapter deals with the literature review which addresses the research question. The literature review explores writing on: current situation regarding psychosocial support for sustainable learning at a public TVET

college; understanding circumstances under which psychosocial supports for sustainable learning at a public TVET college can be successfully implemented; evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college; anticipating barriers to successful implementation of psychosocial support for sustainable learning at a public TVET college; and psychosocial support for sustainable learning at a public TVET college.

CHAPTER THREE:

REVIEW OF LITERATURE INFORMING A PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

3.1 INTRODUCTION

The previous chapter dealt with theoretical framework as well as operational concepts used in a psychosocial support framework for sustainable learning at a public TVET college. In this chapter, there are discussions of literature related to the study. Research questions will further be addressed. Deliberations focus on current situation regarding psychosocial support for sustainable learning and circumstances under which psychosocial support for sustainable learning can be implemented. This chapter also examines evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college, barriers to successful implementation of psychosocial support for sustainable learning and psychosocial support frameworks for sustainable learning in other countries.

3.2 CURRENT SITUATION REGARDING PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

3.2.1 Academic Support for sustainable learning at a public TVET college

Mngomezulu & Ramrathan (2015:117) state that the support and the provision of academic support services for students are essential functions at any higher education institution (HEI) as the students form the very heart of HEI business. They furthermore emphasise that the relevance of academic support services or student support services as it is called by other institutions is evident in UNESCO's document on the *Manual for Developing, Implementing and Assessing Student Affairs Programmed and Services*. Most public TVET colleges are founded on the principle of providing academic support services or student support services which generally helps foster the development of student's competencies, life skills and habits of academic excellence. Junio-Sabio (2012:41) states that academic support services help students to acquire excellence through transition, excellence through self-knowledge, and excellence through the appropriate use of resources, among other support services. Kamla-Raj (2015:250)

points out that literature suggests that the mass access to higher education demands that public TVET colleges offer academic support to enhance and develop performance, increase throughput and retention, and reduce attrition rate. In addition, Kamla-Raj (2015:250) writes support programmes for students that cover: helping students from poor backgrounds to manage mainstream courses; providing a safe space to address their challenges in learning; developing skills to study and write; and clarifying the content's main concepts and elements. Likewise, Nqadala (2007:4) notes that students' programmes of support assist them to face challenges and to be encouraged to learn effectively. This implies that, student support programmes contribute towards epistemological access and help to lessen encountered academic challenges. I concur with Mngomezulu and Ramrathan (2015:117) that academic support services are very important at public TVET colleges in helping students, especially public TVET college ones from poor backgrounds to manage college programmes by providing a safe space to address their challenges in learning; by developing skills to study and write; and by clarifying the content's main concepts.

Mngomezulu and Ramrathan (2015:116) argue that academic support decreases attrition, and promotes retention and throughput rates. In addition, they state that academic support programmes encourage students to be committed to their studies and to finish studying. Furthermore, Mngomezulu and Ramrathan (2015:117) identify attrition of students as a problem and recommend that support programmes should assist students to contest problems and that additional instruction should afford opportunities for students to be more involved in the learning and teaching process to increase their rate of retention and academic success.

I concluded that support of public TVET college students academically assists them to gain knowledge and to develop their life skills. Findings from the research conducted by Kirkham and Ringelstein (2008:40) show that the participation of students in college activities motivates them to perform well academically. College students who are highly developed and involved in college activities do not drop out (Malette & Cabrera, 2017:4). In congruence with Mallette and Cabrera (2017:4), Kirkham and Ringelstein (2008:65) state that college students who are involved in other activities other than class activities

gain knowledge, develop relevant skills, and stay at colleges. I also concur Mallette and Cabrera (2017:4) that public TVET college students who are well developed do not become dropouts and with Kirkham and Ringelstein (2008:65) that public TVET college students who are involved in other activities other than class activities gain knowledge, develop relevant skills, and stay at colleges.

3.2.2 Emotional Support programmes for sustainable learning at a public TVET college

Kotomina and Sazhina (2018:2) define emotional intelligence as the ability to perceive emotions accurately, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge. Furthermore, Kotomina and Sazhina (2018:1), state that researchers have shown that emotional intelligence plays a very important role in higher education. In addition, they argue that emotional intelligence of students at public TVET colleges affects their motivation to learn, and their perception of information and academic achievements. According to Corcoran and Tormey (2013:34), an emotional intelligence model is regarded as valuable because it provides a clear and accessible framework for understanding and measuring the ability to work with emotions. Some authors, according to Dolev and Leshem (2017:22), have argued that it is essential to develop emotional intelligence at any age. This development can be achieved in different ways, both by students alone, and with assistance. Consequently, lecturers and student development practitioners can assist students to develop their emotional intelligence in order to improve their educational performance.

Kotomina and Sazhina (2018:4), highlight the fact that emotional intelligence has such a significant influence on student academic achievement that it should inspire lecturers at public TVET colleges to look for strategies to increase the emotional intelligence of students, thereby encouraging them to be more successful students. Daghayesh and Zabihi (2016:257) claim that emotionally intelligent lecturers are more likely to identify their own personal emotional flaws and to use a reflective approach in negatively charged situations involving students and peers. For lecturers and campus personnel to be able to provide emotional support programmes, they need to be developed constantly (Daghayesh & Zabihi, 2016:257). Furthermore, Daghayesh and Zabihi (2016:257) emphasise that training lecturers in the concepts of emotional intelligence could influence

students` emotional growth, relationship skills and responsible decision-making, their academic achievement and success. Supporting and developing emotional intelligences at public TVET colleges involves abilities that can be categorised as self-awareness, empathy, managing emotions, self-motivation, and handling relationships with others. In conclusion, from the preceding statements, it can be said that, emotional and mental well-being of students are some of critical areas that need to be attended to for sustainable learning and success of students in public TVET colleges.

3.2.3 Psychosocial Support for sustainable learning at a public TVET college

Robin et al., (2018:6) state that public TVET college students work toward developing their professionalism and personality through developing their identities, following career interests, and developing relationships. But, Robin et al., (2018:6) warn that the high levels of stress may disturb the efforts of students to meet their goals and Letkiewics et al., (2014:355) assert that academic responsibilities of students contribute to this stress. Students at public TVET colleges do four subjects in Report 191 programmes per semester and seven subjects in NC(V) programmes per year, spending most of their time trying to meet academic challenges (Kumaraswamy, 2013:136). In addition, Letkiewicz et al., (2014:355) argue that public TVET college students who do not qualify for NSFAS are financially stressed trying to pay back study loans. Many of these public TVET college students are doing part time jobs and also try to balance them with their studies for academic success (Perna, 2010:14). I agree with Kumaraswamy (2013:136); Letkiewics et al., (2014:356); Robin et al., (2018:6), that public TVET college students work toward developing their professionalism and personality through developing their identities, following career interests, and developing relationships and the high levels of stress disturb their efforts to meet their goals, with Perna (2010:14), that most of these public TVET college students are doing part time jobs and also try to balance them with their studies for academic success.

Some changes in lives that take place during college such as change from high school to college can result in loneliness and homesickness that can contribute negatively to the stress of students (Conley, Travers & Bryant, 2013; Dusselier, Dunn, Wang, Shelley & Whalen, 2005; Thurber & Walton, 2012). Furthermore, public TVET college students

should take full responsibility for their independence and should also learn to balance their time between recreation, college, and work (Kumaraswamy, 2013:136). Because of these responsibilities and life adjustments, half of the students at public TVET colleges encounter high rates of stress linked to depression and anxiety (Kumaraswamy, 2013:136; Robin et al., 2018:6).

Kessler et al., (2005:54) argue that public TVET College students who encounter abuse and problems at home experience problems before registration. Consequently, they can suffer from mental disorders and emotional instability (*Association for University and College Counselling, Centre Directors, 2012; Keyes et al., 2012, Robin, 2018:187*). Most of these public TVET college students take alcohol and drugs in dealing with stress-related issues (*National Institute on Drug Abuse, 2013; Polak & Conner, 2012; Arria et al., 2013*). Taking substance abuse has the following consequences; getting injured and be sexually assaulted (Hingson, Zha, & Weitzman, 2009, McCabe, West, & Wechsler, 2007). Substance abuse, and mental health problems have a negative effect on the performance of students academically, and attrition which affects the opportunities for employment (Douce & Keeling, 2014; Liguori & Lonbaken, 2015; Robin et al., 2018:6).

3.2.3.1 Wellness

Robin et al., (2018:6) state that wellness is when a person integrates body, soul, and mind to live the fullest life. Robin et al., (2018:6) furthermore claim that the paradigm of wellness gives to counselling a perspective that is holistic and based on strength that encourages individuals to be self-responsible, balanced, and to view humanity positively. Many wellness`s models are in existence and reflected in different items of literature, however, they all involve dimensions that are social, emotional, and physical. To encourage public TVET college students to live a lifestyle that is healthier and to be encouraged to account for their actions and choices, an approach of wellness should be used by college counsellors.

College students who are aware of wellness in their lives achieve well academically and they also use strategies to manage stress (Chow, 2010; Conwell, 2013; Lewis & Myers, 2010). College students do not focus on all parts of wellness. They specifically use connections to spirituality and society to achieve wellness (Chow, 2010; Conwell, 2013;

Lewis and Myers, 2010; Spurr, Berry and Walker, 2013) rather than using exercising and eating healthily (LaFountaine, Neisen, & Parsons, 2006; Nelms, Hutchins, Hutchins & Pursley, 2007). If college students are encouraged by college counsellors to understand wellness holistically, their lifestyles also improve (Nelms et al., 2007).

3.2.3.2 Psychosocial development

Robin et al., (2018:6) define human development as a change and growth that enables a person to adjust to an environment by engaging, understanding, and experiencing different behaviour. Within this perspective, there is psychosocial development which deals with challenges that are specific in someone`s life. Robin et al., (2018:6) explain that the psychosocial development theory of Erikson (1968) that speaks about the number of psychological and social development stages starting from infancy to adulthood. Robin et al., (2018:6) further asserts that each stage depends on the successful completion of previous stages.

Boyd and Bee (2014) argue that the environment, natural conditions, and culture of individuals influence the experience of each stage; however, the tasks of earlier stages can be completed in later stages if there are psychosocial disruptions. Additionally, Boyd and Bee (2014) state that each phase has challenges in development that reveal psychosocial strengths when successfully resolved. In congruence, Newman and Newman (2014:34) claim that researchers of developmental stages have defined adolescence as between the ages of 18 and 24 years and agree that this population focuses on changes that are linked to independence from parents, identity of gender, selection of career, and development of an ethical senses. Formulating an identity that is professional and personal and also searching for peers` confirmation overlaps with psychosocial challenges of identity versus role confusion and intimacy versus isolation that Erikson highlighted (Newman & Newman, 2014:34; Robin et al., 2018:7). In conclusion, Robin et al., (2018:7) state that distress psychologically occurs when an individual fails to overcome isolation.

The way in which stages of psychosocial development are solved tells us about the status of the mental health in years to come and the manner in which wellness is predicted by stages of psychosocial development is still not known, hence, more study is still needed

(Boyd & Bee, 2014; Newman & Newman, 2014:34). The goals of college students psychosocially are to develop a sense of both intimacy and identity with other students. Combination of unsolved stages of psychosocial development and stressors of college students hamper the goals of college students, which can promote distress emotionally and failure academically (Robin et al., 2018:7). Wellness in college students affords a healthier overall lifestyle and increases success academically and skills in managing stress. However, as stated above, there has not been any research conducted on how wellness of college students can be predicted by stages of psychosocial development.

3.2.4 Peer tutoring support for sustainable learning at a public TVET college

Ali and Anwar (2015:61), define peer tutoring as a vibrant rapport where knowledgeable individuals give advice to individuals who lack expertise and experience in a specific field. In addition, Masehela et al., (2014:49) state that real mentoring is not only about providing answers to questions, but it has also to do with learning how to establish a relationship that is sustainable, how to face trials, and how to negotiate. Ning and Dowling (2010:23) state that the aim of peer mentoring support at public TVET colleges is to promote student learning. They furthermore add that peer mentoring support improves and develops academic levels, and helps college students to respect and value their education. According to Ali and Anwar (2015:61) in peer mentoring, an expert assists someone who is less experienced. In conclusion, peer tutoring is a highly effective way for the students to learn from each other and does not only benefit the students academically but also helps them to develop their communication and interpersonal skills. Through peer tutoring, the students at a campus can enhance their confidence levels and become self-motivated. Peer tutoring is a two way process and it is equally beneficial for the tutors and the students.

3.3 CIRCUMSTANCES/CONDITIONS UNDER WHICH A PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING CAN BE IMPLEMENTED SUCCESSFULLY

3.3.1 Emotional development for sustainable learning at a public TVET college

Gentry and Campbell (2010:54) declare that emotional development includes discovery of a true and clear feeling of identity related to other people and also the capacity to experience feelings of; desire, passion, love, sadness, and anger. Spelling (2016:21)

argues that college students struggle to comprehend who they are, and who they want to be in future and they are concerned about their future and thus they think far ahead. Gentry and Campbell (2010:54); and Spelling (2016:21), also claim that college students become sensitive and disorganised when they are struggling to establish their identity; they do not know whether they should be treated as adults or as children. Spelling (2016:21) claims that because of lack of identity, public TVET college students do not know who they are and what they want to become when they grow older. Papalia et al., (2017:3) declare that college students who are healthy emotionally can provide love and also receive it, find happiness in their lives regardless of challenges and are able to control and manage feelings positively.

Baron, Branscombe, Byrne and Mynhardt, (2010:35) emphasise that the lack of capacity to display emotions leads students to be self-doubtful and to blame themselves, for not going outside to meet other people like themselves and to share experiences. Noticing extreme changes emotionally as such changes could be symptoms of emotional problems that are very severe. I also agree with Gentry and Campbell (2010:55) and Papalia et al., (2017:3), that a college student who is healthy emotionally can provide love and also receives it, finds happiness in his life regardless of challenges and be able to control and manage feelings positively. I agree with Baron, Branscombe, Byrne and Mynhardt, (2010:35), that the lack of emotions leads students to be self-doubt and blame themselves, and they go outside to meet other people like themselves hoping to be relieved. Since students at public TVET colleges are weak emotionally, they should be emotionally developed to become responsible grown-ups (Papalia et al., 2017:3; Mynhardt et al., 2010:35; Simons-Morton et al., 2012:100).

3.3.2 Cognitive development for sustainable learning at a public TVET college

Simons-Morton et al., (2012:100) define cognitive development as capacity for thinking, reasoning, understanding, and solving problems. Furthermore, Simons-Morton et al., (2012:100) assert that this area of development includes an uninterrupted process of exploration and adaptation of thinking. Papalia et al., (2017:3) and Spelling (2016:22) argue that for college students, it is a move from touching and seeing, to understanding things that are unseen to thinking logically and in the abstract. Additionally, Papalia et

al., (2017:3) state that the judgments of students at public TVET colleges are immature and inaccurate because their brains are in developmental process. Sternberg (2017:29) adds that college students' immature brains do not have deep reasoning power; hence, they make bad decisions like to experiment with substance abuse and to engage in sexual acts that are risky. I concur with Papalia et al., (2017:3) that the judgments of students at public TVET colleges are immature and inaccurate because their brains are in developmental process and with Sternberg (2017:29) that college students' immature brains do not have reasoning; hence, they make bad decisions like to experiment substance abuse and engage in sexual acts that are risky. Behaviour that is risky is prompted by the desire to be happy and excited, but this can lead misguidedly to being tempted to experiment with drugs, to behave in an anti-social way in an attempt to be accepted by peers, and the modelling of unacceptable adult behaviour. If college students notice that the standards of their peers cannot be achieved, they become uncomfortable which may damage their self-confidence (Sternberg, 2017:29). I concur with Sternberg (2017:29) that public TVET college students become uncomfortable and lose confidence if they find out that the standards of their peers cannot be achieved.

Donald et al., (2018:45) also add that during this phase of cognitive development, college students display skills of reasoning, planning skills, and impulse control that is relatively mature. In support, Gentry and Campbell (2010:22) argue that if there are no developments and immature thinking continues, the student develops moodiness, irritability, and ill-discipline; if lack of student development is not identified and understood, students can have emotional and behavioural problems which can result in battles with lecturers, other students, and their family members. The development of students morally, socially, and emotionally can be affected by cognitive development. I conclude that students at public TVET colleges still need support and supervision of adults to develop the skills to enable the making of rational decisions.

3.3.3 Social development for sustainable learning at a public TVET college

Gentry and Campbell (2010:22) define students' social development as a phase in which students search for their values and identities to work with other students. Erikson explains this phase as identity versus confusion of roles where the students are struggling

to be worthy and valuable in their communities (Gentry & Campbell, 2010:22; Papalia et al., 2017:5). According to Shunk et al., (2008), occupational choice, value adoption, and affirmation of sexual identities are three identity aspects. Shunk et al., (2008) add further that showing empathy to other people and respect for oneself and other people are social developmental phases. Donald et al., (2018:45) emphasise that social development is vital in order to understand and to interpret students` cognitive tasks. I concur with Shunk et al., (2008), that showing empathy to other people and to respect for oneself and other people are social developmental phase and with Donald et al. (2018:45), social development is vital in order to understand and interpret students` cognitive tasks. Social development assists college students not to be selfish, or to regard others as unimportant. I also conclude that college students like attention and acceptance from other students as they become independent and autonomous.

Erikson`s theory suggest that, college students develop fidelity values, self-esteem, psychosocial changes, and successful interpersonal relationships if the individual identity has been established effectively (Gentry & Campbell, 2010:56). In addition, Gentry and Campbell (2010:56) state that if there is no sense of identity, college students cannot differentiate expression of their needs, and skills, from opportunities for growth that are offered by society. Isolation of the individual by peers is associated with the following misbehaviour: law-breaking, psychological problems, rage, and guiltiness. During this phase, college students develop their identities of personality and sex influenced by factors that include biology, hereditary, and environmental influence. In conclusion, Papalia et al., (2017:5) claim that college students who are engaged in early sexual activities run the risk of contracting venereal diseases that are sexually transmitted, having unwelcome pregnancy, dropping out from college, becoming unemployed, having problems financially, and producing children who are unhealthy.

3.3.4 Moral development for sustainable learning at a public TVET college

Campbell and Gentry (2010:55) define moral development as how college students decide to live their lives In terms of the beliefs and morals they have targeted for themselves. Donald et al., (2018:45) assert that moral development determines the moral judgement of students and the manner in which they behave. I agree with Campbell and

Gentry (2010:55) that moral development is how college students decide to live their lives in terms of the beliefs and morals they have targeted for themselves and with Donald et al., (2018:45) that moral development determines the moral judgement of students and the manner they behave. During this phase, college students use viewpoints of other people to solve social problems (Papalia et al., 2017:5). Furthermore, Papalia et al., (2017:5) express the view that when college students start developing their code of morality, they question rules and regulations in their homes and at colleges and as they start establishing their identity and value systems, they stop questioning. I agree with Papalia et al., (2017:5) that during this phase, college students use viewpoints of other people to solve social problems; when they start developing their code of moral, they question rules and regulations at their homes and at colleges, and that they do not ask questions when establishing their identity and value system.

Spelling (2016:22) asserts that moral development can be influenced in a positive and in a negative way. Behaviour of lecturers that provides a model for caring should have positive impact on the development of the behaviour of students. Donald et al., (2018:45) argue that the environment and relationships that are positive are necessary to develop morals of college students, whereas, an environment and relationships that are negative promotes college dropouts, self-esteem that is low, and unhappiness. Domains of development have an effect on one another and they influence the behaviour of college students. In addition, UNESCO (2017) recommends that there should be balance between connections and changes in all domains of development and the environment in the lives of students since the imbalances cause problems that are emotional and behavioural. Huni (2010) further states that imbalances result from psychosocial needs of students that have not been addressed. It is therefore comforting to know that deficiencies and imbalances that can be regarded as behavioural and emotional problems can be resolved in the later development of the students. In conclusion, emotional and behavioural problems of college students have increased and they are being experienced on campus.

3.3.5 Physical development for sustainable learning at a public TVET college

Babedi (2013:67) defines physical development as when the body and brain grow and when also there is change in terms of health, sensory capabilities, and motor skills. In addition, Babedi (2013:67), states that in puberty, changes physically are faster and more visible. Spelling (2016:21) further adds that these changes physically are noticeable in size, endurance, and shape and there is a difference between physical development of girls and that of boys. Female students who have matured very early tend to suffer from substance abuse and depression and they also encounter problems in dealing with their physical changes at the college (Wolfe and Mash, 2006:187). On the other hand, according to Ebersöhn et al., (2016:46), male students suffer from depression, irritation, family conflicts and they encounter numerous problems at a college and the Image of their bodies also contributes to depression.

Furthermore, Ebersöhn et al., (2016:46) emphasise that college students who are healthy physically grow rapidly and reach their reproductive maturity very early. When parents assure students that there is nothing wrong with students` physical changes, students` self-concept and self-image are developed (Ebersöhn et al., 2016:46). Simons-Morton et al., (2012:65) affirm, however, that, a negative perception of self, may result in behavioural and emotional problems of substance abuse, aggression, depression and isolation from others. The students` physical health plays a major role in the development of students socially, cognitively, and emotionally (Donald et al., 2018; Hollway & Jefferson, 2013:40; Spelling, 2016:21; Weltshire, 2014:86). I concur with Ebersöhn et al., (2016:46); Papalia et al., (2017:7); and Simons-Morton et al., (2012:65), that college students who are healthy physically grow rapidly and reach their reproductive maturity very early, with Ebersöhn et al., (2016:46); Simons-Morton et al., (2012:65), that a negative perception of self may results to the behavioural and emotional problems of substance abuse, aggression, depression and isolation in students, and with Donald et al., (2018); Hollway and Jefferson, (2013:40); Spelling, (2016:21); Weltshire, (2014:86), that the students` physical health has a major influence on development of students socially, cognitively, and emotionally.

3.3.6 Encouraging resilience for sustainable learning at a public TVET college

Hart et al., (2016:3) state that resilience involves overcoming adversity, whilst also potentially changing or even dramatically transforming aspects of that adversity. For Huni (2009), resilience refers to the ability to cope, face, overcome, and be made stronger by life adversities. Furthermore, Hart et al., (2016:3) state that after sorrow, human beings can build their lives, and for students and lecturers it is essential to build resilience, since it minimises stress. Babedi (2013:81) argues that resilience as a skill involves communication, optimism, taking care of oneself, and being proactive. These strategies help individuals to learn to be positive and to adapt to difficult situations of life. As a result, resilience strategies used by students at a public TVET college are identified in order to be used by lecturers, Student Development Practitioners, Social Workers, Educational Psychologists, and the Assistant Directors (SSS) to encourage other students to practice them. Also, curriculum officials are able to help newly recruited lecturers in this regard. For example, the college may implement a strategy of sharing motivational talks by notable legends, thus contributing to building the self-esteem of students, assisting them to make choices and to express their feelings, needs, likes and dislikes. Hollway and Jefferson (2013:40) indicate that understanding oneself is to be empowered towards assertiveness with the intention of building a positive self-concept. This is regarded as one of the skills necessary to strengthen psychosocial support for sustainable learning at a public TVET college. Weltshire (2014:87) argues that equipping students with skills to deal with their emotions is of assistance in feeling emotionally secure and confident, and it equips them with the skills to take full responsibility for their actions. I concur with Weltshire (2014:87) that public TVET college students should be provided with skills in order to be self-confident and feel secure.

3.4 EVIDENCE OF SUCCESSFUL IMPLEMENTATION OF PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

3.4.1 The role of Student Development Practitioners for sustainable learning at a public TVET college

According to Suldo and Ferron (2017:14), Student Development Practitioners` roles at a public TVET college are important to the development of students; however, there are no positive relationships between college students and Student Development Practitioners

at public TVET colleges. The importance of this relationship to the achievement of college students is evident. Furthermore, Suldo and Ferron (2017:14), state that Student Development Practitioners at public TVET colleges provide the following to college students to improve their academic success: advice, mentorships, resources, and counselling. Iachini et al., (2015:59) also states that providing academic advice is viewed as a process of education that connects Public TVET college students with opportunities of learning for fostering engagement, and academic success. I concur with Suldo and Ferron (2017:14) that Student Development Practitioners` roles at a public TVET college are important to the development of students; however, there are no positive relationships between college students and Student Development Practitioners at public TVET colleges and with Iachini et al., (2015:59), that providing academic advice is viewed as process of education that connects Public TVET college students with opportunities of learning for fostering engagement, and academic success

The relationship between college students and their student development practitioners as advisors should continue even outside the college. There should be professional relationships between students and student development practitioners who have knowledge about their personal lives such as work, hobbies, and extracurricular activities. Student development practitioners should know of the well-being of students or otherwise, and how they learn. According to Suldo and Ferron (2017:14), some researchers believe that it is the responsibility of college students to initiate good relationships with their student development practitioners and to divulge their personal information, while other researchers have a belief that it is the responsibility of Student Development Practitioners to initiate good relationships with students. The way to resolve this is for it to be agreed upon that it is the responsibility of both parties to initiate relationships.

3.4.2 Relationship between Student Development Practitioners and students

Iachin et al., (2015:59); Suldo and Ferron (2017:14) state that the relationship between Student Development Practitioners and students is an important relationship to have. The advantage of students at public TVET colleges is that they spend 18 months on Report 191 programmes and 3 years on NC (V) programmes getting to know their student development practitioners and making sure that their challenges are addressed quickly.

Pizzolato (2008:21) states that the advantage of academic advice by student development practitioners is the one-on-one sessions provided to students. According to Suldo and Ferron (2017:14), the relationship between students and colleges should focus on both students and student development practitioners sharing information regarding one another. Furthermore, Suldo and Ferron (2017:14) argue that student development practitioners should have knowledge of where students work part-time, their likes and, their hobbies are, and students` information about their families. In agreement with Suldo and Ferron (2017:14), Iachini et al., (2015:59) states that this relationship can afford many benefits to the college students. I concur with Iachini et al., (2015:59), Suldo and Ferron (2017:14) that there should be a good relationship between student development practitioners and students at public TVET colleges relationship between student development practitioners, with Pizzolato (2008:21), that the advantage of academic advice by student development practitioners is one-on-one sessions provided to students and with Suldo and Ferron (2017:14), that student development practitioners should know where students work part time, what are their likes, their hobbies, and students` information about their families.

According to Pizzolato (2008:19), development of college students and academic achievement can be increased through the good relationships between college students and student development practitioners. Furthermore, Pizzolato (2008:19) suggests that the aim of academic advising by student development practitioners is to provide college students with guidance that focuses students` education and needs. I concur with Pizzolato (2008:19), that development of college students and academic achievement can be increased by the good relationships between college students and student development practitioners and that the aim of academic advising by student development practitioners is to provide college students with guidance that focuses students` education and needs. I conclude that at a campus, students have good relationships with lecturers and student development practitioners; however, it is only the relationship with student development practitioners that develops college students. Public TVET college students meet different lecturers for different programmes, however, these programme lecturers do not know students; hence, they fail to meet their needs for development. Due to good

relationships between college students and student development practitioners, personal and academic aspects of students can be improved by student development practitioners.

3.5 BARRIERS TO SUCCESSFUL IMPLEMENTATION OF PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

3.5.1 Challenges faced by students at a public TVET college

Iachini et al., (2015:59) state that South African youth are increasingly encountering mental health challenges. (NIMH, 2016) Data from the National Institute of Mental Health show that one out of five children aged 13-18 currently have, or will develop a serious mental health condition. These data, according to Iachini et al., (2015:59) highlight the serious need to address youth mental health concerns. One of the most utilised avenues for addressing youth mental health concerns is through accessing support services within the public TVET colleges. Public TVET colleges are mandated by law to address college students' social, behavioural, and emotional needs when those needs impact negatively on the student's ability to function in the academic, behavioural, and/or social realms (*Individuals with Disabilities Education Act, 2004:82*). Further, an important body of research has found out that students who demonstrate signs of poor mental health at colleges, such as emotional or behavioural challenges, are at an increased risk for poor educational outcomes and other negative psychosocial outcomes including academic failure, attendance problems, and/or discipline issues (Zins, Bloodworth, Weissberg, & Walberg, 2004). Research findings have shown that college students with these types of challenges are more likely to drop out of colleges, which can contribute to a lifetime of other challenges (Zins et al., 2004). As such, those college students with an increased danger of failing at the college due to the presence of social, emotional and behavioural challenges are a particularly important group to focus on for college-based mental health intervention. Iachini et al., (2015:59) report that early intervention strategies can help support the re-engagement of college students who are at risk in class, stating that when college students' social and emotional needs are addressed effectively, they may be more available for learning and better able to apply instructional strategies (Iachini et al., 2015:59). Numerous longitudinal empirical studies (Pizzolato, Brown and Kanny, 2012) support this idea, and demonstrate how social emotional well-being can influence

engagement of students academically and the academic achievement of at-risk students (Iachini et al., 2015:59).

Having established the importance of focusing upon the mental health needs of at-risk students, it then becomes essential to identify what constitutes good mental health and what types of interventions are more suitable for the promotion of mental health. Mental health professionals who are at public TVET colleges require access to evidence-based and easy to implement interventions that can produce measurable results in a relatively short amount of time. But what are the outcomes these interventions are supposed to produce? How does one define mental health? Some of the most promising answers to the questions of what define complete mental health, and what interventions may be most effective in promoting mental health, are from the Positive Psychology's field of study. Within the growing field of positive psychology, there are an increasing number of mental health interventions. According to Suldo and Ferron (2017:14); and Savage and Mercer (2014), PPIs have increasingly been used in college settings to better student well-being and to foster behaviour important to student success, such as a positive attitude towards learning, increased college satisfaction, improved social skills, and increased academic engagement. Furthermore, Suldo and Ferron (2017:14) indicate that PPIs have also been used with students to lessen depression and anxiety and to increase positive affect. Additionally, Schonert-Reichl et al., (2015) argue that there is preliminary proof of the efficacy of PPIs in preventing the development of negative outside behaviour in college students and in reducing problem behaviour.

3.5.2 Factors relating to challenges within public TVET colleges in South Africa

To attempt to get statistics and information on the numerous factors in relation to existing problems in public TVET colleges, in the beginning, as a researcher, I found only the brief referrals to what is taking place at public TVET colleges. This view changed after finding out the latest publication of *Statistics on Post-School Education and Training in South Africa* (DHET, 2014:12). There is now a clear picture of the landscape of Public TVET colleges. The average pass rate for the NC (V) programmes in 2016 was 39 per cent which has declined as compared to 2015 which was 42 per cent. A picture of the possibility of factors that influence the pass rate was provided. After having read

numerous documents, as researcher, I therefore chose to stick to the psychosocial support and challenges that are related to challenges within public TVET colleges.

Visual representation of the factors will be debated below (Figure 3.1)

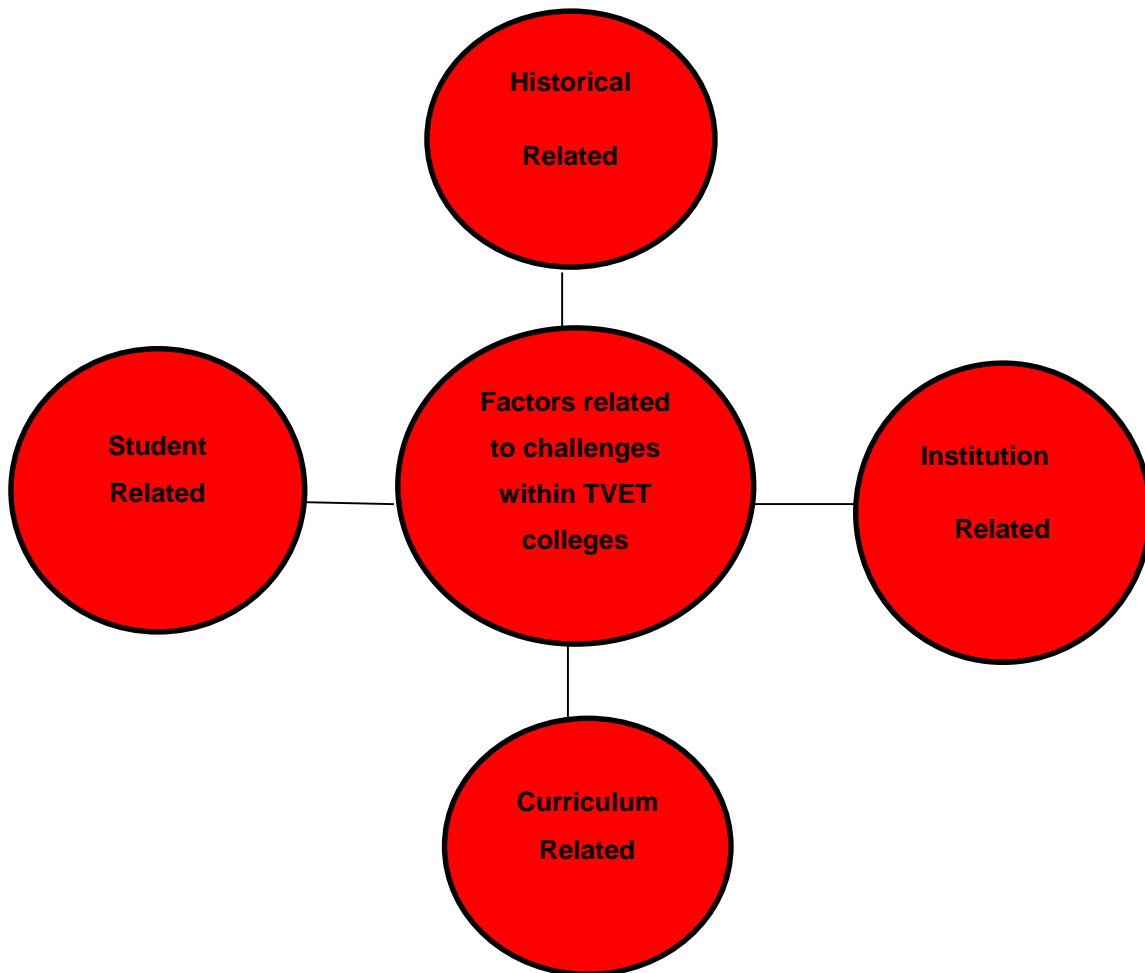


Figure 3.1: Factors relating to challenges within colleges. Adapted from Fryer (2014:24)

3.5.2.1 Historical-related factors

Fryer (2014:56) argues that Public TVET colleges as a sector of higher education are rich in history. Furthermore, Fryer (2014:56) states that public TVET colleges were racially segregated with numerous bad practices being legally sanctioned. After 1994, the dignity of public TVET colleges was transformed and focus was moved to role that public TVET colleges can fulfill. In the Department of Higher Education, many changes have taken place since 1994. When there was evidence of the need for more skilled labourers, the

department of higher education and training approached public TVET colleges (Gewer, 2010:112; Mayer et al., 2011).

The implication is that these public TVET colleges are not yet ready to work within the broad landscape of education (Fryer, 2014:56; Hendricks, 2011:125). The rates of retention and throughput at public TVET colleges are very low because they are still working to train a number of skilled labourers. Looking at the rate of throughput would be the right measurement for this. As a researcher, I have found a study which focuses on support for public TVET colleges. This was published by the Centre of Higher Education Transformation (CHET) in 2003, which explains why the rate of throughput is very low. This study explains that 'student services' as a term was replaced by student support. Leaders responsible for providing student services have challenges in finding their voices, and providing leadership (Fryer, 2014:56; Mayer et al., 2011; Nilsen, 2009; Hendricks, 2011). It still seems that student support at public TVET colleges is a problem and a challenge for people responsible to provide it. These problems and challenges have a negative impact on public TVET college students and their well-being (Cosser et al., 2011:87). Furthermore, Cosser et al., (2011:87) state that public TVET colleges use their finances for academics more than student support; thus Student Development Practitioners at public TVET colleges are shouting louder in order for their voices to be heard. Department of student support is not supported at public TVET colleges; yet it is always blamed for low rate of throughput. More studies have been conducted on students of public TVET colleges in South Africa. Most of the literature review for this study focused on findings from previous studies focusing on challenges faced by students and staff personnel at public TVET colleges.

According to the DHET (2014:12), the characteristics of work environment and public TVET colleges in the CHET publication of 2009 are students come from schools with no opportunities in education; public TVET colleges deny these students the opportunities for education; and public TVET colleges do not have data system for these students. All these add to the existing problems and challenges faced by students and staff personnel at public TVET colleges that happened before.

Looking in the statement above, it becomes obvious that there are challenges encountered by school children after leaving schooling for building their futures. The aim of the system of public TVET colleges is answering the needs of the country. The availability of NSFAS has created opportunities for students to study at public TVET colleges. ETDP SETA (2013:14) mentions that public TVET colleges as institutions of Higher Education and Training have struggled to achieve mandates set by Department of Higher Education and Training. Public TVET colleges are struggling to achieve improving rates of throughput. It becomes even impossible to compare the rates of throughput for NC (V) students with grade 12 students (DoE, 2016:3). In comparison, the rate of throughput for NC (V) students was 39 per cent as compared to 58 per cent of grade 12 learners in schools. According to Cosser et al., (2011:87), out of 100 NC (V) students, about 60 become drop outs or fail their courses.

3.5.2.2 Institutional-related factors

Factors related to college education that testify to the existence of low throughput rates at public TVET colleges are discussed as follows: the merging of public TVET colleges; the moving of public TVET colleges to the administration of the DHET; lack of curriculum knowledge by lecturers; and the inadequate resources and infrastructure. Most of the rural public TVET colleges do not have access to support services for students. Mayer (2011:26) states that TVET's capacity is adequate enough to address the needs for psychosocial support. According to Pillay (2009:14), agendas prompted by divisions such as the economy, education, and politics were used to merge public TVET colleges with a purpose of transforming this institution in order to address inequalities and to provide students with a proper education. DHET was created in order to move both training from the Labour Department and education from the Department of Education to the Department of Higher Education and Training. According to Fryer (2014:58), in 2009, the Department of Higher Education was created to provide the foundation for the environment of higher institutions and also to provide public TVET colleges with a home within the system. While public TVET colleges know where their position is in the landscape of education, there are many challenges that are still facing public TVET college students.

Public TVET colleges are complaining about not being given support by college lecturers and they also ask for experienced and qualified lecturers. Public TVET college students are also complaining about lecturers who are failing to understand their workloads, instead who are transferring their stresses to them. Public TVET college students believe that college lecturers are stressed from the constant changing of policies, and they confirm that they need in-service training, good working conditions, and good salaries to be motivated (Papier, 2009:29).

Another problem is that rural public TVET colleges are short of facilities for recreation, and computer labs that will attract college students to stay at public TVET colleges (Mayer et al., 2011; Papier, 2009:29). Public TVET colleges` capacity for addressing students` needs and skills required in workplaces is inadequate. Thus, education quality and scale at public TVET colleges become the impediments to growing the economy and for students to be absorbed into places of work (Fryer, 2014:57; Mayer et al., 2011; Papier, 2009:30). All these mentioned factors in reports review the low rate of throughput in public TVET colleges.

3.5.2.3 Curriculum-related factors

This section discusses factors related to curriculum that are contributing to challenges and it explores implementation of psychosocial support for sustainable learning at new NC (V) curriculum that started in 2007 and Report 191 curriculum will be referred to in part. These curriculums directly affected my research because it focuses on students who are between 16 and 18 years of age. The detailed explanations will follow.

There are no problems resolved at public TVET colleges by policy changes alone, particularly because of the long-time neglect at public TVET colleges. The policy that had been changed was the current curriculum offered at the public TVET colleges. In 2007, the curriculum for NATED (N1-6) was replaced with curriculum for NC (V) offering Levels 2 to 4. The curriculum for NC (V) was initiated to cater for students, as mentioned earlier, and there was sudden change from the policy initiated for NC (V) implementation: all programmes in NATED Report 191 stated in programmes for Report 191 were replaced by this policy. Public TVET college students enrolled to do level 2 programmes must now enrol for a particular programme and also select subjects that appear in the policy

document, Programmes for NC(V) for level 2 to level 4 Technical and Vocational Education Training (DoE, 2007).

Reading this made me want to know what actually happened to students who wanted to register for NATED programmes during year of 2007. The curriculum for NC (V) was created for young students and it also comprised 3 subjects that are done at schools such as Mathematical literacy, English First Additional Language, and Life Orientation. Students who were expected to register for the NATED curriculum were expected to have completed their grade 12. The implementation of Programmes for NC (V) was not popular because of this aspect and the impact was not taken into consideration when NC (V) was implemented: The curriculum for NC (V) has been criticised for being implemented without having adequate resources (Fryer, 2014:78; Papier, 2009:30). Some of the challenges in the implementation of programmes for NC (V) are as follows: potential of college students in subjects not accommodated by the curriculum, high requirements for students to pass, and industries` needs not being addressed by the curriculum. In order to address the needs of grade 10 to grade 12 learners` education, programmes for NC (V) were created and they comprised 3 school subjects such as English First Additional Language, Life Orientation, and Mathematical literacy. In table 3.1 below, the structure of the course with pass requirements is presented.

Table 3.1 Promotion criteria for NC (V)

Subject		Percentage
Fundamental subjects	Official Language	40%
	Mathematics or Mathematical literacy	30%
	Life Orientation	40%
Vocational subjects (Three specialisations /compulsory subjects and one additional subject from the optional subjects)		Minimum 70% in all four vocational subjects

Adapted from Department of Education Policy document for NC(V) implementation (2007)

College lecturers regard the new NC (V) curriculum as more challenging compared to the old NATED curriculum, which results in the need to retrain in lecturers. College lecturers

want assistance in interpreting the curriculum documents, but also to understand the requirements of this curriculum (McBride et al., 2009). There are seven subjects in curriculum for NC (V). The requirements to pass are high for college students and the pressure is very high for them, thus many college students do not complete this curriculum. Papier (2009:67) points out the following as what his/her respondents said in his/her study; lecturers mentioned that pass requirement set by DHET are very high for these students. These responses to programmes for NC (V), the rate of certification, and poor throughput forced the DHET to bring back programmes for Report 191. During the FET Summit in 2010, it was suggested and recommended that qualifications for NC (V) be revised. DHET and UMALUSI were asked to revise qualifications for NC (V) after the Task Team concluded their review. The aims of the Further Education and Training Act, according to Doe (2017:3) are to assist college students in acquiring knowledge, skills that are practical, and applied vocational and occupational competence. It is difficult to achieve these skills since some of college students at public TVET colleges are still struggling with the subject matter (Mahlo & Taole, 2009:34).

3.5.3 The relationship between academic achievement and emotional well-being

Berger, Alcalay, Toretti and Milicic (2009:45) state that there is a relationship between academic achievement and emotional wellbeing of students. Pietarinen, Soini and Pyhältö (2014:67) explain that this rests on the positive connection between academic achievement and emotional wellbeing. The correlation analysis indicates that the positive component of college-related wellbeing of students correlates positively with academic achievement. From the precedent statement, I conclude that there is a negative connection between dissatisfaction and academic achievement with public TVET colleges and higher levels of academic achievement are connected to lower dissatisfaction with public TVET colleges.

3.5.4 Social engagement for sustainable learning at a public TVET college

Social engagement refers to the involvement of public TVET college students with their peers (Neild, Stoner-Eby & Furstenberg, 2008:31). There is social disengagement when there are no relationships between college students, lack of social skills, and college students are in danger of dropping out (Dunstan, 2009; Hammond, 2006; Severiens & Wolff, 2008:165). Making structures to inspire more positive peer influence, together with

interaction and interconnection between college students encourages them to further their studies. Neild et al., (2008:31) state that college students who hang out with students who are dropouts can easily become dropouts themselves. Neild et al., (2008:31) further suggest that student engagement at public TVET colleges becomes a problem when there are poor academic and social skills. The same can also be said about students at a campus. The signs of quitting are evidenced in the early college years. The challenges presented in the change from schools to colleges and influenced by attitudes of family members has resulted in some students not achieving academically, becoming troublemakers, and disengaging from college (Neild et al., 2008:31). It is impossible to change this route, but the impact of it is shown through retention rate and dropout rate. When dropout behaviour of students is analysed, student engagement becomes an issue, however, some colleges have benefited from this by developing college practices to promote beliefs, skills, and positive habits of behaviour in student engagement. According to Masemola (2014:45), college students who are disengaged do not achieve academically and they become dropouts. This has also been experienced at the campus under this study, where disengaged students fall behind academically and become dropouts. Furthermore, Masemola (2014:45) states that for college students to be supported to finish their studies, student engagement programmes are required.

3.5.5 Socio-economic status

Farooq et al., (2012:01) explain that besides other factors, socio-economic status is one of the most researched and debated factors among educational professionals that contribute towards the academic performance of students. Furthermore, Farooq et al (2012:01) argue that the most prevalent argument is that the socio-economic status of college students affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. The low socio-economic status of public TVET college students causes environmental deficiencies which could account in low self-esteem of students and poor academic results.

Cosatu., (2012) mentions that the cause of poverty is the apartheid conspiracies which denied the Blacks the franchise, basic services, and access to contribute meaningfully to the economy. Furthermore, Cosatu., (2012) states that this restricted Blacks from developing education and skills and therefore labour market participation. It has kept them stuck in a continuous cycle of poverty which continues to this day. Socio-economic status and composition of college students` families explains the environment in which the students develop. According to Donald et al., (2007:320), a home that is welcoming produces personality development that is positive and this results in balanced students. On the other hand, according to EWP6a (2006), a home that is unwelcoming is characterised by inadequate resources, relations that are unhealthy, undernourishment, and stressful situations. The behaviour and emotions of college students is influenced by the low socio-economic status of students (Meyer et al., 2008:98). Malnutrition also affects cognitive development of students (Vaughn et al., 2007:54). The results of this can cause college students not to achieve academically, feel guilty, and have low self-esteem (Smith et al., 2008).

3.5.6 Social networks and counselling

College students are faced with challenges which are both academic and non-academic, which also hinder them to complete their studies successfully. Cooper (2010:45) states that, irrespective of the preparedness of college students, educational plans that are constructed well can be changed by life events that are unexpected and personal problems that are continuous. For students at the campus under study to face challenges that are non-academic, counselling and guidance is required. According to the FET Institute (2012), college students are often demoralised, demotivated, and possess self-esteem that is low. In addition, Masemola (2014:33), also states that college students lack cultural, informational, and social capital that is important in the culture of public colleges. Programmes of social networks allow college personnel to become mentors and role models of marginalised students. According to Christenson and Thurlow (2004:87), college personnel who participate in social network programmes are able to prioritise social networks that assist students to value the college.

3.5.7 Behavioural and emotional problems

According to Sue et al., (2010:126), behaviour is about the handling of emotions and actions by an individual in the presence of other people. In addition, Sue et al., (2010:126) state that behaviour can be considered as good, according to societal norms and values. Therefore, society goes all out for what they think is good. The behaviour of one college student is likely to be very different from other college students. The differences of individual responses are caused by the following: family differences in terms of inculcated patterns of responding, environmental aspects, and psychosocial aspects. Papalia et al., (2017:114) feel that, according to expectations socially and culturally, problems in behaviour are mainly unacceptable. College students with behavioural problems display behaviour that the particular society does not regard as normal (Smith, Polloway, Patton & Dowdy, 2017). Students in this age group can display behaviour that can be intense and it can last longer than expected (Kapp, 2014:312).

Student delinquency and aggression result in actions that are disruptive and which also give an early indication of emotional problems (Gibson & Bladford, 2005; Smith et al., 2008). Combining processes of cognition, arousal of physiology, and expression of behaviour leads to displays of emotion (Grieve et al., 2009). I agree with Gibson and Bladford (2005) and Smith et al., (2008), that college students who usually show behaviour that is disruptive also display emotional problems and with Grieve et al., (2009), that combining processes of cognitive, arousal of physiology, and expression of behaviour leads to emotions. Gibson and Bladford (2005) also contend that emotional problems cause students to behave inappropriately at a college and also to themselves. According to Baron, Branscombe and Byrne (2009), problems that are emotional and behavioural are connected. I also concur with Gibson and Bladford (2005), that emotional problems cause students to behave inappropriately at a college and also to themselves and with Baron, Branscombe and Bryne (2009), that problems that are emotional and behavioural are connected. Baron et al., (2009) posit that problems that are emotional and behavioural are recurring. Unattended developmental needs of students are the causes of problems that are emotional and behavioural (Donald et al., 2017:58; Murove, 2010).

3.5.7.1 Causes of behavioural and emotional problems

According to Donald et al., (2017:58); and UNESCO (2017:12), factors that are internal and external are the causes of problems that are emotional and behavioural. Donald et al., (2017:58) describe biological factors as factors that are internal. UNESCO (2017:12) claims that factors that are external include the following: colleges; families; friends; and community members.

3.5.7.1.1 Biological factors

These factors are from inside the student and they also show the personality of a student (UNESCO, 2017:12). Biological factors are nutritional, developmental, and biochemical. The imbalance of biological factors contributes to problems of negative emotions and unacceptable behaviour. College students with personalities that are difficult inherit nervous composition which leads them to be restless, tearful, moody, and short tempered (Kapp, 2003). Another factor that is biological is ill-health, which causes problems that are emotional and behavioural (UNESCO, 2017:12). Students in poor health, who do participate in college activities, encounter stress, depression, isolation, and irritation (Kapp, 2003). I concur with UNESCO (2017:12), that another factor that is biological is ill health, which causes problems that are emotional and behavioural with Kapp (2003), that ill health students who do participate in college activities encounter stress, depression, isolation, and irritation.

3.5.7.1.2 Family factors

Socio-economic status and composition of the family of the college student explains the environment in which the student develops. As pointed out above, a home that is welcoming is likely to produce personality development that is positive and balanced (Donald et al., 2007:224). Whereas, according to EWP6a (2006), a home that is unwelcoming is indicated by inadequate resources, relations that are unhealthy, undernourishment, and stressful situations. Behaviours and emotions of college students are influenced by low socio-economic status of students (Meyer et al., 2008). Malnutrition also affects cognitive development of students (Vaughn et al., 2007). The results of this can cause college students not to achieve academically, feel guilty, and have low self-esteem (Smith et al., 2008). I concur with Donald et al., (2007:224), that a home that is

welcoming produces personality development that is positive and balanced students, with EWP6a (2006), that a home that is unwelcoming is indicated by inadequate resources, relations that are unhealthy, undernourishment, and stressful situations, with Meyer et al., (2008), that behaviours and emotions of college students are influenced by low socio-economic status of students, and with Vaughn et al., (2007), that malnutrition also affects cognitive development of students

Smith et al., (2008) assert that the relationship that is poor between student and parent makes students to feel neglected and rejected. The student who does not know empathy is not empathetic and may not develop a relationship that is healthy with other students. Papalia et al., (2017:8) believe that students who do not know about social norms are isolated socially. The unhealthy relationship between student and parent causes conflict that is internal. The student who is from family that is dysfunctional develops behaviour that is disruptive (De Witt, 2007). Students coming from families that are dysfunctional need to be supported in order to survive conditions in their homes. Not all students coming from poor backgrounds have behavioural problems; some students are resilient (Donald et al., 2017:224). I concur with Smith et al., (2008), that the relationship that is poor between student and parent makes students to be neglected and rejected. A student who does not know empathy is not empathetic and has a relationship that is healthy with other students, with Papalia et al., (2017:8), that students who do not know about social norms are isolated socially, and with De Witt (2007), that the student who is from dysfunctional family has disruptive behaviour.

3.5.7.1.3 College factors

Fryer (2014:23) discloses that 50 per cent of the lecturing time at public TVET colleges is expended on the 1 per cent to 6 per cent of students with problems that are emotional in their behaviour. As a result, most of the college students lose out on lecturing time. There is a good chance that these students, when entering a college will be impacted negatively by this situation, and their problems will be aggravated (Donald et al., 2017:224). Donald et al., (2017:224) add that this shows that college itself is a root cause of problems that are emotional and behavioural for college students and it encourages factors that are negative such a curriculum that is inappropriate, with inadequate resources, student ill-

discipline, and unqualified and inexperienced lecturers. According to Lewis-Palmer, Stitcher and Morgan (2008), despair of lecturers and wanting to leave public TVET colleges are caused by these factors. Public TVET college lecturers become depressed if they do not leave the college (De Witt, 2007; Rogers, 2004). College lecturers who have depression produce students who have depression. This environment can make college students frustrated and they may give in to temptations and may leave public colleges because of inadequate support (Huni, 2010; Rogers, 2004; De Witt, 2007). There are factors that college lecturers cannot control and these factors have an influence on behaviour and emotions of college students (Huni, 2010). These factors are as following; families that are dysfunctional, starvation, and unemployment (Huni, 2010; De Witt, 2007). Matters can be made worse by poverty if family members cannot afford college fees (Huni, 2010; Shunk et al., 2008; De Witt, 2007). I concur with Huni (2010), Rogers (2004) and De Witt (2007), that this environment makes college students to have frustrations and temptations to leave public colleges because of inadequate support, with Huni (2010), that there are factors that college lecturers cannot control and these factors have an influence on behaviour and emotions of college students, with Huni (2010); De Witt (2007), that these factors are as following; families that are dysfunctional, starvation, and unemployment, and with Huni (2010); Shunk et al., (2008); De Witt (2007), that matters can be made worse by poverty if family members cannot afford college fees. It has become hard to separate the causes of problems that are emotional and behavioural since they are connected to each other. The role of public TVET college lecturers, regardless of the challenges indicated, is to develop students socially, emotionally, physically, and academically.

3.6 EXAMPLES OF EXPLORED FRAMEWORKS IN OTHER COUNTRIES

Students are unique, learn differently and have varied needs. As a result, psychosocial support must consider how they respond to adverse situations based on their circumstances, including age and gender (Taggart, 2007). The study examines what prevailed in other neighbouring countries of the SADC since situations might be similar to those in South Africa. The paragraph below looks at some of those SADC countries briefly.

South Africa: Western Cape

The mainstreaming of psychosocial support developed a sub-guideline known as the *Hero Book*, which benefited teachers, Public TVET lecturers, students and learners in the Western Cape. Students and learners reported having developed a sense of increased confidence, discovered a sense of self, experienced changes in academic work and attitude, and they are giving and receiving peer support (REPPSI, 2012).

Cambodia

A programme that was introduced in Cambodia in 2006 focused on supporting students by looking at social, psychological and educational issues. The programme was specifically intended to develop intellectual potential and basic skills for successful schooling. The main objective was to guard against their falling behind due to absenteeism and subsequently becoming dropouts. The programme also introduced one-on-one and group games to promote and develop physical and mental health of students which then assisted in learning development. Achievements that were indicated were behaviour change in class, greater improvement in attention span, sustained concentration and stimulation of college interest. Students who dropped out returned to colleges and re-enrolled, taking into consideration the significance and value of the programme (Lepheana, 2016:65).

Tanzania, Swaziland, Mozambique and Zambia

A study conducted in Mozambique, Tanzania, Swaziland and Zambia involving lecturers, parents, and students (Huni, 2009) focused on the wellbeing of students, therefore workshops were conducted on concepts such as psychosocial problems, psychosocial support, well-being of students and the effects of these on their learning. In Zambia, the programme called *Belong* was developed which utilised performing arts in the theatre to promote model behaviour (DBE: Action step CSTL pilot project, 2010). In Tanzania, a *COBET* programme was implemented in which students set their own lesson times and held each other liable, which consequently reduced absenteeism and the drop-out rate. The study in these countries came up with a guideline to promote mainstream psychosocial support in schools and colleges to help students and provincial and district

ministers of education, college management team and lecturers. The programme did not focus on students only but lecturers, teachers and student support officers also had support to avoid burn-out whilst working towards helping students at risk.

3.6.1 A sense of self and belonging as a success indicator of Psychosocial Support

Participants reflected on what had been important for them and on what they want for their future. A sense of self is defined as emotional maturity characterised by the ability to comfort the inner self and to take responsibility to understand emotional discomfort (Suresh, 2011). The most important trigger of people's development is a dream which stimulates purpose, optimism and hope for the future. If lecturers and Student Development Practitioners are able to serve students well in totality, which is taking into consideration students' emotional, social and psychological aspects, they can develop a sense of self-worth and wish to succeed at public TVET colleges (Campbell, 2014). A sense of belonging may be stimulated when a sense of self is developed. Initiating student-working groups in which students who are staying closer to each other may work together when they have work to complete, and may be of importance in eliciting belonging. Since sense of self is about accepting oneself it enables a person to identify with a specific group. Group belonging assists with socio-emotional development; which further assists in restoring acceptance, security, trust and value (Suresh, 2011). Belonging somewhere enables one to engage in an activity of self-assessments and judgement against others, according to Ormord (2010). Eventually, one gets to understand and know who one is.

3.6.2 A sense of power as success indicator of Psychosocial Support

Once a person has realised and understood the self, it becomes easy to develop a sense of power, related to self-worth in that one develops confidence about activities one is good at (Campbell, 2014; Ormrod, 2010). It can be developed in students at public TVET colleges through identification of strengths and talents, allowing them to lead in activities that require such expertise (Hlengwa, 2010). The empowerment programme, together with the five models suggested above, indicates that it is possible to have a working psychosocial support framework for sustainable learning which can assist students at a public TVET college. It could be more valuable for public TVET colleges to have their own support framework that they may use together with different support services offered

by Student Development Practitioners and lecturers who seem to be playing a major role in supporting students psychosocially.

Examining approaches in international countries, Ireland developed a framework for their health and wellbeing with the assistance of Enda Kenny (2013). They were concerned that the number of health diseases was increasing greatly due to lifestyle trends such as poor diet, alcohol misuse and physical inactivity. Therefore, the key features were identified as effective included leadership and accountability, inter-sectorial approaches such as partnerships and reaching beyond the government, building community responsibility and early intervention. Finally, they developed a monitoring and evaluation system that would ensure success of health and had standard indicators specified for regular measurement. Outcomes indicated about 90 per cent improvement in diseases that were specified as having worked on their lifestyle successfully. In the UK, the *UN global strategic framework on care and support of students* was endorsed to ensure commitment and implementation having observed its importance, according to UK parliament, (2004).

3.7 CHAPTER SUMMARY

In conceding that much has been carried out by researchers on studying student support services and contributions made to assisting, the focus was directed to a consideration of social and psychological issues. There is still a need to gather the suggestions made to see how best they can be used in exploring a psychosocial support framework for sustainable learning at a public TVET college, because those psychological and social issues are some of the barriers to learning. I concluded that students, lecturers, Social Worker, the Assistant Director (SSS), the Educational Psychologist, and the Student Development Practitioners at a public TVET college are the ones who are facing challenges; therefore they are the ones who must design programmes which may be more productive. The next chapter addresses research design and methodology for data generation for psychosocial support for sustainable learning at a public TVET college.

CHAPTER FOUR:

RESEARCH DESIGN AND METHODOLOGY FOR DATA GENERATION FOR PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

4.1 INTRODUCTION

The aim of this study was to explore a psychosocial support framework for sustainable learning at a public TVET college. In the previous chapter, literature review that is related to this study was examined. This chapter focuses on the research paradigm of the study, the research design and methodology considered appropriate for generating data, participatory action research, ethical considerations, profile of the research site, establishment of co-researchers, profiles of co-researchers, background of the researcher, data generation, and data analysis.

4.2 RESEARCH PARADIGM

Considering a number of research designs when a research study is to be conducted is very important. An appropriate design can be selected using the concept of paradigms (Maree & Van der Westhuizen, 2007:33). The aim of selecting a paradigm is to simplify the values and beliefs that are guiding one`s study. A research paradigm is a framework that is used to observe and to understand the central problem of a study (Babbie & Mouton, 2002:645). The following are the important lenses that direct one`s inquiry process, according to Maree and Van Der Westhuizen (2007:31) and Hesser-Biber and Leavy (2006:12): epistemology, ontology, and methodology. According to Creswell, Ivankova and Plano Clark (2007:27); rhetoric and axiology are research`s fundamentals.

4.2.1 Critical realism

Critical realism as a paradigm was selected for this study. According to Blumberg et al., (2011:19), realism is a belief that is shared by both positivist and interpretivist philosophies. This critical realism as a paradigm allows for the existence of real independence of beliefs and behaviour of human beings. It accepts that to understand people and their behaviour needs to be acknowledged by the subjectivity inherent in human beings. According to realists, social interaction has a negative impact on human

beings` beliefs and behaviour (Saunders et al., 2009:114). These interactions work at the macro-level. At the micro-level, people`s realistic interpretations are of great importance to understand what is going on. People`s interpretations are the same because at macro level, outside influences affect all people. Thus, research needs to identify outside influences, and investigate how people are interpreting and giving sense to their circumstances.

Livesey (2011:1) explains that ontology, epistemology, and methodology are assumptions that underpin the different paradigms. Furthermore, Livesey (2011:1) states that researchers who view the world`s reality, normally consider the fundamental principles of the social sciences and the natural sciences to be similar. Experiential evidence functions as proof to validate knowledge, however, it is not enough. The aim of critical realism as a paradigm is to find out the extent of the existence of relationships. Realists believe and are persuaded that the social world should be totally understood. The parts of the social world affect all other parts. Livesey (2011:4) suggests that in order to gather data that is reliable for a research study according to the realist critical paradigm, focus groups should be used. Participants` social relationships and experiences direct and guide a critical paradigm. The aim of this critical realism is to emancipate people politically from power (Henning et al., 2005:24) and it believes that the existence of individuals does not only depend on their perceptions, but it also recognises the individuals` right to interpret and to define reality (O`Mahoney, 2014:1). Hence the study intends to explore a psychosocial support framework for sustainable learning at a public TVET college. On the positivist subjectivist continuum (Fletcher, 2017:217), realism occupies the central ground between the two opposites of positivism and subjectivism.

Positivism is a philosophical position which stresses the empirical analysis of objective phenomena (Bryman, 2012:5) and subjectivism emphasises the individual perception of reality (Everly, 2008:2). A positivist approach looks at the relationship between variables to comprehend phenomena and the subjectivist approach looks at the different individual perceptions of reality (O`Mahoney, 2014:1). Critical perspective combines positivist and subjectivist approaches in one philosophy recognising the existence of an external world as well as a socially constructed world. It encourages critical awareness and

understanding depends on participants themselves as collaborators (Creswell, 2003:24) with an objective to maintain and circulate the power relationships that are in existence (Henning et al., 2007:23).

4.2.1.1 Epistemology

Epistemology originates from the term 'episteme' which means knowledge (Cooksey & McDonald, 2011:3). Cooksey and McDonald (2011:3), add further that epistemology describes the basis of knowledge; and how truth is known and understood. Critical knowledge liberates individuals from power and psychoanalysis is used as the paradigm of critical knowledge (Gilani-Williams, 2014:17). I concur with Cooksey and McDonald (2011:3) that epistemology describes the basis of knowledge; and how truth is known and understood and with Gilani-Williams (2014:17) that critical knowledge liberates individuals from power and realism is used as the paradigm of critical knowledge. There is emancipation of knowledge in critical realism as paradigm and knowledge is also created in it (Friesen, 2012:2). Social justice and emancipation are both created by application of critical realism (Nkoane, 2012:99; Noel, 2016:2). I agree that social justice and emancipation are both created by application of critical realism as paradigm. Moreover, Nkoane (2012:100) asserts that when research is conducted using a critical research paradigm, co-researchers become biased and a researcher should take that into consideration. I agree with Nkoane (2012:100) that co-researchers' biases should be considered because deliberations in a research can be influenced. Challenges encountered by co-researchers were known and different strategies were used in order to solve them. Co-researchers also knew the problems of psychosocial challenges for sustainable learning at a public TVET college. The co-researchers then engaged in deeper discussions to explore a psychosocial support framework for sustainable learning at a public TVET college.

4.2.1.2 Ontology

Kivunja and Kuyini (2017:26) define ontology as an assumption made by people in believing that there is sense in something. They further emphasise that ontology is the study of philosophy about the nature of existence or reality of being or becoming and groups of things that are existing and their relationships. It tests your underlying belief system as a researcher, about the nature of being and existence. Ontology as a critical

realism assists in making things that constitute the world to be understood. Knowledge is critically viewed in terms of social construction, reality change and how it shapes reality (Esau, 2013:4). Stahl (2006:92) contends that a researcher in a research study should not become a gatekeeper of reality, truth, and information. Stahl (2006:92) concludes that the aim of critical realism is to promote emancipation. To concur with Esau (2013:4) and Stahl (2006:92), Nkoane (2013:396) argues that power and dominant influence should not be used by supervisors. Critical realism as a paradigm intends to fight domination, empower people, and assist marginalised people to showcase their skills and knowledge without fear (Nkoane, 2013:396). I also agree with Esau (2013:4), Nkoane (2013:396) and Stahl (2006:92) that knowledge is critically viewed in terms of social construction, reality change and how it shapes reality, a researcher in a research study should not become a gatekeeper of reality, truth, and information, and that aim of critical realism as paradigm is to promote emancipation.

Aasgaard et al., (2012:3) maintain that critical realism uses a democratic process. White (2015:413) also explains that critical realism as a paradigm takes the pillar of social justice and uses it as praxis in education. Critical realism is used to empower people and confront the injustice experienced by community members. In this research study, the following were done; processes of democracy were considered, there was existence of understanding, co-researchers were emancipated, there was confrontation of social injustices, and there was empowerment of all co-researchers. Chalmers (2006:15) defines critical realism as the method of emancipating individuals physically, intellectually, morally, and spiritually. Realism improves the technical and the practical aspects of co-researchers enquiries by transforming and changing conditions which hinder the improvements. Darder (2015:69) contends that realism emancipates people and develops involvement of people, and unity in the community.

According to Watson & Watson (2011:66), emancipation empowers people, transforming their rules, and procedures that duplicate unfairness and domination. In participatory action research, the researcher as a professional in education becomes empowered and developed. I concur with Darder (2015:69), Nelson (2013:186), Watson and Watson

(2011:66) and Chalmers (2006:15) that critical realism can emancipate people and can develop involvement in people, and unity in the community. Emancipation empowers people, transforming their rules, and procedures that duplicate unfairness and domination, and that in participatory action research, the researcher as a professional in education becomes empowered and developed.

4.2.1.3 Axiology

Msimanga (2017:28) argues that the researcher must ensure that the research collaborator`s voice is heard for emancipated mediation, regardless of the researcher`s privilege. Furthermore, Msimanga, (2017:28) mentions that the role of researcher is to engage co-researchers in the study with the intention to empower, develop, transform, and liberate them from bad things, and also to meet their needs. Hart et al., (2016:2) and Aasgaard et al., (2012:3) advise that deliberations and debates on values with co-researchers should be encouraged and the researcher should invite specialists and professionals to speak about their careers and duties. I agree with Msimanga (2017:28) that the researcher must ensure that the research collaborator`s voice is heard for emancipated mediation, regardless of the researcher`s privilege, with Hart et al., (2016:2) and Aasgaard et al., (2012:3) that deliberations and debates on values with co-researchers should be encouraged and researcher should invite specialists and professionals to speak about their careers and duties, and with Msimanga (2017:28) that the role of researcher is to engage co-researchers in the study with the intention to empower, develop, transform, and liberate them from bad things, and also meet their needs

The roles of the researchers according to Aasgaard et al., (2012:3), are as follows; to engage in deliberations and debates that focus on values, interpret meaning, question the truth, and understand validity claims of the co-researchers to make sense of reasons that enable them to take their positions. Their role should also be to describe co-researchers` positions and to make their stance known to help the reader to make decisions regarding the researcher`s possible bias. It is the role of the researcher to promote debates and discussions in the study and also check whether the claims by co-researchers are valid. When outcomes in the research study are interpreted, the

researcher should be unbiased. The researcher, during discussions and dialogue, should encourage debates and should consider the opinions of co-researchers. Furthermore, Aasgaard et al., (2012:3) emphasise that the researchers should value the contributions of co-researchers, and also regard their ideas and opinions as mirrors for encouraging co-researchers to reflect because the researchers` positions are to interpret and not change the situations. The researchers should understand the situations` meaning by validating the claims by co-researchers. I also concur with Aasgaard et al., (2012:3) that the researchers should value the contributions of co-researchers, and also regard their ideas and opinions as mirrors for encouraging co-researchers to reflect because the researchers` positions are to interpret and not change the situations. There should be different opinions during dialogues and discussions. The researcher should know his or her position during discussions and not draw conclusions. During discussions, the researcher, together with co-researchers should share equal duties and responsibilities (Nelson, 2013:186). Moloji (2014:29) furthermore states that there must a good partnership and collaboration between a researcher and co-researchers.

4.3 RESEARCH DESIGN AND METHODOLOGY

Lepheana (2016:76) states that research design outlines the work planned to be carried out to complete the research study. Additionally, Shahnazarian (2017:2) asserts that research design gives details on how the research is structured with regard to required data including methods to be utilised in collecting data and the analysis. As Van Wyk (2013:4) puts it, it is the design that helps in producing answers to the research question. Msimanga (2017:106) describes a research design as a guide that should be followed to obtain answers to research questions that are valid, objective, accurate, and economical. In support of this, Shahnazarian (2017:2) states that a research design is a strategy that stipulates the procedural methods to collect and analyse the information that is required and it also guides the process of collecting and analysing data.

According to Leedy and Omrod (2005:145), qualitative and quantitative researches are the two types of research study. Msimanga (2017:105) further writes that qualitative and quantitative researchers interpret the research designs differently. In qualitative researches, the research designs are not just formulas applied, but researchers in

qualitative research understand, and explain during observation. The qualitative researchers explore the truth and reality from the perspective of the co-researchers as compared to quantitative researchers who explore reality that exists outside of individuals. Chimiri (2015:39) claims that research design and practice of design have shifted from being a paradigm of methodology to working with co-researchers who will gain from a design. I work with other co-researchers in order for them to gain from this research study and the study also considers the views and explanations from co-researchers. Those who benefit from the research study, work with me as co-researchers. PAR for this research study is discussed in the next section.

4.4 PARTICIPATORY ACTION RESEARCH (PAR) AS AN APPROACH

According to Benjamin-Thomas et al., (2018:2); and Jacobs (2016:48), PAR as methodology has been popular in the past fifteen years in the Global North. They furthermore emphasise that PAR as a kind of action research can be undesirable since some action researchers do not practice collaboration with participants. PAR is a methodology that is qualitative. According to Kral and Allen (2016:43), PAR is a subsection of action research that includes the following concepts: participative inquiry, and participatory action research that is based on community. On the other hand, Shahnazarian (2017:2) states that descriptions of participatory action research and action research are the same, however, it depends on the reader. Kral and Allen (2016:43) mention that participatory action research and practical action research are simply two kinds of action research. Furthermore, Shahnazarian (2017:2) and Streck (2014:1) assert that action research changes the circumstances and conditions of individuals and also encourages collaboration and democracy. It aims to empower a group of people or the community (Benjamin-Thomas et al., 2018:1). PAR in this study allowed co-researchers to change their standard of living, discuss their realities, and talk with other people about changes. PAR promoted collaboration and democracy in the study and it also brought about changes to individuals' circumstances and situations.

PAR was therefore regarded as a suitable approach for this study particularly because it allowed voices of the oppressed and marginalised to be heard. Also taking into consideration that the participants were a student development practitioner, lecturers,

social worker, educational psychologist, students, an SRC nominee and the Assistant Director (SSS), PAR is suitable as it is influenced by SDT which is driven by student development and empowerment.

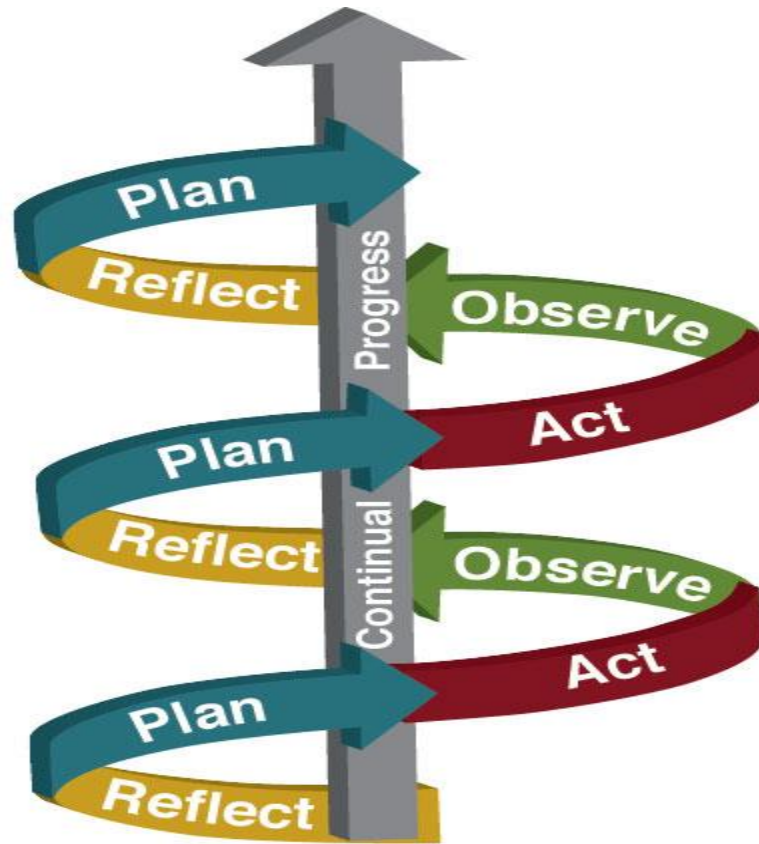
Benjamin-Thomas et al., (2018:1) state that PAR is a self-reflecting research conducted by group of people or the community and a technique that has the potential to deal with social injustices, with the inclusion of the marginalised, to promote peace. Therefore, it posits that knowledge should be constructed through the engagement of researcher participants as partners in a collaborative effort to address a matter of concern which embraces fairness and power inequalities (Benjamin-Thomas et al., 2018:1; Johnson & Parry, 2015:7; Kral & Allen, 2016:12). On the other hand, Shahnazarian (2017:3) argues that PAR is also more relevant for this study than a qualitative approach which although it may be concerned with the lived experiences of individuals in a society, it uses participants as objects who can just be observed or interviewed without them making any contribution towards the problem researched. Another way in which PAR can be viewed is from a political perspective. From a political point of view, as indicated by Lepheana (2016:74), the focus is on conflicts, contradictions and inequalities of people in a society with the aim of setting them free by disclosing hidden assumptions in a self-reflective manner, also to enrich lives of human beings (Kral & Allen, 2016:5; Stack & Wang, 2018:3).

According to Johnson and Parry (2015:8), there are outstanding significances of participatory action research in communities that employ it. For example, in its call for the involvement of a team between the researcher and participants of different levels. In this study, the key participants who have been listed above and who seem to have power embedded in them either to oppress or to develop others were all involved in the process of improvement and development. Johnson and Parry (2015:8) further mention PAR's ability to form partnerships with the outside experts to guide the process, including the community. They also acknowledge its proficiency in empowering the research team to locate the problems and to develop methods to improve them. I therefore agree with Johnson and Parry (2015:8) that PAR empowers co-researchers in order to be able to

identify problems and suggest ways of improving them. In this way individuals are given a chance to reflect on their own knowledge, skills and values. Secondly, collaboration plays a vital role whereby people are engaged in social interactions through communication, production and social organisations. Lastly, emancipation is emphasised since people explore social practices that constrain their lives and how they can release themselves. Lepheana (2016:74) adds that as people participate they have to reflect critically through discourse with the aim of investigating reality in order to bring about change.

PAR was also a suitable approach for this study because it assisted me to pursue the objectives indicated in chapter one. Since PAR aims to achieve social change through transformation, I assumed that all the participants benefited through having the opportunity for their voices to be heard as co-researchers themselves. Co-researchers contributed to the body of knowledge since they were given the time to suggest what had to be done as interventions in their problems (Lepheana, 2016:75; Johnson & Parry, 2015: 8; Kemmis et al., 2014:187; Stack & Wang, 2018:3). It was therefore easy to locate problems of co-researchers and to propose ways forward. The Strategic Plan, as attached as Appendix D was tabled in order to ensure that every co-researcher had a role to play in this research study. There are different stages in the form of a cycle in PAR which were used, such as planning, acting, observing, reflecting and acting again, then evaluating (Benjamin-Thomas, 2018:1; Kral & Allen, 2016:5; Lepheana, 2016:75; Shahnazarian, 2017:3; Stack & Wang, 2018:3; Tshelane, 2013:8).

Below is a diagrammatic representation of the self-reflection spiral:



Source: Kemmis and McTaggart (2008:564)

This spiral of self-reflection was adopted for this particular study. After every event we had discussions where we reflected and revised the plan where necessary. During the planning phase, a specific map of how the activities of the research unfolded was drawn up with the duration of each activity, how often the group intended to meet, the method to be used, the roles of each player, and identification of resources to be used. After the planning stage, it was the reflection stage which was directed to addressing the objectives and the research question. In the reflection stage, accountability played a role with regard to responsibilities of all participants and once participants had engaged with the stage of reflection, the action stage followed. Action research then followed after the participants had engaged with the stage of reflection (Johnson & Parry, 2015: 8; Kemmis et al., 2014:187; Kral & Allen, 2016:6; Lepheana, 2016:75). The research was conducted using

themes that guided PAR such as collaboration, wellbeing, power, emotions, theory building, knowledge and ethics (Lepheana, 2016:75; Stack & Wang, 2018).

4.5 ETHICAL CONSIDERATIONS

Wellington (2015:2) defines ethics as moral principle and as guides to socially acceptable behaviour which are subscribed to by a group of people. Msimanga (2017:111) argues that researchers should consider the ethical issues that might have a negative impact on the process of research and that they should make sure that the findings of the study do not harm the participants. Similarly, De Vos et al., (2011:113) state that in social sciences, the issues of ethics are universal but sometimes complex and participants should not be used badly to get information. Caravello, (2008); Keith-Spiegel and Whitley, (2001); and Sieber, (2010) also argue that ethics in research should point out the researcher's duty and accountability to behave ethically. The research in terms of issues of ethics should be honest, fair, objective, open, trustworthy, and respectful. Ignoring these ethical issues can lead to fabrication of results, and false research (Boo & Frechtling, 2011; Committee of Science et al., 2009). Researchers are faced with many problems such as research participants' problems, and society's problems (Couper, Fowler, Groves, Lepkowski, Singer, & Tourangeau, 2009). A strict code of practice should be followed.

Ethical issues were considered when this study was conducted and the generated data were not detrimental to co-researchers. An Ethical Clearance Certificate, attached as Appendix A, was requested from University of KwaZulu-Natal Humanities and Social Sciences Research Ethics Committee to make sure that issues of ethics were met and this was granted. The Certificate of ethical clearance for this study is HSS/0276/018D. Permission to conduct this study before data generation began was also sought from the Principal of a public TVET college and was granted, attached as Appendix B. All participants received letters of concern to sign, attached as Appendix O-W, which clarified the research purpose. Leedy and Omrod (2010:101) emphasise the importance of respecting individual, especially when the investigation concerns personal social issues. In this research study, there was teamwork, trustworthiness, assurances, expectations, and acceptance between the co-researchers. There was protection of co-researchers' rights in this study and co-researchers were also told that they could participate

voluntarily. There was assurance of co-researchers` anonymity, and of the ability to withdraw freely from participation at any stage. The choice of whether or not to make comments on certain matters was granted to all co-researchers. In this study, co-researchers were not remunerated for participating. During communication with all co-researchers, there was no bias. I only used the information for research purposes. When the research study was finished, I debriefed all co-researchers. Co-researchers were also informed that generated data would only be used for publication of the research. Profile of the research site is discussed in the next section.

4.6 PROFILE OF THE RESEARCH SITE

The study was conducted at a campus of one of the public TVET colleges in KwaZulu-Natal province. A large number of people where a campus is situated are employed in both the public and private sectors. However, their children do not attend that campus. Most of the students at this campus are from surrounding towns. As a result they rent accommodation in an area where the campus is situated which results in them not having adequate social and academic support from their parents. Report 191 Business Studies Programmes, N4 – N6, in Financial Management, Management Assistant, Public Management, Farming Management and Hospitality as well as National Certificate Vocational (NCV) programmes L2-L4, in Hospitality, Tourism and Office Administration are offered on this campus. Learnerships for CATH Seta, Wholesale and Retail Seta and Services Seta are offered on this campus. Students at this campus range in age from 18 upwards. The vast majority of students secure government funding via the National Student Financial Aid Scheme (NSFAS) which they do not have to repay. However, most of the students become dropouts before the end of each semester (Report 191 programmes) or year (NCV programmes). The retention and throughput rates are very low. The campus has a total of 2301 students (1797 Report 191 students and 504 NCV students), and 72 lecturers. The college target or benchmark set by college council is 90 per cent. The combined pass rates for both NCV and Report 191 programmes were 84 per cent in 2017 and 70 per cent in 2018. The pass rates have declined due to students' absenteeism and drop outs.

At this campus, there is one Student Development Practitioner who was employed in 2017 and a Social Worker employed in 2018. As already pointed out, four lecturers (two teaching the NC (V) programme and two teaching the Report 191 programme), ten students at a campus (five from NC (V) programme) and (five from Report 191 programme), one Student Representative Council (SRC) member, a Social Worker, an Educational Psychologist, one Student Development Practitioner on the campus and one Assistant Director (SSS) at central office have been identified several times as the key participants in this study.

This campus was purposively chosen because I have worked at the campus as an Acting Senior Lecturer for 10 years and as Chairperson of the Student Support Services for 3 years. As mentioned above, most of the students at this site do not receive adequate social and academic support. Hence, the drop-out rate is high; retention and throughput rates are very low. I therefore consider this campus as research site that has rich information for this research study. Establishment of co-researchers and their profiles are discussed in the next section.

4.7 SELECTION OF CO-RESEARCHERS

Co-researchers are made up of 19 members, namely, one Student Development Practitioner, two NC(V) lecturers, two Report 191 lecturers, five NC(V) students, five Report 191 students, one SRC nominee, one Assistant Director (SSS), Educational Psychologist and Social Worker. The Social Worker conducted workshops on psychosocial challenges and support and the problem of low socio-economic status. Educational Psychologist conducted workshop on sustainable learning. The Student Development Practitioner conducted a workshop on formulating and developing resilience, self-identity, well-being, and self-esteem and also on workshop on how to deal with anxiety, stress and depression for sustainable learning. The key terms in participatory action research are involvement and participation which emphasise collaboration of participants and researcher as equal partners, thus enabling reflective rationality (Lepheana, 2016:80). Thus co-researchers, together with myself had a duty of engaging in reflective rationality with the aim of finding solutions to problems. Our engagement and collaboration was of importance in becoming better informed on

decisions to be taken for daily practices, hence participatory action research was a relevant approach to be followed.

The Student Development Practitioner, the Social Worker, the SRC nominee, students and lecturers, collaborated with other co-researchers to generate data for exploring a psychosocial support framework for sustainable learning at a public TVET college. I worked with co-researchers to explore a psychosocial support for sustainable learning at a campus. In this research study, participatory action research was suitable because it assisted co-researchers in investigating and changing their social and educational realities by changing some of the practices constituting their lived realities (Yang, 2013:14) and it also allowed voices of the oppressed to be heard (Kantor & Apgar, 2013:2).

4.8 PROFILES OF CO-RESEARCHERS IN THE RESEARCH STUDY

All co-researchers` profiles are explained below.

4.8.1 Student Development Practitioner

Mr Sanbha (pseudonym), the Student Development Practitioner who has worked at the campus for 2 years holds a BA in Psychology. He is also working as a priest during his spare time. He had previously worked as a counsellor for 16 years. He also assisted lecturers with counselling skills.

4.8.2 Assistant Director (Student Support Services)

Mrs D (pseudonym), the Assistant Director (SSS) holds a Secondary Teachers` Diploma in education, Advanced Certificate in Education and Bed Hons in educational psychology. She had worked as a teacher for 12 years and taught English and Life Orientation before she became Assistant Director (SSS) at Central Office.

4.8.3 Social Worker

Mr E (pseudonym), the social worker holds a Bachelor of Arts degree in psychology and sport science from University of Zululand. He had worked as gymnasium supervisor at University of Zululand, a Wellness Assistant Officer at MLT Construction Company from 2014 to 2015. He also worked as a Social Worker at the Newcastle Provincial Hospital from 2015 to 2017, specialising in generic social services. Presently, he is working on

the campus on temporary basis employed by college council as a Social Worker, assisting the Student Development Practitioner. He only started on this campus in 2018. He has conducted workshops on psychosocial challenges and he offers support to all co-researchers. He also ran a training workshop on how to handle or deal with stressful situations for students and gave motivational talk to students on how to develop self-esteem and build resilience.

4.8.4 Educational Psychologist

Mr P (pseudonym), the Educational Psychologist holds the following qualifications; BA in Psychology, Bed in Educational Psychology, Bed Hons in Educational Psychology and MSc in Psychology. He is registered as counsellor with HPCSA. He has been working on the campus as an Educational Psychologist for 10 years and as a member of Student Support Services for 3 years. He is currently studying towards his PhD in Psychology with the University of South Africa. He conducted workshops for lecturers, social workers and student development practitioners on sustainable learning and training and on how to handle social and emotional needs of students.

4.8.5 Report 191 Lecturers

4.8.5.1 Report 191 lecturer 1

Mr R1 (pseudonym), is a Senior Lecturer in Computer Practice N4-N6 and also a lecturer in Computer Practice N4 and an N6 Acting Senior Lecturer for Computer Practice N4-N6 on the campus. He holds the following qualifications; Diploma in Information Technology (IT) from the Technikon of Cape Peninsula, a National Professional Diploma in Education (NPDE) from University of KwaZulu-Natal, a B Tech from the University of South Africa, a Project Management Certificate from Damelin Correspondence College and currently he is doing an MTech in IT through the University of South Africa. He has worked as a lecturer for 11 years and taught Computer Practice N4, N6 and Information Technology L2-L4. During the discussions with him, he was very interested in the study:

“Uyazi mfwethu izingane zethu zisokala kakhulu uma ubuka ukusizakala kwazo ngokomoya, ngokufunda kanye nangokwenhlalakahle yazo. Ngibona sekhathi lesihloko sakho sizosiza amakolishi amaningi. Ikakhulu izinga lokunyamalala kwezingane nokungaphasi kahle kwazo ngenxa yenhlalakahle yazo...ngicabanga ukuthi sonke sizosizakala ngale topic yakho.”

("You know my brother; our students are suffering a lot emotionally, academically and socially. I think this project of yours will help all the public TVET colleges, especially with the drop-out rate that is very high and retention rate that is low because of social issues that are not addressed...I personally think that this project will indeed assist us all").

4.8.5.2 Report 191 lecturer 2

Mr R2 (pseudonym), is communication N4 lecturer at a research site. He holds the following qualifications; Secondary Teachers` Diploma, Diploma in Business Management, National Professional Diploma in Education (NPDE), and National Diploma in Human Resources Management. He has worked as a lecturer for 23 years and taught Communication N4, Mercantile Law N4 and N5 and Sales Management N5 and N6 on the campus.

4.8.6 NC (V) Lecturers

4.8.6.1 NC (V) lecturer 1

Mr NCV 1 (pseudonym) is the lecturer for Business Practice Level 4 on the campus. He holds the following qualifications; National Diploma in Human Resources Management, Postgraduate Diploma in Tertiary Education, Bsc Hons in Psychology and Master of Education specialising in Adult Education. He has worked as a lecturer for 12 years and as Chairperson of Student Support Services for 5 years on the campus.

4.8.6.2 NC (V) lecturer 2

Mr NCV 2(pseudonym) is the lecturer for Mathematical literacy. He holds an Electrical Wireman` License Certificate, a National Diploma in Human Resources Management and a Diploma in Electrical Engineering. He worked as a Technician at Telkom for 11 years. He taught Mathematics on the campus from 2009 to 2019. He has also served as Chairperson of Student Support Services on this campus for 5 years.

4.8.7 NC (V) students

An advertisement inviting students to participate in the study was pasted up by the student affairs offices notice board. The advertisement indicated the title of the research study, the purpose of the research study, basic criteria, venue and date of the study, duration of the study and research questions. It was also explained in the advertisement that students would voluntarily participate. Five students representing NC(V) students from the research site availed themselves for the study as advertisement indicated that only

five students from NC(V) should participate. Three students were males (all doing NCV level 4) and two were females (one doing NC(V) level 2 and the other one doing NC(V) level 3). All the students who participated had been renting accommodation since they were all not from the area where a campus is situated. Participating students were all above 19 years of age.

4.8.8 Report 191 students

An advertisement inviting students as participate in the study was pasted up by the Student Affairs Offices notice board. The advertisement indicated the title of the research study, the purpose of the research study, basic criteria, venue and date of the study, duration of the study and research questions. It was also explained in the advertisement that students would voluntarily participate. Eight students representing Report 191 students from research site availed themselves for the study. However, five students agreed to participate, the other three indicated that they were not interested. Two students were males (one doing Public Management-N5 and the other doing Financial Management-N6) and three were females (all doing Public Management-N4). All the students participated were renting accommodation since they were all not from the area where a campus is situated. All the students participated in the study were above 19 years.

4.8.9 SRC Member

One Student Representative Member was purposively selected to participate in the study. He was responsible for student academic matters on this campus. He also worked hand-in-hand with the Student Development Practitioner and lecturers on the campus. The Student Representative Member was doing Management Assistant N4. The following were explained to the SRC member: the intention of the study, the aim of the study, and the objectives of the study. He agreed to be a co-researcher in the study. During our discussions, he seemed very excited about the exploring of a psychosocial support framework for sustainable learning at a public TVET college.

“Mr B (Researcher), your title is very interesting and I wish more studies of this nature can be conducted. As students we suffer a lot emotionally, academically and socially and we do not receive adequate support from Central Office and Student Development

Practitioner. I hope that this study will be able to address challenges that students are experiencing not only here (research site), but at all the public TVET colleges.”

His comments were in agreement with those of Mr R (pseudonym) on the need for exploring a psychosocial support framework for sustainable learning at a public TVET college.

4.9 BACKGROUND OF THE RESEARCHER

I have been a Senior Lecturer for NCV fundamentals for 10 years on the research site. I hold the following qualifications: a National Three year Teachers` Diploma, Advanced Certificate in Education (ACE) in Mathematics, a Project Management Certificate, an ABET Practitioner Certificate, a Human Resources Management Certificate, a Bed Hons in Educational Psychology, and a Master of Education degree in Inclusive Education. I served as a chairperson of Student Support Services (SSS) on the campus from 2010 to 2013. I had previously worked as an educator in the Department of Basic Education from January 1997 to 2009. In the Department of Basic Education in KwaZulu-Natal Province, I held numerous positions. I started work as a primary school educator in 1997, teaching Mathematics and Natural Sciences and as a high school educator in 2004, teaching Mathematics, Physical Science and Life Sciences. In November 2004, I got a promotion to become the Head of Department for Mathematics at the high school and taught Mathematics and Physical Science. I have worked for UMALUSI for 7 years as National Evaluator for independent schools and private colleges and as an Etutor for child development and learning and learning problems at UNISA (University of South Africa) for 6 years. I conducted one-on-one discussions with the Student Development Practitioner and the Report 191 lecturer.

4.10 DATA GENERATION

Data are the information collected about the situation or the project which will transform into evidence checked against the working criteria (Lepheana, 2016:100). Data were generated through collaborative meetings, discussions, training, workshops, motivational talks, unstructured observation, and dialogue. The plan for the meetings, discussions, trainings, workshops, motivational talk, and dialogue was based on the aims and objectives of the study as developed by all co-researchers. During the first meeting, co-researchers introduced themselves and they were later briefed on the background of the

study. A strategic plan to be followed during the study was developed and all co-researchers were assigned roles and responsibilities. An recording electronic system was used to capture data which was recorded in English and in IsiZulu. The IsiZulu verbatim transcripts were given back to co-researchers for verification during our different contact sessions.

4.10.1 Workshops

Four workshops were conducted and the transcriptions are attached as Appendix E. The first workshop was on psychosocial challenges and support (Appendix Y1) and it was conducted by the social worker for all co-researchers. The second workshop focused on sustainable learning (Appendix Y2) and was conducted by Educational Psychologist for all co-researchers. The third training workshop was in the form of homework on stressful situations (Appendix Y3). It was conducted by Social Worker for students. Students were given exercises to write about their stressful situations and to report how they dealt with them. This task was set as homework. The fourth training workshop (Appendix Y4) was for lecturers, the student development practitioner and the social worker and it focused on how to handle social and emotional needs of students. This training workshop was conducted by the Educational Psychologist. It helped co-researchers to understand fully the social and emotional needs of students and also to know how to deal with them. Workshops in this study were helpful since they allowed co-researchers to engage instead of just distributing out documentation on psychosocial challenges and support.

In the next chapter, deliberations on these workshops are presented.

4.10.2 Motivational talk on developing self-esteem and building resilience

Motivational talk attached as Appendix Y5 on how to develop self-esteem and to build resilience was organised by co-researchers. It was presented by the social worker for all students. Deliberations on this motivational talk are presented in the next chapter. This motivational talk was very essential for students since it assisted them to know how to develop self-esteem and to build resilience for effective and sustainable learning.

4.10.3 Discussions through Free Attitude Interview (FAI)

Free Attitude Interview (FAI) Technique was used with the Student Development Practitioner and Report 191 lecturer. FAI suggested by Meulenberg-Buskens (2011:1)

was used. According to Meulenberg-Buskens (2011:1), FAI can be traced back to Vrolijk and Timmerman. Meulenberg-Buskens (2011:1) states that the FAI allows co-researchers to intervene and is naturally not directive. In FAI, the researcher and co-researchers have an opportunity to talk about legitimate and consistent issues stressed in paradigms of phenomenology and positivism (Meulenberg-Buskens, 2011:2). During FAI, we managed to involve reflexivity in order to control the researcher's preconception effects together with its impacts during the process of research. Questions were used to prompt discussions probing into the background or life experiences of team members in generating data, beliefs, learning about ideas, behaviour and views of the co-researchers.

Unstructured interviews were conducted to make a more discursive structure and to allow flexibility (Godfred, 2015:2). For data collection, the technique of FAI was used because it respected co-researchers. In FAI, I only used questions to start conversations. After questions, the summary was used to persuade co-researchers to be inspired to argue reasonably (Mahlomaholo, 2009:228). During FAIs, we managed to show care for each other by greeting, talking, and doing things together (Brydon-Miller & Maguire, 2009:82). Co-researchers knew each other and they had a long history as colleagues and students who were from the research site. I began by introducing myself and explained to the co-researchers the purpose of the research study. We voice recorded our discussions and transcribed them into printed text. The co-researchers did not have a problem with voice recording, hence, all co-researchers agreed to have voice recordings before the study was conducted. I also pointed out that no-one was forced to partake in the study.

4.10.3.1 Shortcomings of Free Attitude Interview (FAI)

Since the FAIs were conducted with the Student Development Practitioner and the Report 191 lecturer, I became aware that we could focus on only one or two prompt questions in a session because one could last for a long time. This allowed all participants to have an input due to its conversational structure (Lepheana, 2016:101). Group conversation may be time-consuming in analysis because themes are mixed up from each participant to the next (McLeod, 2014:1). University of Portsmouth Research website (2010) further points out that a smaller sample size may not be representative of a population. I also concur with McLeod (2014:1) that group conversation may be time-consuming in analysis

because themes are mixed up from each participant to the next and with University of Portsmouth (2010) that a smaller sample size may not be representative of a population. For instance, in this research study, the Student Development Practitioner and the Report 191 lecturer were not the representatives of public TVET colleges.

4.10.4 Participant observation

Leedy and Ormod (2005:145) state that in qualitative research, participant observations are unstructured intentionally and the researcher becomes flexible. The researcher can deal with data sources that are unforeseen and can also be flexible with his/her focus. In addition, Leedy and Ormod (2005:145) warn that there are challenges that the researcher should be careful of during participant observation. These challenges are as follows: wasting time on unimportant things; overlooking crucial things relating to the research question; the presence of researcher can influence what co-researchers want to say and do; that notes that are recorded and written cannot be comprehensive enough to capture everything observed; that you cannot depend on audiotapes because of background noise; and that co-researchers can become uncomfortable when recordings are used. Participant observation provided me with access to co-researchers in a situation that is social and it managed to capture the context of the social situation in which co-researchers functioned by recording their behaviour (Mason, 2006). Participant observation was used in this study because it was helpful in identifying the mood of the co-researchers during participation in workshops, meetings, discussions, free attitude interviews and dialogue. Through participant observation, I understood the meaning of the content in what co-researchers were saying during meetings, workshops, training, the motivational talk, discussions, the free attitude interviews and dialogues. This also assisted me to give directions when meetings, workshops, training, motivational talk, discussions and dialogues went off the topic.

4.10.4.1 Shortcomings of participant observation

Shortcomings to observation are researcher's bias and the fact that it can be time-consuming. As Ratner (2002:24) points out, in order to view the data neutrally and to make interpretations that are accurate, the researcher should not be biased. As a researcher, you need to be aware of your own biases to properly understand what you are observing and the researcher must understand the participants' perspectives. This

means that the researcher needs to consider potential biases he or she has that stem from his or her background of experience, which includes considering how gender, philosophies, and culture provide understanding of the situation under the research study.

4.10.5 Focus groups

Ngozwana (2017:23) defines focus group interview as one that involves a group of participants together with an aim to prompt discussions on a specific topic that takes place between participants with common backgrounds. Furthermore, Ngozwana (2017:23) argues that the researcher should clearly explain the research purpose using different languages if necessary, show flexibility and care about participants` dynamics to benefit from focus group usage. On the other hand, Wilkinson (2004:177) describes focus group research as a traditional method for qualitative data collection which engages a group of participants in group discussions which are informal, and also focuses on a specific topic. Ngozwana (2017:23) states that a focus group has about seven to twelve participants with common understanding of a study. The focus group discussions involve all the co-researchers. For all participants to contribute optimally in a study there should be smaller group of participants. The potential for useful data generation is increased by focus group discussions. The aim of using a small group of participants in focus group discussions is that they participate adequately as compared to large groups in which participants are not comfortable to share their opinions.

Ngozwana (2017:23) mentions that focus group discussions do not threaten participants as they become comfortable to talk about their views and experiences. Duggleby (2005) indicates that in focus group discussions, the environment and setting allow participants to talk about their problems and also it provides solutions to their problems. Both I and co-researchers collaborated in establishing the data collection methods that were appropriate. I was also able to create an environment that supported discussions and viewpoints of the participants. I concur with Ngozwana (2017:23) that participants in focus group discussions are not threatened and they become comfortable to talk about their views and experiences and with Duggleby (2005), that in focus group discussions, the environment and setting allow participants to talk about their problems and also provide solutions to their problems.

4.10.5.1 Shortcomings of focus groups

The criticism of focus groups is that they do not offer full understanding of a topic as compared to individual interviews (Hopkins, 2007:530; Krueger & Casey, 2009). Furthermore, Hopkins (2007:530) states that co-researchers do not discuss their personal information in focus groups. Due to the presence of lecturers, students might feel too uneasy to speak. Students as co-researchers follow the dominating ideas that are present in the group. As such, the settings and features of focus groups can affect the quality of generated data.

4.11 Recruitment of co-researchers

I visited the Central Office to request permission from a Principal of a public TVET college to conduct a study on the relevant campus. I completed the DHET 004 form, attached as Appendix B (Application Form for students to conduct research in public TVET colleges), I explained the study to the principal of the college and he agreed by signing it on the 22nd of February 2018. An advertisement attached as Appendix C for participation in the study was pasted on the student affairs offices notice board as explained earlier. The advertisement indicated the following: title of the research study; purpose of the research study; venue and date of the study; basic criteria; duration of the study and the research questions. It also mentioned that co-researchers were requested to participate voluntarily in the study. The Student Development Practitioner, an Educational Psychologist, a Social Worker, an Assistant Director (SSS) and an SRC Nominee (academic) were personally invited by me because of their positions and the fact that they worked closely with students. Participants were selected purposively because they were expected to generate appropriately informed data for the project. Lecturers and students were invited through advertisements and I clearly explained to them the research project and they voluntarily participated. I also sent formal invitations to all co-researchers for participation in the research study, as attached in Appendix F, G, H, I, J, K, L, M, and N.

4.12 Preparations for the research project meetings

Application was made for and received for all necessary permission to conduct the research, as indicated in detail above.

4.13 Planning

Advertisements for voluntarily participation in this study together with all the relevant details pertaining to the study were communicated appropriately. I sent consent forms to all co-researchers for participation in the study, attached as Appendix O, P, Q, R, S, T, U, V and W. For the first research project meeting, the date was set. All participants agreed with a date proposed for the first research project meeting. The main aim of this project research meeting was to collaboratively agree with co-researchers on responsibilities and also plan the actions. The co-researchers communicated the action plan. All co-researchers present agreed that they would meet three times a week. The proposed dates were then telephonically communicated to the Social Worker and Assistant Director (SSS) who were not on the campus during the first and second research project meeting.

4.14 Priorities and strategic plan

4.14.1 First research project meeting

The first research project meeting was held on the campus as advertised. See Appendix X1 and it was in accordance with planned date as per invitation and advertisement. Four lecturers, ten students, one Student Development Practitioner, one Educational Psychologist and one SRC nominee attended the first research project meeting. The Assistant Director (SSS), together with social worker could not attend and there were no reasons rendered for not attending the meeting.

All co-researchers were welcomed and their presence was acknowledged. I informed all co-researchers that I would not chair our meetings because we were going to have debates that were collaborative. I requested co-researchers to introduce themselves. I explained the following to all co-researchers: the purpose of the meeting; topic of the study; and the research objectives. The operational plan and sharing of responsibilities was then collaboratively discussed by all co-researchers. I informed all co-researchers of the Student Development Theory as the theoretical framework for the study as is discussed in section 2.3; the method of generating data as discussed in section 4.4; and the method of data analysis as is discussed in section 4.10. All co-researchers present agreed that all the meetings would be voice recorded and that we had to meet twice a

week. We also agreed to be guided by our strategic plan, attached as Appendix D. Completed consent forms were brought back to me by co-researchers as per advertisement and invitation.

During this meeting, we all agreed that observation of events and actions taking place in the research project would be monitored in order to achieve our objectives. It was also agreed that lecturers, the Student Development Practitioner, the Educational Psychologist and the Social Worker would report on their observations of students and progress in performance. Co-researchers would record the changes informing progress after our workshops had been conducted.

Below are the discussions and views when the co-researchers introduced themselves during and after the first research project meeting:

Mr Sanbha:

“Eish...Hi colleagues and students. I am going to use my pseudonym. I am Mr Sanbha, who is a Student Development Practitioner at the research site. I have joined the research site in 2017 as Student Development Practitioner. I have previously worked as a career counsellor in Gauteng for 16 years before I joined the research site. I am going to attend and participate in the research study on psychosocial support framework for sustainable learning at a public TVET college...hoping that this study will be beneficial to all of us. Thank you.”

Mr R1:

“Yebo [yes]...I greet you all guys. [Eish...] I am here as an Acting Senior Lecturer for Computer Practice N4 and N6. I have been in this campus for almost 12 years.”

SRC nominee:

“Hi everyone. I am an SRC member, responsible for the well-being of the students in terms of their education. I work closely with lecturers, social worker and student development practitioner in addressing academic problems for students. [O...] before I forget, I am doing N4 in Management Assistant...Report 191 programme... that is correct. However, I started with NCV L2-4, before Management Assistant.”

NCV lecturer 2:

“[Well...] in the name of Jesus Christ... [Err...] Sanibonani (Good day). I am a lecturer for NC(V) programme and I am teaching Mathematical Literacy L2-L4. I am looking forward to see how [err...] how this psychology...psychosocial support framework will be explored.”

NCV lecturer 1:

“All I can just say is that the meeting was brief and informative since it is the first being in such a meeting. Thank you.”

SRC nominee:

“[eish...] I feel sorry for those who are absent today [he laughs...]. I wish all the students and lecturers attended this meeting. Hopefully, Mr B will allow them next time to be with us.”

NCV student 2:

“Siyabonga [thank you] Mr Buthelezi. This was very exciting. Even though some of us are still scared to contribute [clear throat...]. Mhlampe sisaba abantu abadala [perhaps, we are scared of elder people]. Anyway sibonga kakhulu [thank you so much].”

Mr R1:

“[err...] Thank you Sir. The meeting was very brief and interesting. I can see that we are going to learn a lot from this project. God bless you.”

Co-researchers set the date for the next meeting according to our plan of operation. The next section focuses on the second research project meeting.

4.14.2 Second research project meeting

The second research project meeting was held at the research site as nominated in the notice attached as Appendix X2 and it was in accordance with planned date as per invitation and advertisement. Four lecturers, ten students, one SRC nominee, and one Student Development Practitioner all attended the meeting. The Assistant Director (SSS) could not attend because she was busy monitoring the final examination for 2018. The

Social Worker also could not attend because he was attending a meeting at Central Office; however, he reported that he would be present during the third research project meeting. The following was covered in the meeting: the setting of the tone of the meetings; discussions on psychosocial challenges; suggestions on support to be provided to students; and discussions on a workshop about psychosocial challenges and support suggested by the researcher. Our priorities as barriers for psychosocial support for sustainable learning indicated by students were as follows: psychosocial challenges and support; sustainable learning; lack of peer counselling; unavailability of peer tutoring; the issue of low socio-economic status; lack of resilience; low self-esteem; and stressful situations. The student development practitioner, educational psychologist and lecturers indicated the following priorities as barriers: lack of training on how to handle social and emotional needs of students; an inadequate referral system; absenteeism; and lack of counselling skills. Co-researchers set the date for the next meeting according to our plan of operation. The next section focuses on the third research project meeting.

4.14.3 Third research project meeting

During the third research project meeting as attached. See Appendix X3, I first met with the Assistant Director (SSS) and the Social Worker in my office to brief them on the feedback from what transpired in the first and second research project meetings, on the reflections on the main barriers and on what had been agreed upon. They showed interest in the study and indicated that they would participate. I then introduced the Social Worker and the Assistant Director (SSS) who were absent during the first and second research project meeting. The social worker agreed to conduct a workshop on psychosocial challenges and support for all co-researchers:

“I feel very honoured to be invited to conduct this workshop. However, I will appreciate if I can be informed also about the time and venue so that I can prepare myself.”

Researcher:

“Do not worry; you will be updated about everything. Pertaining to time and venue, we are going to use room 33 and the time will be at 13:30.”

The Assistant Director (SSS) also promised that she would be available during the next research project meeting. She also indicated that if we needed her expertise, she would be available:

“Thank you...so much for inviting me. I am looking forward to being part of this project. Please colleagues, I also want to confirm my availability during the first workshop on psychosocial challenges and support. [laughing]... do not forget my expertise in case you need it.”

Co-researchers set the date for the next meeting according to our plan of operation. The next section focused on the fourth research project meeting.

4.14.4 Fourth research project meeting

The fourth research project meeting as attached in Appendix X4 was held at the research site as per our research operational plan. Fortunately, all co-researchers were present. All co-researchers were welcomed and their presence was acknowledged. I informed all co-researchers that I would not chair our meetings as it was explained in the first and second research project meetings that discussions and dialogues would be collaborative. The main discussions were on planning about the activities to be carried out, such as reminding the Social Worker about the workshop on psychosocial challenges and support. Co-researchers also saw the need to have a workshop on sustainable learning, training on how to deal with social and emotional needs of students, a motivational talk on formulating or developing self-esteem and building resilience, and a training workshop on how to handle stressful situations were requested. All co-researchers agreed to have a workshop on sustainable learning for all co-researchers, training on how to deal with social and emotional needs of students for lecturers, the motivational talk on formulating an approach to or developing self-esteem and building resilience, and a training workshop on how to handle stressful situations. The Educational Psychologist offered to the conduct workshop on sustainable learning and training and on how to deal with social and emotional needs of students. The Social worker offered to present the motivational talk on developing self-esteem and building resilience, and a training workshop on how to handle or deal with stressful situations. The social worker also emphasised that he would give students homework regarding stressful situations and requested them to report back how they dealt with those stressful situations. Co-researchers agreed to

these plans. I therefore requested permission from co-researchers to have one-on-one discussions with the Assistant Director (SSS), Student Development Practitioner and one lecturer who would represent all other lecturers present. Permission was granted by the Student Development Practitioner and one lecturer, representing other lecturers. However, Assistant Director (SSS) indicated that she would not be present at the nominated time because she would be attending a meeting at Central Office.

Before the dates for the workshops, motivational talk, training workshop, and one-on-one discussions were set, Report 191 students proposed to have other priorities left to be covered in the next meeting. The reason was because Report 191 students were about to commence their final examination and they needed time to prepare for their examination. Report 191 students also indicated that they would avail themselves when they were not writing examinations. Other co-researchers agreed.

Below is the proposal made by Report 191 students, together with a second amendment proposed by co-researchers.

Report 191 student 1:

“Thank you Mr B (Researcher). I just want to propose to have other priorities that we have not yet covered to be done during the next meeting. The reason is that as from next week we are starting our final examinations and we need to prepare ourselves. Kodwa sizoba khona kweminye imihlangano uma singabhali [but we will be available in other meeting, especially if we are not writing].”

Mr R1:

“[err...] siyabonga sisi. [Thank you my sister] for reminding us about examination. I just forgot about it. By the way, some of us (lecturers) will be affected as we will be invigilating. However, we will not have problems if our meeting can start after 14:00 because most of the papers finish at 13:30. So, the proposal is fully seconded.”

Researcher:

“Thank you colleagues. I assume that we all second the proposal. That will now mean that we change our operational plan, especially the date for the next meeting. If I may ask, is there anyone with time table for examinations so that we can make some changes pertaining our operational plan?”

Mr NCV lecturer 2:

“Firstly, I am seconding the proposal even though NC(V) lecturers and students will not be affected by the examinations for Report 191. But since we work as a team, we fully second the proposal. About the time table, I do have it here in my tablet. Next week Friday will be fine because no one will be writing.”

Co-researchers set the date for the next meeting according to our plan of operation. The next section focuses on the fifth research project meeting.

4.14.5 Fifth research project meeting

The fifth research project meeting, attached as Appendix X5 was held at the research site on the new date agreed upon during our fourth research project meeting. I welcomed all the co-researchers present. Present members were: the Student Development Practitioner; the Social Worker; the Educational Psychologist; two Report 191 lecturers; four NC(V) lecturers; five NC(V) students; five Report 191 students; the Assistant Director (SSS); and the SRC member. The meeting was about one-on-one discussions with the Assistant Director (SSS), the Student Development Practitioner, and one lecturer who was representing all lecturers and the meeting was about the way forward.

At this meeting, the Social Worker volunteered to conduct a motivational talk on formulating or developing self-esteem and on building resilience for students. He also indicated that he would give students some activities to be done as homework.

Mr E:

“I will conduct a motivational talk for students, but I will also give them homework whereby they will share with me their challenges on self-esteem and resilience, and also explain how they dealt with those challenges.”

NC(V) student 2:

“Sorry Sir, are we allowed to talk about our personal experiences?”

Mr E:

“Of course. As long they are about self-esteem and resilience.”

Co-researchers set the date for the next meeting according to our plan of operation. The next section focuses on the sixth research project meeting.

4.14.6 Sixth research project meeting

The sixth research project meeting, attached as Appendix X6 took place at the research site as per our research operational plan. All co-researchers were present. All the co-researchers were welcomed and their presence was acknowledged. I also reminded all the co-researchers about the purpose of the meeting. The meeting was about the feedback and presentation of the psychosocial support framework.

In conclusion, almost all our research project meetings were held as per our research project plan and invitation except the fifth one because of the examinations for Report 191 students. A new date was set. The date for the fifth meeting was changed because Report 191 students proposed to have other priorities left and be covered in the next meeting. The reason was because Report 191 students were about to commence their final examinations as explained above and they needed time to study. Report 191 students also indicated that they could avail themselves when they were not writing. Our research project meetings were as follows; the first one dealt with introduction of co-researchers. The second research project meeting focused on the students`, lecturers` and Student Development Practitioner`s discussions on challenges they experienced. The third research project meeting was about meeting with Assistant Director and Social Worker and giving them feedback, reflections and way forward. The fourth meeting was about planning the activities to be carried out and requesting to have one-on-one discussions with Assistant Director, Student Development Practitioner and one lecturer. The fifth research project meeting focused on feedback and presentation of psychosocial support framework.

4.15 Strategic planning

Co-researchers identified priorities and activities to focus on. People who were responsible for carrying out the interventions were identified and some volunteered.

Priority one:

Co-researchers agreed to have a workshop on psychosocial challenges and support for all of us. I requested this workshop and it was granted by all co-researchers. This workshop was necessary because most of the co-researchers could not understand psychosocial challenges and support. The workshop was conducted by the Social Worker. The workshop was conducted in the form of an interaction through discussions. Direct questions were used for discussion. A group discussion approach was also followed in order to eliminate power dynamics and status oppression. One of the questions asked was about current psychosocial challenges that they experienced on a campus regarding challenges identified and also the kind of support they received regarding the support identified. Below are the deliberations made by co-researchers during the workshop conducted by the Social Worker:

Mr Sanbha:

"[well...] ...I gained a lot in today`s workshop. Before this workshop, I thought my main core duty as Student Development Practitioner was to address only students` emotional and career needs."

SRC Nominee:

"I concur with Mr Sanbha. The workshop was very fruitful and beneficial. Most of the things were clearly unpacked. I think [err...] as from now there would be more partnerships between all the stakeholders for sustainable learning especially in our campus."

Mr NC(V) 2:

"What an informative workshop we had. The topic (psychosocial challenges and support) alone was indeed excellent. We really need more of such workshops on our campus. Unfortunately, this will be the last one [all laughing...]."

Report 191 student 1:

"SRC nominee, I think you said everything, especially when it comes to working together. Maybe such topics and workshops might help us with dropout rates and ukugcineka kwabafundi ekholeji (retention rate at the college). Siyabonga (thank you)."

Mrs D:

“[Well...] I am speechless, but I can see that there is a lot that we still need to do especially at Central Office. In short, the workshop was very exciting and fruitful. I thank you all.”

Mr R1:

“[laughing...] What do you say when people had said all the things that you wanted to say. Anyway, I enjoyed this workshop. I thought as a lecturer I knew everything, but as from today and from this workshop, it is true that a lot still needs to be done for effective teaching and learning and also for supporting students psychosocially.”

Priority two:

Co-researchers saw the need also to have a workshop on sustainable learning. The workshop was conducted by the Educational Psychologist. It was conducted in order for co-researchers to know and to understand fully the meaning of sustainable learning. All co-researchers participated in this workshop.

Priority three:

Priority three focused on dealing with stressful situations and also on how to handle them. Students requested to be assisted on dealing with their stressful situations. The Social worker volunteered to conduct a training workshop on how to deal with stressful situations. Students were given homework to write about their stressful situations and were also requested to explain in writing how they dealt with stressful situations.

Priority four:

This priority was about training on how social and emotional needs of students could be dealt with. It was requested by lecturers, the social worker, and the student development practitioner. The educational psychologist volunteered to conduct it. This training aimed at helping lecturers, the social worker, and the student development practitioner to understand the social and emotional needs of students and be dealt with these needs so that they did not impede sustainable learning.

Priority five:

Priority five focused on formulating or developing self-esteem and building resilience for students. It was a motivational talk conducted by the Social Worker. This motivational talk also aimed at assisting students to understand the meaning of self-esteem, how it could assist them academically, the types of self-esteem, the steps they could take to formulate or develop their self-esteem, and the methods that could be used to formulate or develop self-esteem, the meaning of resilience, and ways of building resilience. It also aimed promoting a positive attitude towards challenges they experienced in their lives. The motivational talk aimed to assist students to be able to face difficult challenges and to improve their academic performance.

Priority six:

Priority six was one-on-one discussions with the Student Development Practitioner and Report 191 lecturer. This one-on-one discussion was requested by me as a researcher. The intention of this one-on-one discussion was to find out about current psychosocial challenges and the support they provided to students. Direct questions were also used for discussion. The one-on-one discussions also assisted them to know and understand their roles, duties, and responsibilities clearly. It was also for the Student Development Practitioner and Report 191 lecturer to understand why psychosocial care and support was their responsibility. The Student Development Practitioner and Report 191 lecturer became fully aware that understanding students would improve them and also build good relationships with all students irrespective of the challenges students might be experiencing for sustainable learning.

The method of data generation is analysed in the next section.

4.16 DATA ANALYSIS

According to De Vos, et al., (2011:399), analysing data in qualitative research means to reason inductively, think, and theorise using techniques that are organised, practical, and mechanical. Furthermore, De Vos, et al., (2011:399) state that there should be discipline, system, rigor, and methodology in analysis in order for analysis of data to be regarded as science. Additionally, Neuman (2014:487) purports that data analysis is a research of the

following patterns in data: behaviours; phases; objects; and ideas that are recurring. It also examines sorts, categorises, evaluates, compares synthesises, and contemplates the data coded and reviews data recorded. Mouton (2001:108) on the other hand claims that analysing data is about categorising data into patterns, themes, relationships, and trends that can be managed. According to Schulze (2002:14), analysis and interpretation of research findings increases the research's validity through making sure that there is elimination of mistakes.

The following are the steps to analyse qualitative data, according to Kumar (2014:318); identify the central themes: assign codes to the central themes; classify responses under central themes and integrate themes and answers into the report text. In order to analyse data, CDA was employed. Taylor and Cranton (2012:316) define discourse as a medium of critical reflection to be put in action where norms are questioned and minds are transformed. This approach was followed to analyse the data since it paid attention to social hierarchy, inequalities and power. According to the theoretical framework of this study and the reviewed literature, all stakeholders of this campus needed to take action in relation to power through deliberations. The main idea was to free and develop the mind of students, lecturers, the Student Development Practitioner and Assistant Director (SSS) by allowing them to voice their challenges and at the same time to empower and develop them for transformation and liberation (Taylor & Cranton, 2012:266).

The purpose of employing CDA was to reveal the hidden power relations so as to challenge social inequalities. The team looked at the positive aspect of sustainable learning and the challenges attached, also focusing on their own flaws that led them to feel marginalised. According to Wodak (2002:6), CDA and Critical Linguistics (CL) are interchangeably used and lately CDA as a term is used over CL. Gonsalves (2013:49) then asserts that CDA focuses on social theory of language which mentions the importance of discourse in a social setting focusing on practices of communication and interaction of persons. Through discourse, the intention of socialisation can be realised. Rahim and Riasati (2011:108) purport that CDA analyses relationships of power and discrimination that are transparent and it also critically examines the inequality of society. Furthermore, McGregor (2003:3) asserts that CDA assists in understanding the social

problems that perpetuate the ideology of power relationships. Huckin, Andrus and Clary-Lemon (2012:107) and Filologia (2006:29) state that CDA is a method that explicates power abuses condoned by texts and political settings where text circulates. Dieronitou (2014:10:11) added that the aims of CDA are combining text analysis with theory of culture, society, and politics and examining power and force. In this study, for data analysis, CDA was used because it well related to SDT as a theoretical framework and PAR as a method of generating data.

4.17 CHAPTER SUMMARY

The following were described in this chapter: paradigm of the research; research methodology; and research design of the study. PAR as an approach for this study is also discussed. This chapter then focused on selection of co-researchers; ethical considerations; profile of the research site; the profiles of co-researchers; the background of the researcher; data generation; selection of co-researchers; preparations for the research project meetings; planning; priorities and the strategic plan; and analysing of data. The next chapter focuses on research objectives, presentation of data, analysis of data, and interpretation of data.

CHAPTER FIVE:

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA ON THE PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

5.1 INTRODUCTION

In this chapter, the main emphasis will be on presentation of generated data analysis, and on the interpretation and discussions of the findings to be used in exploring a psychosocial support framework for sustainable learning at a public TVET college. Analysis was guided by CDA (c.f. 4.16) since PAR was used to generate data. This chapter will also look into the objectives of the research, the presentation of data, and its analysis and interpretation.

5.2 RESEARCH OBJECTIVES

The main purpose of this research study as deliberated in section 1.6 is to explore a psychosocial support framework for sustainable learning at a public TVET college. The following are the objectives of this study:

- To explore the current situation regarding psychosocial support for sustainable learning at a public TVET college.
- To understand circumstances under which psychosocial support for sustainable learning at public TVET college may be successfully implemented.
- To explore evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college.
- To anticipate barriers to successful implementation of psychosocial support for sustainable learning at a public TVET college and suggest how these may be circumvented.
- To explore a psychosocial support for sustainable learning at a public TVET college.

In order for generated data to be presented, analysed, and interpreted, the objectives of the research were used. The current situation regarding a psychosocial support for sustainable learning will be discussed in the next section.

5.3 THE CURRENT SITUATION REGARDING PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

The focus for discussions or deliberations is on the current situation regarding psychosocial support and barriers revealed by defined participants and on suggestions made to overcome those barriers. Data that were generated through meetings, discussions, workshops, trainings, motivational talks, participant observations and focus group discussions was organised and categorised according to the objectives of the study and was presented verbatim from recorded voices of participants. The following barriers stemmed from the discussions and dialogue with students; low socio-economic status; low self-esteem; lack of peer tutoring; lack of peer counselling; lack of resilience; student absenteeism; and stressful situations. All these features were the current barriers and challenges experienced by students and they were adversely affecting students morally, emotionally, socially and academically. The other features stemmed from discussions with the Student Development Practitioner, the educational psychologist, the social worker, and lecturers who identified were lack of training on how to deal with social and emotional needs of students, students` absenteeism, unavailability of a referral system, and lack of counselling skills. Based on this information, this chapter presents what co-researchers did in response to the generated data from different discussions.

5.3.1 Challenges experienced by students

After the workshop on psychosocial challenges and support, Appendix Y1, which was presented by the Social Worker, co-researchers, as indicated above, proposed that we also conduct a workshop on sustainable learning, a training workshop on how to deal with stressful situations, training on how social and emotional needs of students can be dealt with, a motivational talk on formulating or developing self-esteem and building resilience, and one-on-one discussions with student development practitioner and Report 191 lecturer who was representing other lecturers. All co-researchers participated in the workshop on psychosocial challenges and support conducted by the Social Worker. After the presentation, the questions and discussions were about current psychosocial

challenges experienced by students for sustainable learning at a public TVET college, together with psychosocial support they had received. During questions and discussions, it was evident that students experienced various psychosocial challenges both at the college and at home or in their communes. Deliberations during focus group discussions after the workshop by social worker are discussed below;

Researcher:

“Thank you very much Mr E (Pseudonym), Social Worker for availing yourself and for conducting this very important workshop on psychosocial challenges and support. Well, I do not want lying guys. I have really learnt so much from this workshop and I hope you have also learnt a lot. Perhaps, like the Social Worker has mentioned some of us have experienced these challenges or witnessed them. Could you please share with us the current situation at the campus pertaining psychosocial challenges and support and also the challenges you have experienced or witnessed.”

Report 191 student 1:

“Greetings to everyone. The main challenge...I think is poverty. As students, we experience financial problems. There are students who failed only one subject but could not come back to the college because of financial problems.”

Researcher:

“By financial problems, are you talking about parents who cannot afford to pay your fees at a college. What about NSFAS? I was thinking that you guys receive NSFAS.”

Report 191 student 2:

“Err...yes we do receive NSFAS. Noma kunjalo [however] take for instance myself. I do not have parents and they all passed on last year (2018). At home, I have two young sisters (both still going to school) and two brothers who are both older than me. My big brother is the only one who is working. He is expected to support us all financially and that becomes difficult for him. Last year, I never received NSFAS for transport or accommodation. So my brother had to do everything for us. Even this year (2019), I am still struggling to get last year’s NSFAS. That is why when I received NSFAS for this year; nayo encane nami ngize ngathenga ngayo ukudla ekhaya [was very little, in such a way that I had to buy food at home with it]. ...you know Sir, as we are speaking now; there are

students who did not receive NSFAS for this year. If you go to student affairs to enquire, they tell you to wait for three months and after three months, it is another three months. That is part of our daily lives here at the college.”

Researcher:

“If I may ask...how does that adversely affect your academic performance?”

NC(V) student 1:

“It affects a lot Sir (researcher). For instance, if you do not have money to come to the college because of financial problems or poverty, you miss classes. For your information, there are lecturers who do not care about us whether you attend or not [laugh...]. They even tell us that they cannot repeat their lessons because of our financial problems. Those negative comments really kill our self-identity, self-esteem and well-being and we end up dropping out from the college.”

Report 191 lecturer 1:

“Just to come in. It is indeed true what the students are saying. One of my colleagues was bragging about chasing students who have been absent during her previous lesson. I personally think that as lecturers, we need to show pastoral care and not punish students because of their poor socio-economic backgrounds and the fact that NSFAS is not paying them in time. Anyway, I also think that workshops like these should be the order of the day. Sengivala nje [in closing], I wish to thank the Social Worker and Mr B for organising such a workshop. It was very beneficial to all of us.”

NC(V): student 1:

“Ngiyaxolisa [sorry] Sir. I forgot to mention something very important. There are lecturers who are very supportive. They even assist us financially if we have financial problems, mhlampe uma abanye bengakayitholi ngisho nemali ye grant (perhaps, if some of us have not yet received social grants from Government).”

NC(V) student 2:

“NSFAS is really stressing us. I wish they can at least pay us every month so that we can budget and not have problems with our studies. Getting NSFAS after three months is really a problem. Honestly, something should be done about

NSFAS. All of us depend on it for food, accommodation and transport. Their offices should be decentralised for us to be assisted in time.”

NC(V) student 4:

“Well, I think we should have peer counselling and peer tutoring in our campus. I wonder what actually happened to peer tutoring because we used to have it. I think if we can bring that back, together with peer counselling so that we can be able to do well emotionally, academically and even socially.”

Report 191 lecturer 2:

“I concur with NC(V) student 4 regarding the peer counselling and peer tutoring. In 2014, we started peer tutoring at our research site and it was assisting for academic achievement and there were no drop-outs due to peer tutoring. I will propose that we bring peer tutoring back and also start peer counselling especially for students.”

Report 191 student 3:

“I remember when I came to the college for my first registration. All lecturers were telling us about 80% attendance. Meaning that as a student, you must obtain 80% attendance in order to write examination. How am I expected to obtain 80% attendance if NSFAS has not paid me for transport or accommodation?. Some people are really forgetting that most of the students if not all of us come from disadvantaged backgrounds, where there is no one working at home and our attendance depends on NSFAS. I think NSFAS alone encourages lack of self-identity and low self-esteem. That is why there is a high rate of absenteeism and drop outs at our campus.”

NC(V) student 3:

“Sometimes, it depends on the lecturer. Some lecturers understand that as students, we are coming from disadvantaged backgrounds. There are those who are concerned about our well-being as students. ...let us say, you did not write a test, they will want to know the reasons for being absent. Others will not even dare entertain to ask reasons; instead, they will chase you out of the class.”

Researcher:

“How does that lack of support adversely affect you?”

NC(V) student 1:

"[eish...] such things disturb us psychologically, academically and even socially. That is why we tend to drop out before we even write our final examination. In our campus like NC (V) student 4 has indicated, we used to have peer-tutoring which was really assisting students to improve academically. I do not know what really happened to it."

NC(V) student 3:

"Sir, you know that because of poverty and not having money for transport, last year, I came to write my internal examination during the last hour of the three hour paper. But because of the hiking, I was late. The examination rules stipulate that if it is only one hour left for the paper to be finished, candidates are not allowed to enter the exam venue. What makes things worse was that even the invigilator did not bother to ask the reasons for being late. Instead, she chased me out. And that was just an internal examination. As a student, I ended up not qualifying to write final examination because if you miss one test, you can end up not meeting the ICASS requirements. I think another solution to eradicate poverty amongst us is to use cafeteria that is now used as an examination venue. Perhaps as students we can contribute money and start selling to other students. But that will happen if the campus management, together with SRC allows us."

NC(V) lecturer 2:

"I am very happy that the students are deliberating on these challenges and support without any fear. To concur with Report 191 lecturer 1, I think as lecturers, we really need these workshops or even trainings. It is a pity that we cannot have all the students and lecturers to partake. I hope that the researcher will continue with these workshops or trainings for effective teaching and learning. Another issue that I think is important is for us to be trained when it comes to dealing with social and emotional needs of students. Perhaps, training will really assist us since we have not been trained on how to deal with emotional and social needs of students. I also think that peer counselling and peer tutoring can also have positive impact on developing students emotionally, socially, and academically. Thank you."

From the discussions with students, it was evident that these students were still experiencing challenges such as poverty and transport money even though there was NSFAS that was supposed to provide them with accommodation or transport fees. This was indicated by Report 191 students 1 and 2, NC (V) students 1, 2 and 3 and Report 191 lecturer 1. Socio-economic status does not only involve income, but it also involves the

following; perceptions of social position, social status, academic achievement, and financial security. It was also evident that at the research site, there was a cafeteria that did not serve its purpose and students requested to use it in order to reduce poverty by taking it over. Research has shown that students from low socio-economic status have slower academic skills in relation to students from higher socio-economic status (Morgan et al., 2009:18). A home setting that is characterised by inadequate resources, low socio-economic status, and starvation, can lead to stressful situations and relations that are unhealthy (EWP6a, 2006).

Low socio-economic background which leads to despair may have an impact on problems of behaviour and emotional equilibrium (Meyer et al., 2008). Most students are affected socially and emotionally by conditions of life at home such as low socio-economic backgrounds which then affect their performance at the campus. Furthermore, the rate of dropping out in 2014, in families with low-income families was 11, 6% whereas in families with high-income, it was 2, 8% (*National Centre for Education Statistics, 2015:4*). Another challenge experienced by students was lack of peer tutoring, together with unavailability of peer counselling. This was also indicated by NC (V) student 4, Report 191 lecturer 2, and NC(V) lecturer 2. The provision of psychosocial support can be enhanced by peer counselling (Muchineripi, 2017:85). Students with psychosocial and counselling problems are not only dependent on lecturers, social workers, educational psychologists, and student development practitioners, but they are also dependent on other students. Regarding peer tutoring, Ning and Dowling (2010:23) note that worldwide, it is practiced in different institutions of higher education and is a vital method to promote learning of students. Nang and Dowling (2010:24) further confirm that peer tutoring assists students to take care of their education and it also assists them to develop and improve support in education.

During the discussions with students, they requested that they needed to be assisted with the following; dealing with stressful situations and formulating or developing self-esteem. Co-researchers then identified the need to organise training workshop on dealing with stressful situation and motivational talk on formulating or developing self-esteem and

building resilience. Both, the training workshop and a motivational talk were conducted by the social worker.

Below are the comments and discussions about the workshop:

SRC Nominee:

"I think we are really experiencing problems when it comes to socio-economic status. In our SRC office, we always attend cases pertaining students coming to the campus with empty stomach. Just to share with you. One of the students was very sick and when we reported the matter to the Social Worker and Student Development Practitioner, the social worker told us that the student had a problem at home. Basically, she was very hungry and that is why she was sick. To cut the matters short, can we please be assisted when it comes to socio-economic backgrounds or status?"

NC(V) student 3:

"I also wish to find out if we can be assisted when it comes to building self-esteem and resilience. It looks like most of us; especially students tend to compare ourselves with other students instead of focusing on ourselves."

SRC Nominee:

"...Nami ngiyacela bantu ukuthi sisizakale. Ikakhulukazi iself-identity kanye ne well-being yethu singabafundi. Mhlampe lokho kungasisiza nasekufundeni kwethu kahle". (I am also requesting to be assisted especially when it comes to self-identity and our well-beings as students. Perhaps that can assist us with our studies too)."

Response by Mr E:

"Guys, please do not panic. I think I can assist by conducting motivational talk on formulating and developing self-esteem and building resilience. Actually this is one of the motivational talks that I have been planning to conduct before the researcher approached with this project. If you agree I will definitely assist you, but it will be a motivational talk that will cover everything."

Report 191 lecturer 2:

“...personally I do not see any problem. In fact I support the idea of this motivational talk. Maybe even us lecturers will benefit from such as motivational talk. Ikakhulakazi sizokwazi nokubaqonda kahle abafundi futhi lokho kungenza nokuthi kube khona nokuthembana kakhulu” (“Especially we as lecturers will be able to understand students and on top of that they will be trust amongst us”).

5.3.1.1 Low socio-economic status

During the discussions with students, one of the aspects raised as a concern was low socio economic status, as iterated by co-researchers:

SRC Nominee:

“I think we are really experiencing problems when it comes to socio-economic status. In our office, we always attend cases pertaining students coming to the campus with empty stomach. Just to share with you. One of the students was very sick and when we reported the matter to the Social Worker and Student Development Practitioner, the social worker told us that the student had a problem at home. Basically, she was very hungry and that is why she was sick. To cut the matters short, can we please be assisted when it comes to socio-economic backgrounds or status?”

NC(V) student 1:

“It affects a lot Sir (researcher). For instance, if you do not have money to come to the college because of financial problems or poverty, you miss classes. For your information, there are lecturers who do not care about us whether you attend or not [laugh...]. They even tell us that they cannot repeat their lessons because of our financial problems. Those negative comments really kill our self-identity, self-esteem and well-being and we end up dropping out from the college.”

SRC Nominee:

“I am happy that someone has brought up the issue of cafeteria. As SRC members, we sold the idea to the campus management and nothing was done. Just to add, we even proposed that since in our campus we do not do practicals in our programmes, what if they empower students by registering co-ops for them so that they can be able to make money. We felt that such proposals will eradicate poverty and make students independent and also contribute to decreasing the dropout rate of students because of poverty.”

NC(V) lecturer 3:

“There are so many ways of dealing of low socio-economic status of students. As a lecturer, I will suggest that our campus should do the following; improve the methods of teaching and learning, create environment that is information rich, increase funding, provide adequate resources, build learning community, involve parents, and develop professionalism on a continuous basis. I think if all these things can be effectively done by our campus management, the problem of low socio-economic status can be easily addressed.”

Report 191 lecturer 3:

“Legislation and policies on how to eliminate socio-economic disparities should be advocated to public TVET colleges and ensure that their expectations are understood by officials at public TVET colleges. Officials at public TVET colleges should also plan and monitor the implementation.”

The conspiracies of apartheid are the main causes of poverty which deprived black people of the basic services, and right to contribute to the economy (Cosatu, 2012). These conspiracies of apartheid have restricted black people to develop skills and education, and also to participate freely in the labour market. They have also left black people stuck in poverty. The composition of the family and socio-economic status decides the setting in which one develops. A welcoming and healthy home produces balanced children with positive personality development (Donald et al., 2007). In contrast, a home setting that is characterised by inadequate resources, low socio-economic status, and starvation leads to stressful situations and relations that are unhealthy, according to (EWP6a, 2006a). Low socio-economic background which leads to despair may have an impact on problems of emotional stability and behaviour (Meyer et al., 2008). Malnutrition may also slow down cognitive development (Vaughn et al., 2007). This may cause low self-esteem, feelings of guilt, and academic under-achievement (Smith et al., 2008).

5.3.1.2 Lack of resilience and low self-esteem

During the discussions with students, one of the co-researchers requested that they should be taught how resilience can be built and how self-esteem can be developed. Co-researchers identified the need to organise a motivational talk which would focus on building resilience and on developing self-esteem. The Social Worker also offered to

conduct a motivational talk on building resilience and on developing self-esteem. This was a very important aspect indicated by students because if they had no resilience and low self-esteem, it was impossible for them to succeed socially, emotionally, and academically.

Below are the discussions on resilience.

NC(V) student 2:

“Some of us encounter challenges because of the lack of resilience. Perhaps building resilience can help us improve our results and to reduce drop out of students.”

Report 191 student 1:

“I fully concur with you, some of us do not even know the importance of being self-resilient as students. We really need to be assisted so that we can be able to face challenges and achieve academically.”

This was also a crucial aspect raised by students and a lecturer because it was evident that students lacked resilience which also had a negative impact on their academic performance. Another lecturer also mentioned the negative impact of lack of resilience on students` academic performance:

Report 191 lecturer 2:

“I support what my colleague is saying about the impact of the lack of resilience on students` academic performance. My students are not doing well because of the lack of resilience and some cannot even contribute in the classroom. We really need someone who can assist our students regarding building resilience.”

Resilience is widely considered a dynamic capacity of students to overcome hardship and to adapt successfully to their environment. It is also the capacity to steer through severe life changes and to find ways to bounce back through having skills to cope with specific current issues and future life challenges (Hart et al., 2016:1). For Huni (2009), resilience refers to the ability to cope, to be made stronger by hardships of life, and to overcome difficulties. After sorrow, human beings can build their lives, and for students and lecturers it is necessary to build resilience, since it reduces stress (Babedi, 2013; Pearson

& Hall, 2012). Resilience as a skill involves optimism, communication, being proactive and taking care of oneself. These strategies assist individuals to learn to be positive and adapt to difficult situations of life. Hollway and Jefferson (2013:40) indicate that understanding oneself is the first step in empowerment through assertiveness with the intention of building a positive self-concept. This would be regarded as one of the skills necessary to strengthen psychosocial support for sustainable learning at a public TVET college. Preparing students with skills to deal with their emotions would be of assistance in feeling emotionally secure and confident, and would prepare them with skills of taking full responsibility for their actions (Weltshire, 2014:87).

Self-esteem refers to the value the individuals place on their own perceived selves. Individuals with high self-esteem have high self-appraisal which may result in self-acceptance and approval. Conversely, if these individuals are negative about themselves, their self-esteem becomes very low (Gouws, 2016:98). If students perceive the standards of their peers as not achievable, they become uncomfortable which can impact negatively on their self-esteem. Students with low self-esteem feel depressed, lonely, and suicidal (Huni, 2010:72). Self-esteem is necessary for survival and it also helps with self-respect to human existence (Gouws 2016:98). According to Gouws (2016:98), self-esteem is not complex and is formed in layers according to a personal value system. This is one of the reasons why programmes designed to build self-esteem are hard to organise, because every person has a different system, personalised by experience (Gouws, 2016:98). Gouws (2016:98) further adds that self-esteem affects various areas of students` lives, such as their social relationships, emotional wellbeing and achievements. Again thoughts, beliefs and relationships as a person contribute towards one`s self-esteem (Healthy lifestyle Mayo clinic, 2014:2). Students with low self-esteem have the following; poor jobs, mental and physical health that is poor, and monetary problems as adults as compared to students having positive self-esteem (Sigelman & Rider, 2012).

5.3.1.3 Stressful situations

Of great concern to students was the issue of delays in NSFAS funding and the sometimes unsympathetic response from some staff members and the campus administration to the financial plight of many students. A typical response was from:

NC(V) student 2:

“We were promised by campus administration and SRC members that as from this year we will be receiving our money in time. However, that has never happened. Some of us applied for both transport and accommodation. We hoped that at least, we will receive money for accommodation first since most of us are staying in communes. This is really unbecoming and we cannot even concentrate in class because of this.”

Report 191 student 2:

“I support the idea of decentralising NSFAS offices. Having NSFAS offices close by will really assist because it will be easy for us to go to their offices whenever we encounter challenges.”

NCV student 3:

“Mabawalethe eduze amahovisi ukuze ngempela sizosizakala. Sesifile indlala nokungazi ukuthi sizokhuluma nobani uma sinezinkinga [They must really bring NSFAS offices closer to us so that we can get assisted as quick as possible. We are starving and do not even know who to speak to when we have problems] “

The team realised the need to have a training workshop on how to deal with stressful situations. The Social worker then offered to conduct a training workshop for students on how to deal with stressful situations. He also emphasised that he would give students homework regarding stressful situations and students would report back on how they dealt with those stressful situations or challenges. Co-researchers agreed.

Stress is a problem in everyone`s lives, regardless of race or cultural background (Garret, 2001:2). There have been many important studies on stress issues and management of such issues the past decade (Dziegielwski, Turnage, & Roest-Marti, 2004:107). Additionally, college students` stressors can have a negative impact on the daily lives of students (Dziegielwski, Tunage, & Roest-Marti, 2004:107). Stress is a response that

people have to extreme pressure and to heavy demands (Campbell, 2006 cited in Bataineh, 2013:82). Stress takes place in overwhelming situations that cannot be dealt with and which challenge a person. Research into the effects of stress on academic achievement has been conducted and the following have been identified as causes of stress: competition amongst students; family problems; and struggling academically (Fairbrother & Warn, 2003:10). Stress is one of the important topics in our culture. Researchers who conducted extensive research on stress and its consequences indicated that stress required our extra attention (Rees & Redfern, 2000:121; Ellison, 2004:74; Ongori & Agolla, 2008:128; Agolla, 2009:31).

5.3.1.4 Peer tutoring and peer counselling

During the discussions after workshop on psychosocial support by the social worker, it was agreed by all co-researchers that there was no need to have workshop on peer tutoring and peer counselling. Student Development Practitioner volunteered to reinstate peer tutoring and also mentioned that he would be responsible to co-ordinate peer counselling by training all students.

SESSION 2: Solutions

5.3.2 Challenges experienced by lecturers, student development practitioner and the social worker

During our discussions, the lecturers, the Student Development Practitioner and the social worker also raised challenges that they had experienced. These challenges were informed by the lack of available time to spend with students at the research site, the lack of training in handling emotional and social needs of students, a lack of counselling skills, and high rate of absenteeism.

5.3.2.1 Lack of training on dealing with social and emotional needs of students

The issue of lack of training on emotional and social needs of students for effective teaching and learning was raised after co-researchers were asked about psychosocial support they provided to students.

This concern was regarded as a matter of urgency since during our discussions, it was indicated that lecturers, student development practitioner and social worker needed training in order to know how they could assist students. They needed to be equipped

with necessary skills on handling social and emotional needs of students. They also mentioned peer tutoring as solutions to problems they are experiencing. One student as quoted above (See NCV 3) indicated how some lecturers were assisting them financially, socially and emotionally.

During our discussions, it became clear that most of the lecturers lacked knowledge and skills when it came to dealing with social and emotional needs of students. Co-researchers proposed training on how to deal with social and emotional needs of students for lecturers, Student Development Practitioner and Social Worker. Educational Psychologist volunteered to conduct the workshop.

Social and emotional skills should be influenced by lecturing as intervention if they are soft skills (Glennie et al., 2017:9). Additionally, Glennie et al., (2017:9) emphasise that the body of research should inspect the impact lecturers can have on the skills of students socially and emotionally. Research studies undertaken have varied results (Duckworth & Gross, 2014:21). Some researchers urge for more research to be undertaken into how lecturers can be trained to acquire the skills needed to address the social and emotional needs of students. However, other researchers have queried the significance of this for academic success (Credé et al., 2016:18 & Rimfield et al., 2016:54). There is a strong research lobby that proposes that it can be changed by mediations. An analysis of mediation that targets the belief of students in their potential to grow and sense of belonging in colleges has revealed that college students who receive these mediations have good mathematics achievement (Yeager & Walton, 2011). Support from parents, emotional stability, and support from peers are the external factors that influence the sense of belonging in colleges. Support from lecturers and safety of the college are the internal factors that influence the sense of belonging in colleges. The elements of lecturing also have an impact on the sense of belonging which develops because of internal and external factors that lecturers and colleges cannot control (Allen et al., 2016a).

Researchers have also established that lecturers are the internal factors in colleges to yield better student attainment (Glennie et al., 2017:9). Lecturers in colleges can also

have an influence on the emotional and social development of their students, over and above direct lecturing (Glennie et al., 2017:9). The sense of belonging in colleges develops when college students observe a caring, enthusiastic, supportive, and available lecturer (Allen et al., 2016a; Wang & Holcombe, 2010; Demanet & Van Houtte, 2012). When college lecturers engage students in understanding the concepts and explaining their reasoning, their attitude improves (Ferguson, Phillips, Rowley, & Friedlander, 2015). Lecturers and student development practitioners can have an important impact on the behaviour of students that affects their academic results (Ladd & Sorenson, 2014:12).

A number of researchers have provided approximations of how much impact lecturers and student development practitioners have on the social and emotional development of students. Research has also found extensive difference in contribution of lecturers and student development practitioners to students' grit, growth mind-set, and effort that suggests that some lecturers and student development practitioners are more effective than others to improve these skills in students (Kraft & Grace, 2016:23). A study to examine the degree to which lecturers and student development practitioners influenced the approach of students to learning, interpersonal skills, and self-control found that lecturers had a greater effect on their students' behavioural skills than on their academic skills (Jennings & DiPrete, 2010:87). Lecturers that provide students with social and emotional assistance have students with higher self-efficacy and better classroom behaviour (Blazar & Kraft, 2016:24).

5.3.2.2 High rate of absenteeism

Another concern and challenge experienced by lecturers, the Student Development Practitioner and the social worker was the high rate of absenteeism. This also needed to be addressed as a matter of urgency.

During our discussions with co-researchers, it was reported that absenteeism and drop outs were challenges experienced by lecturers. College absenteeism and rates of drop-out are key measures indicating education quality and they are viewed as a significant predictor of the current and upcoming challenges to the system of education that needs revision (Graeff-Martins et al., 2006:2). Absenteeism at colleges indicates the degree to which colleges address the educational needs of students. If students do not want the

education that is offered to them, it means there is something wrong with the education or there is something that distracts students in colleges (Graeff-Martins et al., 2006:2; Shute & Cooper, 2015:35). At colleges, attendance is very important for the emotional development of students, language development, students` academic success, social development, and academic development. College students who always attend college are more prosperous in their future lives and they attain skills that are related to work (Kearney & Graczyk, 2014:6). It has also been noticed that students who regularly attend college succeed academically (Balfanz & Byrnes, 2012; Ferrell et al., 2013; Kearney & Graczyk, 2014:6). Students who do not attend college regularly have the following; lower academic performance, limited job opportunities, and social and emotional problems in adulthood (Askeland et al., 2015; Buscha & Conte, 2014; Nolan et al., 2013; Thornton, Darmody & McCoy, 2013).

Absenteeism of college students has a negative impact on college students` progress academically and it also affects the planning of lecturers for their lessons and demotivates other college students during lessons (Thornton, Darmody & McCoy, 2013). Absenteeism due to chronic diseases is connected with the following behaviour: abuse of substances; and being violent (Ferrell et al., 2013; Gage et al., 2013; Kearney & Graczyk, 2014; Nolan et al., 2013; Thornton, Darmody & McCoy, 2013). Student dropouts in colleges are about failing to complete the course or courses that students have registered for (Dekkers & Claassen, 2001). Nowadays, people are experiencing problems with college dropouts that have social, emotional, and moral dimensions, and they attempt to create guidelines to avoid or to reduce these problems (Heers et al., 2014; De Witte & Csillag, 2014; Estevao & Alvares, 2014). Some research studies conducted indicate that students with health problems are likely to become drop-outs, become involved in criminal activities, and work for low income jobs (Cabus and Witte, 2015; Carlson, 2014; Carr and Galassi, 2012; Estevao and Alvares, 2014; Fan and Wolters, 2014; Lamote et al., 2013; Taş et al., 2013), and do not vote during national elections in the country as compared to other students (Dockery, 2012:57).

5.3.2.3 Lack of counselling skills

Another issue was lack counselling skills brought by one of the lecturers when asked about the psychosocial support they provided to students:

NC(V) lecturer 3:

“It is not easy to support students especially if we do not have the necessary counselling skills. I will give you a scenario where one of the students in my class could not write a test because she was claiming to be sexually abused by her uncle.”

Follow-up question by the researcher:

“what did you do to assist her?”

NC(V) lecturer 3:

“Due to lack of counselling skills, I just told the student to go to social worker without saying anything to her. After she left, I felt embarrassed because as a lecturer I should have at least counselled her before referring her to social worker or student development practitioner.”

I then asked if other lecturer participants had the same problem and they all nodded their heads. Before I replied, the student development practitioner offered to assist lecturers and he even requested to be given 30 minutes during our discussions so that he could assist lecturers with counselling skills. Co-researchers agreed and the Student Development Practitioner was given 30 minutes to impart counselling skills.

College counsellors encounter challenges that arise from expectations of policies and curriculum, education, and societal changes. They also experience number of problems such as nationwide plans that deal with academic achievement which leads to college counsellors becoming active (Paisley & McMahon, 2001:45). These problems make them query the importance of college counselling programmes. Paisley and McMahon (2001:45) state that the main problem to provide student support services is shortage of qualified counsellors and inadequate resources. Qualified counsellors are required for providing support services to psychosocial challenges experienced by college students. Paisley and McMahon (2001) further emphasise that arguments on college counsellors`

duties and responsibilities are the main challenges facing them. College counsellors are not supporting students adequately.

College counsellors are faced with challenges on issues of race and ethics, and discrepancies regarding achieving academically (Paisley & McMahon, 2001:46). College counsellors should have skills to address students' issues of race and ethnic divisions. Nevertheless, there are many improvements within multiculturalism at colleges but mediation in college counselling should be in line with the needs of students (Paisley & McMahon, 2001:46).

College students are faced with problems which are academic and non-academic. Both these problems can and do affect students' academic success. Cooper (2010:25) states that irrespective of the academic preparedness of college students, well-organised strategies may have to be changed by unforeseen events of life. Students at this campus will be helped with counselling and personal guidance in order to deal with problems that are non-academic. FET Institute (2012) observes that students at public TVET colleges are demotivated, discouraged, and lack self-esteem. Masemola (2014:33), states that African students tend not to use cultural, social, and informational material that is provided on the internet student portal of the college. Programmes for social network are important for college counsellors to provide information to marginalised students and give them opportunities. According to Christenson and Thurlow (2004:87), college counsellors who participate in these programmes will know the importance of social network and will also be able to assist students to feel positively towards the college.

5.3.3 Discussions with Student Development Practitioner

There were numerous issues that came up in our discussions with the Student Development Practitioner, such as well-being of college students, resilience, poverty, and their self-esteem.

MR Sanbha:

“As Student Development Practitioner, I have received so many cases from SRC members regarding students not attending because of their low socio-economic status. After having interviews with students, I picked up that all of them have

lost self-esteem, resilience and their well-being. Some they even wanted to deregister their courses because of low socio-economic status.”

Follow-up question from the researcher:

“...what about NSFAS? I thought most of the students are receiving NSFAS for transport and accommodation.”

Mr Sanbha:

“[Laughing...] yes that is very true. But for your information it is for transport or accommodation, they do not get for both. Beside students only receive their monies after 3 or 4 months and some do not receive it at all.”

His points confirmed what Report 191 lecturer 1 cited that as lecturers they needed to show pastoral care and not punish students because of their low socio-economic status and further cited that NSFAS was not paying students in time. Other issues that were challenges were resilience, well-being of students and low-self-esteem. This was also cited by students that due to low socio-economic status, they had lacked self-esteem, well-being as students and resilience. The points raised by the student development practitioner showed the challenges that were experienced by students. Those challenges pushed us to create the Psychosocial Support Framework for interventions.

During our discussions, we had to touch on the intervention in which the concept of centralising NSFAS offices was raised as the cause of resilience and low-self-esteem.

NC(V) student 2:

“NSFAS is really stressing us. I wish they can at least pay us every month so that we can budget and not have problems with our studies. Getting NSFAS after three months is really a problem. Honestly, something should be done about NSFAS. All of us depend on it for food, accommodation and transport. Their offices should be decentralised for us to be assisted on time.”

In addition to a PSS framework, we felt that proposing to have NSFAS offices near or at the research site could bring changes on developing well-being of students, building self-esteem, and resilience.

5.3.4 Discussions with the Report 191 lecturer

During our discussions with the Report 191 lecturer who was representing other lecturers, he raised issues such as the high rate of absenteeism, high drop-out rate, poverty, low self-esteem, and lack of training on dealing with social and emotional needs of students as challenges experienced:

“Psychosocial support is very wide. You look into spiritual, emotional, academic and social support. It is beyond classroom. I think as lecturers, we do try to assist them. The high drop-out rate and high rate of absenteeism are not only the responsibilities of lecturers. Even NSFAS needs to come on board and pay students on time. We need trainings on social and emotional needs of students, really, we need to be trained and also we need to have counselling skills so that we can be able to assist students.”

His statements confirmed what was raised by the Report 191 lecturer 1 (c.f. 5.2.1), NC(V) lecturer 2 (c.f. 5.2.1) and the Report 191 student 3 (c.f. 5.2.2.2). For students, he confirmed the high rate of absenteeism, drop-out rate, poverty and low self-esteem and for lecturers, he confirmed the lack of training on dealing with social and emotional needs of students, together with lack of counselling skills, hence the need for workshops and trainings. He said:

“I personally think that students should be assisted when it comes to building their self-esteem and resilience. It should not end there, also lecturers need to be trained or capacitated on how to deal with social and emotional needs of students. Personally, I have never been trained and still lack counselling skills.”

The following section looked at the circumstances under which psychosocial support for sustainable learning may be implemented successfully.

5.4 CIRCUMSTANCES UNDER WHICH PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE MAY BE IMPLEMENTED SUCCESSFULLY

The section below dealt with conditions and circumstances under which psychosocial support was successfully implemented.

5.4.1 Selection of co-researchers

The selection of co-researchers (cf 4.7) was done in order to guide the strategic plan (cf 4.14). Co-researchers were made up of 19 members, namely, one Student Development

Practitioner, two NC(V) lecturers, two Report 191 lecturers, five NC(V) students, five Report 191 students, one SRC nominee, one Assistant Director (SSS), Educational Psychologist and Social Worker. All co-researchers were directly affected and thus they had to be included in the team. The roles and responsibilities of all co-researchers were discussed and agreed upon. The roles and responsibilities of co-researchers assisted co-researchers to identify priorities and be dealt with. During our discussions, co-researchers agreed to prioritise barriers as indicated in (cf 4.14). Actions as guided by the strategic plan were then assigned to co-researchers.

5.4.2 Workshop on psychosocial challenges and support

Co-researcher requested to have a workshop on psychosocial challenges and support as it was noticed that most of the co-researchers could not understand the meaning of psychosocial challenges and support (Appendix Y1). All co-researchers present agreed. The Social worker was tasked to conduct a workshop on psychosocial challenges and support for all co-researchers.

The workshop focused on the definition of psychosocial challenges and support and how those challenges could affect co-researchers academically, emotionally and physically. Other common psychosocial issues, the social worker spoke of were sexual abuse, violence, poverty, anxiety, lack of identity, disabilities, depression, discrimination against race and sex, lack of self-image and low self-esteem. The workshop also dealt with what co-researchers could do to support for each other when experiencing psychosocial issues.

5.4.3 Workshop on sustainable learning

During our discussions with co-researchers, it was agreed that a workshop on sustainable learning could be conducted (Appendix Y2). This workshop was necessary in order to enhance and expedite the learning-unlearning and relearning cycle (Zhao, et al., 2013:902) at the individual, team, and organisational level; and to improve the education system so that it becomes more sustainable (reducing dependence and drain on external resources). It was proposed that the intent of sustainable learning is creating and proliferating curriculum that is sustainable and lecturing approaches that will provide people with skills to succeed in difficult situations while they contribute in a positive way

to make a better working environment (Hays, 2017: 188). The Educational Psychologist conducted a brief workshop on sustainable learning. He said:

“Colleagues, I am going to conduct a brief workshop on sustainable learning. Actually, when I did my Bed Hons in Educational Psychology, I happened to do mini dissertation on sustainable learning.”

Sustainable learning equips participants with knowledge, skills, methods, tools, and dispositions to create and sustain conditions for dynamic, continuous, and renewable learning whatever their subject area and wherever they work. Such purposeful, ongoing, and progressive learning is of vital importance to individuals, teams, organisations, and communities. Sustainable learning is also essential for global well-being, and necessary to combat the complex problems of our time (Hays, 2017:189).

5.4.4 Dealing with challenges experienced by students

The co-researchers agreed on the need for a motivational talk on building self-esteem and resilience and on a training workshop on how to deal with stressful situations. Both, motivational talk and training workshop were conducted by the Social Worker. They were conducted as interventions to barriers indicated by students. The strategic plan was utilised in accordance with priorities as discussed below.

5.4.4.1 Motivational talk on formulating or developing self-esteem and building resilience

A motivational talk on building self-esteem (Appendix Y3) was conducted by the social worker. It was conducted in English and IsiZulu. It focused on what self-esteem is, what it consists of, types of self-esteem, how it could be enhanced, what resilience is and also on the importance of building resilience. The following comments were given by students:

Report 191 student 2:

“We learn every day. Actually, there were things that I did not know about resilience, self-esteem, like types of self-esteem. I thank you very much.”

NC(V) student 3:

“It is true indeed that we benefited a lot from this motivational talk. Personally, I just like the way you explained the term self-esteem and how it can be improved.”

We hope that we will be able to put into practice what you have taught us. Thank you.”

NC(V) student 1:

“I really liked the motivational talk. I think it will now assist us to have purpose in life, especially to do well socially and academically.”

Report 191 student 3:

“I think they are very few of us that knew what resilience is. Anyway, I liked the motivational talk, especially when it was about how to build resilience and also how to improve self-esteem. I think having resilience will assist us not to drop out of the campus.”

NC(V) student 2:

“It is very true that there is high rate of absenteeism in our campus. Some students even drop out. I personally think that these workshops were very helpful, especially the one on building self-esteem.”

Report 191 student 1:

“After this motivational talk on self-esteem, I have learnt to stop value judging and also comparing myself with others because I am unique.”

It was evident during discussions that most of the students did not know the meaning of resilience, self-esteem, types of self-esteem and how it could be improved. It was also believed that this motivational talk could assist students socially and academically.

5.4.4.2 Dealing with stressful situations

Regarding stressful situation, co-researchers realised the need to have training workshop on how to deal with stressful situation. The social worker conducted a training workshop for students on how to deal with stressful situations. Students were given homework regarding stressful situations and were requested to report back on how they dealt with those stressful situations and challenges. Given the effects of stress that harm academic

performance and health of students, co-researchers suggested that campus administrators could incorporate training for stress management during induction of students. Co-researchers also concluded that NSFAS offices should be decentralised and that students should receive their money on a monthly basis. The idea was informed by one of the students when she explained her stressful situation:

NC(V) student 1:

“NSFAS is really stressing us. I wish they can at least pay us every month so that we can budget and not have problems with our studies. Receiving NSFAS after 3 months is really a problem. Honestly, something should be done about NSFAS. All of us depend on it for food, accommodation and transport. Their offices should be in our campus for us to be assisted.”

Another conclusion that co-researchers came up with was to have NSFAS officials at the research site monitored and supervised. This idea was also informed by two students when they explained their stressful situations and the impacts of such stressful situations:

Report 191 student 3:

“there is a big problem by student affairs office. I think there should be someone like a supervisor to supervise them. Things that are happening at NSFAS offices are really stressing us and it is not fair. Last year, I had a problem and never received NSFAS. When I went there for assistance, I was told to buy data bundles and phone NSFAS offices. How do you expect a student to have money for data bundles if he or she has never received NSFAS? This NSFAS thing is really stressing us and I support the idea that their offices should be decentralised in order for us to be stressed free. Ngivuma kakhulu [I fully agree on decentralisation].”

Report 191 student 2:

“Err...yes we do receive NSFAS. Noma kunjalo [however] take for instance me. I do not have parents and they all passed on last year. At home, I have two young sisters (both still going to school) and two brothers who are both older than me. My one big brother is the only one who is working. He is expected to support us all financially and that is very difficult for him. Last year, I never received NSFAS for transport or accommodation. So my brother had to do everything for us. Even this year, I am still struggling to get last year`s NSFAS. That is why when I received NSFAS for this year; nayo encane name ngize ngathenga ngayo ukudla ekhaya [was very little, in such a way that I had to buy food at home with it]. ...you know Sir, as we are speaking now; there are students who did not receive NSFAS for this year. If you go to student affairs to enquire, they tell you to wait for three

months and after three months, it is another three months. That is part of our daily lives here at the college.”

From the statements referred to above it became clear that students experienced challenges regarding stress. The issue of stressful situations necessitated the research site to have means of support. Therefore, a workshop on how to deal with stressful situations was used for empowering students.

5.4.5 Dealing with challenges experienced by lecturers, student development practitioner and social worker

Regarding different challenges experienced by lecturers, student development practitioner and social worker, we collaboratively identified a strategy by which they could be assisted. Workshops and trainings were then conducted. The following were the challenges experienced: lack of training on dealing with social and emotional needs of students; the high rate of students` absenteeism; and lack of counselling skills. Challenges such as lack of training to deal with social and emotional needs of students reported during our discussions by two of the co-researchers as a major problem that required urgent attention. They said:

Report 191 lecturer 1:

“Just to come in. It is indeed true what the students are saying. One of my colleagues was bragging about chasing students who have been absent during her previous lesson. I personally think that as lecturers, we need to show pastoral care and not punish students because of their poor socio-economic backgrounds and the fact that NSFAS is not paying them. Anyway, I also think that workshops like these should be the order of the day. Sengivala nje [in closing], I wish to thank the Social Worker and Mr B for organising such a workshop. It was very beneficial to all of us. Thank you.”

NC(V) lecturer 2:

“I am very happy that the students are deliberating on these challenges and support without any fear. To concur with Report 191 lecturer 1, I think as lecturers, we really need these workshops or even trainings. It is a pity that we cannot have all the students and lecturers to partake. I hope that the researcher will continue with these workshops or trainings for effective teaching and learning. Another issue that I think is important is for us to be trained when it comes to handling emotional and social needs of students. Perhaps, training will really

assist us since we have not been trained on how to handle emotional and social needs of students. Thank you.”

Mr Sanbha:

“I also encountered so many challenges when it comes to handling emotional and social needs of students. Just to share with you, last month, one student came to me and told me that both her parents were involved in a car accident and passed on. For your information, I had to refer the student to the social worker. I think if I was trained on how to handle emotional and social needs of students, I would have assisted the students before referring her to the social worker.”

Social Worker:

“Mr Sanbha is one hundred and ten percent correct. Yes of course, the matter was indeed brought to my attention by Mr Sanbha. I did counsel the student and she seemed fine now, even though our sessions are still continuing. You must remember that dealing with loss is not an easy thing. Actually it takes time for someone to heal. Having said that, I also think that we need workshop or training on how to assist students who are emotionally and socially disturbed.”

These statements of the co-researchers showed that they experienced challenges on handling students` emotional and social needs. Based on the challenges identified, training on handling emotional and social needs of students was then suggested by other co-researchers. The Educational Psychologist volunteered to conduct this training. It was clear that co-researchers were not knowledgeable on how to handle emotional and social needs of students, so it was necessary that training be conducted for them. As emphasised by literature (cf. 3.3.1 and cf. 3.3.3), a student that is fit emotionally can provide love and accept it, find happiness in life in spite of the challenges and be responsible in recognising, controlling and dealing with difficult feelings positively and to develop socially, students can be selfish and regard other students as imaginary (Papalia et al., 2017:3). Students who are independent, autonomic, and have self-identity and social status always wish to be noticed and accepted by other students (Simons-Morton et al., 2012). The statements prompted the idea that the psychosocial support framework could be explored to create strategies to develop the potential in co-researchers to

administer psychosocial support services at campus level. The following training was conducted for lecturers, student development practitioner and social worker.

5.4.5.1 Training on how to deal with emotional and social needs of students

The Educational Psychologist volunteered to conduct the workshop on how to deal with emotional and social needs of students, as attached as Appendix Y4. It was a one day workshop. There were forms for evaluation which were prepared for the feedback on the last day. Below are the comments made by co-researchers:

Mr Sanbha:

“Today was a very special day for me. I previously thought that I know everything regarding handling emotional and social needs of students. But this training proved me wrong.”

Social Worker:

“At least you won’t refer students to me anymore [laughing...]. On a serious note, I have also learnt a lot and I cannot wait to assist students with their emotional and social needs.”

NC(V) lecturer 2:

“With me colleagues, this training reminded me of when I was training as a teacher. They taught us all these things and it is just that we were learning to forget. But as from now, I will try to put everything we learnt into practice for effective teaching and learning. We thank you very much Mr. P.”

Their comments shown that they really felt developed, empowered and trained. It was also clear that they were ready to implement their training.

Co-researchers discussed allocated topics that were given to them by the Educational Psychologist. Co-researchers were requested to present a training session. After the training, the final discussion centred on the common understanding of the topics that co-researchers could agree upon. Co-researchers were asked the following questions:

- 1) What are emotional and social needs of students?
- 2) How do you identify students seeking needs emotionally and socially?

3) How do you handle students with emotional and social needs?

The training took two hours and forms for evaluation were distributed at the end to find out the feelings of co-researchers. Regarding interventions, it was proposed that co-researchers should report immediately any emotional and social challenges to the social worker or Student Development Practitioner. It was also evident that co-researchers did not really know how to deal with emotional and social needs of students. When looking into the comments made by the co-researchers, we collaboratively agreed that trainings that are meant to develop and empower lecturers, the Student Development Practitioner and social worker should be conducted every semester in order to boost co-researchers' knowledge and confidence to handle emotional and social needs of students.

5.4.6 Priorities

The priorities indicated by co-researchers could not be fulfilled in the same month. In the following months, the first meeting was about reflection. Some of the priorities were implemented in a form of workshops, discussions, motivational talk, and trainings.

Below are the discussions on how workshops, discussions, motivational talk, and trainings unfolded from different activities or priorities. Priorities as indicated in chapter 4 (cf. 4.14) were as follows: psychosocial challenges and support; sustainable learning; dealing with stressful situations; training on dealing with social and emotional needs of students; formulating or developing self-esteem; resilience; and one-on-one discussions with the Student Development Practitioner and report 191 lecturer.

5.4.7 Strategic planning

Our strategy dealt with how priorities could be put into practice. It also focused on whose responsibility it was to make sure that all the activities were implemented. Meetings, workshops, trainings, motivational talk, discussions, reflections and feedback are discussed below.

5.4.7.1 Summary of workshops with all co-researchers

Two workshops for all co-researchers (Appendix Y1 and Y2) were conducted. The first workshop was about explaining psychosocial challenges and support. It was conducted by the social worker. The second workshop was on sustainable learning and was

conducted by Educational Psychologist. This workshop was necessary for all co-researchers to be capacitated so that they could understand the title of the research study. Workshops were considered very helpful because, after the presentation, co-researchers participated fully and with understanding.

5.4.7.2 Summary of training with lecturers, Student Development Practitioner and Social Worker

This training was informed by lack of training on how to handle social and emotional needs of college students. It was conducted by Educational Psychologist. It was necessary for lecturers, student development practitioner, and social worker to be equipped to provide basic care and support for college students. Training on handling social and emotional needs of college students (cf. 5.4.5.1) focused on caring and supporting students. The following documents were very interesting for this training: *Student Support Services manual* and the *National Policy* on student support services for community education and training colleges. It was also evident that lecturers, social worker and Student Development Practitioner were not knowledgeable of these documents. Using these two documents as our guides was of great importance since they mentioned how social and emotional needs of students could be handled.

5.4.7.3 Summary of motivational talk and training workshop for students

The motivational talk and training workshop for students were informed by the need to develop self-esteem, build resilience and to deal with stressful situations. The Social worker was responsible for presenting motivational talk and conducting training workshop for students. The motivational talk (cf. 5.4.4.1) was reported on fully pages 133-134 above. On what self-esteem is, how to develop self-esteem, types of self-esteem, what resilience is and how to build it. The training workshop (cf. 5.4.7.4) was on how to deal with stressful situations. During this training workshop, students were given homework to write about their stressful situations and were requested to report back on how they dealt with those stressful situations. After the motivational talk and training workshop, students felt recognised, motivated and self-confident. The suggestions made by students on decentralising NSFAS offices and had NSFAS officials monitored and supervised as main challenges gave students hope and belief that their NSFAS problems would be solved. Students also believed that the high rates of absenteeism and drop out which they believed were caused by late payment by NSFAS would be reduced. Students

also mentioned that due to lack of peer tutoring and peer counselling, their academic success was adversely affected. Student participants suggested that peer tutoring should be reinstated since it previously assisted them to deal with academic challenges. Regarding peer counselling, student development practitioner agreed to coordinate it by training all students at the research site. Below are the comments and suggestions made by co-researchers regarding peer tutoring and peer counselling:

NC(V) student 3:

“What happened to peer tutoring. I remember that we used to have it and it was really assisting students who were not performing well academically. I think bringing it back will not just help students, but it will also make things easier for lecturers as well.”

Report 191 lecturer 1:

“This thing of peer tutoring should really be brought back for us to do well. I concur with the previous speaker. Even peer counselling guys. I will be very happy if it can be introduced in our campus. Some of students have so many emotional problems which I think with an availability of peer counselling can be easily addressed. I will propose that we these two programmes are introduced.”

5.4.7.4 One-on-one discussions with the Student Development Practitioner and the Report 191 lecturer

The one-on-one discussions as attached as Appendix Y6 were with Student Development Practitioner and Report 191 lecturer. They were both conducted by me as a researcher. These one-on-one discussions were requested by me during the fourth research project meeting. They were informed by the need to address psychosocial challenges experienced by co-researchers, together with support they provided to students. The Student Development Practitioner and the Report 191 lecturer indicated that low self-esteem, lack of resilience, lack of peer tutoring, lack of peer counselling, low socio-economic backgrounds and stress were the main psychosocial challenges that were affecting students` academic achievement. In terms of psychosocial support provided to students, they mentioned that psychosocial support was not fully provided at the campus even though there were a Social Worker and an Educational Psychologist that could have been utilised.

5.5 EVIDENCE OF SUCCESSFUL IMPLEMENTATION OF PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

Our strategic plan assisted us in prioritising aspects that required our urgent attention. The following were conducted as evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college: a workshop on psychosocial challenges and support for all co-researchers; a workshop on sustainable learning for all co-researchers; training on dealing with social and emotional needs of students for lecturers, social worker, and student development practitioner; a motivational talk on how to build self-esteem and resilience; a training workshop for students on how to deal with their stressful situations; and one-on-one discussions with Student Development Practitioner and Report 191 lecturer. Data showed that the workshops, training, motivational talk, and one-on-one discussions were effective and also a success. After the workshops on psychosocial challenges and support and sustainable learning, all co-researchers seemed to clearly understand what psychosocial challenges and support was and what sustainable learning meant. This was also a success as NC(V) lecturer 2 said:

“I just want to thank the social worker again for explaining to us the psychosocial challenges and support that we can provide to our students. As from now onwards, I think I will be able to assist students psychosocially and I cannot wait to see our framework explored.”

Another comment was made by Report 191 lecturer 2:

“Training on how to deal with social and emotional needs of the students was very beneficial to me. I also enjoyed one-on-one discussion with the researcher. After all these workshops, trainings and one-on-one discussion, I anticipate a good project.”

The comments made by the co-researchers suggested that workshops, trainings and one-on-one discussions were a success. Since co-researchers also saw the need to incorporate training on stress management in orientation activities, student development practitioner volunteered to organise management stress workshop on stressors experienced by campus students. Training with lecturers, the student development practitioner, and a social worker was also a success. This was evident when they

proposed to start a forum that would meet twice a semester to discuss emotional and social needs of students and also suggest ways to deal with them.

5.6 BARRIERS TO SUCCESSFUL IMPLEMENTATION OF PSYCHOSOCIAL SUPPORT FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

Most of the barriers that could have prevented the successful implementation of psychosocial support were noted during our research project meetings. Clark et al., (2014:98) state that after a comprehensive psychosocial support framework has been explored and formulated, important challenges generally arise during the process of implementation.

5.6.1 Barriers to co-researchers' establishment

The first barrier was when students were invited through the advertisement to participate in the study. As a researcher, I was unsure whether students would participate voluntarily through advertisement. The advert was pasted up next to the students' affairs offices. The other barrier was the absence of the Assistant Director (SSS) and Social Worker during the first and second research project meetings. They were absent and there were no reasons rendered for not attending the meetings. Their absence in our first and second research project meetings nearly impacted negatively since we wanted our strategic plan to be fruitful. The other challenge started before the dates for the workshops were organised. In the fourth research project meeting, Report 191 students proposed to have other priorities left to be covered in the next meeting. The reason was because Report 191 students were about to commence their final examination and they needed time to prepare for their examination.

Comments made during our fourth research project meeting were presented earlier on page 106.

5.6.2 Barriers to the workshop on how to deal with stressful situations

The Social Worker offered to conduct workshop for students on how to deal with stressful situation. All co-researchers agreed, however, the challenge began when the social worker gave students homework to do. The homework was requesting students to write about their stressful situations and report back on how they dealt effectively with those stressful situations. Half of the students managed to write the homework. Other students

decided to be absent with no valid reasons rendered. However, it was agreed that those present could discuss their stressful situations and to report back on how they managed their stressful situations. The Social Worker said:

“I suppose we should continue with our presentations or discussions even though some students are not with us. If I look at the number of students that are present, it tells me that it is only half of the students that are not with us today. Can I propose that we continue with our discussions?”

Report 191 student:

“Good day everyone, I think we should carry on with our discussions. I just overheard that some students were writing tests today.”

NC(V) lecturer 2:

“I also concur with Report 191 student when she said we should continue. It is true that they were writing tests in the morning, but now is in the afternoon. Besides they did not report that they will be absent today.”

The comments made by co-researchers were another sign of attempting to work as a team. We then continued with our presentations and discussions.

5.6.3 Barriers to the workshop on how to develop self-esteem and build resilience

During our discussions, there was a request from students to be assisted on how to formulate/develop self-esteem and build resilience. The Social Worker volunteered to conduct two motivational talks, one was on how to formulate/develop self-esteem and the other one was on how to build resilience. However, due to time constraint, co-researchers requested to have one motivational talk for developing self-esteem and building resilience instead of two motivational talks. This proposal by co-researchers assisted all of us because the time was not on our side since most of the students were about to commence their final examination. The Social Worker said:

“It is fine with me. I can conduct one motivational talk instead of two. However, I would like to be given at least one day to prepare. Besides, this will save time because there are days that I will not be available due to our meetings at Central Office.”

As a result, based on this, we all agreed that we could have one motivational talk instead of two. This was also an indication that we worked harmoniously and as a team. It also indicated that the spirit was very high amongst the co-researchers.

5.7 EXPLORING A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

During our second research project meeting, our priorities as barriers indicated by students were as following: psychosocial challenges and support; sustainable learning; low socio-economic status; lack of peer tutoring; lack of peer counselling; lack of resilience; low self-esteem; and stressful situations. The Student Development Practitioner, educational psychologist, social worker and lecturers indicated the following priorities as barriers: lack of training on dealing with social and emotional needs of students; absenteeism; high dropout rates; and lack of counselling skills. The researcher proposed to have one-on-one discussions with the Student Development Practitioner and one Report 191 lecturer. Proposal which was made during our meetings, workshops, trainings, motivational talks, and one-on-one discussions which relate to exploring psychosocial support framework for sustainable learning at a public TVET college are presented below:

5.7.1 Workshops on psychosocial challenges and support for sustainable learning for all co-researchers

During the workshop on psychosocial challenges and support and sustainable learning for all co-researchers, the following were proposed for psychosocial support framework for sustainable learning at a public TVET college: the research site should have adequate resources to be able to assist students with psychosocial issues; Student Support Services should work with South African Police Services (SAPS) unit which deals with violence and sexual abuse; after students indicated through SRC member that they do not feel safely when they walk to the research site from their communes and homes, it was also proposed that the research site should form part of the College Policing Forum (CPF) that would work with local police to deal with crimes; and the research site should have a memorandum of understanding with Professional Psychologists from the nearest Provincial Hospital to address issues of depression, stress and anxiety. In alleviating poverty caused by psychosocial challenges, a campus should do the following: improve

the methods of teaching and learning; create an environment that is information rich; increase funding by working with SETAs to introduce community out-reach programmes; college council to provide adequate resources for students; build a learning community; involve parents; develop professionalism on a continuous basis; invite South African Social Security Agency (SASSA) to the research site on the monthly basis to provide grants to eligible students and senior management working with Skills Development Facilitator should create entrepreneurial skills modules for students that will assist them with financial literacy; Student Development Practitioner, together with the social worker should invite local municipalities to provide food parcels to needy students; the research site should also have full time nurses who will be funded by college council to work with the Student Development Practitioner; educational psychologist; and social worker; a forum should be set that consists of the Student Development Practitioner, social worker, educational psychologist, lecturers and SRC nominee to deal with psychosocial challenges and support; all lecturers should have referral forms that would be completed and be taken back to Student Development Practitioner for psychosocial support; lecturers should be trained on how to deal with social and emotional needs of students; NSFAS offices should be decentralised and students should receive their NSFAS bursaries monthly; NSFAS officials should be supervised and monitored closely by student development practitioner; there should be enough resources for students who are challenged physically and workshops on psychosocial challenges and support should be conducted quarterly by the Student Development Practitioner.

5.7.2 Motivational talks on formulating or developing self-esteem and building resilience for students

The motivational talk was presented by social worker. The motivational talk focused on formulating or developing self-esteem and building resilience for students. During the motivational talk, the following were proposed for psychosocial support framework for sustainable learning at a public TVET college; lecturers, student development practitioners, social workers, and educational psychologists who are employed at the research site should equip students with skills to develop their self-esteem, student development practitioner or educational psychologist should conduct motivational talks to assist students with strategies and skills for developing self-esteem, and a campus should

prepare students with skills to deal with their emotions. Regarding building resilience, personnel at a campus should equip students with strategies for building resilience, students at a campus should be assisted in identifying weaknesses and strength, and student development practitioner should conduct workshops for students about strategies to deal with resilience. Below are some of the comments and discussions about the proposals made during motivational talks:

NC(V) lecturer 3:

“Developing self-esteem and building resilience is not only important for students, but for all of us. As lecturers, I think they will assist us to understand students better and be able to cater for their academic, social and emotional needs.”

NC(V) student 4:

“Lecturers and student development practitioners should make efforts to enhance and sustain our level of self-esteem. I think this can be possible when lecturers and student development practitioner empower us in the lecturing process.”

Report 191 students 3:

“I concur with NC(V) student 4. On top of that I think Assistant Director (SSS) and Campus Manager of should encourage their staff, especially lecturers and student development practitioner. The Campus Manager should also celebrate the successes of the students in different fields of campus such as sports gala, festival, annual day celebrations, mothers` days, and lecturers` day and so on. These steps will surely improve our self-esteem, because we will feel proud to be associated with a quality campus where ample opportunities are provided for our development.”

Report 191 lecturer 3:

“These students are correct. To add, I think educational authorities and policy makers of a campus to provide resources to a campus such as computers, and physical infrastructure for the development of campus systems. Ill-treatment of students by us should be avoided since it shatters the confidence of the students and students feel vulnerable in an atmosphere of fear.”

NC(V) lecturer 2:

“...there should be proper provisions for continued professional development of the lecturers, student development practitioner as well as campus manager in order to improve the teaching and learning environment. I personally think that these efforts will augment the academic and physical infra-structure of a campus for academic achievements.”

5.7.3 Training workshop on how to deal with stressful situations for students

During the training workshop on how to deal with situations for college students that are stressful, it was proposed that campus administrators should do the following: identify stress of students immediately and offer support such as organising stress management programmes that focus on the needs of campus students; organising stress management trainings in orientation activities; organising workshop on stress management that will focus on stressors experienced by campus students; incorporating career development programmes into the curriculum; and designing curriculum on how to deal and cope with stress. For healthy coping strategies, the following were proposed: students should practice relaxation techniques; talk to their loved ones; spend time with friends; engage in creative activities such as art and drama; attend a place of religious worship; and engage in physical activity such as sports or dance. Below are some of the comments and discussions about the proposals made during training workshop on how to deal with stressful situations for students:

Mr E:

“There are so many things that you can do to manage your stress, one of them is spending time with your friends or even attend a place of religious worship.”

Report 191 lecturer 2:

“...Well I would like to propose that we form a student Christian movement. This movement used to help us a lot when I was still young and I hope that if students can also organise it, they will be stress-free.”

NC(V) student 3:

“Yes, I think that will help us. Mr Ngubo (sports organiser is responsible for all the sporting codes here at the campus. Maybe, if we can suggest other sporting codes and join them we can be physically active and be stressed-free.”

5.7.4 Training for lecturers, the student development practitioner and social worker on how to deal with emotional and social needs of students

The training was conducted by the Educational Psychologist. During the training, the following were proposed: current Life Orientation lecturers should be retrained; highly qualified lecturers are needed to address social and emotional needs of students; the research site should have a specialist/expert who will come once a week during Life Orientation lessons to assist with emotional and social needs of students. Forums for lecturers to share the social and emotional needs of students should be formed. The current Social Worker as an important resource should be used to motivate students, lecturers, and the Student Development Practitioner. There should be a referral system at the research site. All lecturers should be trained on counselling skills. Permanent mental health professionals, to be paid by college council should be assigned to the research site. Support systems that are comprehensive should be available on a campus to cater for students` needs emotionally and academically. The Student Development Practitioner should organise trainings for students on how to offer peer counselling. There should be more than one Student Development Practitioner at the research site in order for social and emotional needs of students to be dealt with and this Student Development Practitioner should be paid by the college council. In summary, college council should use funds allocated to them by Department of Higher Education and Training to provide adequate human resources to meet social and emotional needs of students. Below are the comments made by co-researchers about the proposals:

Report 191 lecturer 3:

“The unavailability of specialised lecturers and the unpreparedness of lecturers to support the social and emotional needs of students hinders the academic achievement of these students.”

Report 191 lecturer 3:

“It is also true that there are few resources that can be used to meet social and emotional needs of students. However, this can be solved by training us on counselling skills.”

NC(V) lecturer 1:

“I am very concerned with our referral system on our campus. Some of us do not even know what to do if one of our students is having social and emotional problems. I think our referral system is failing us, especially since it is external. Maybe, the Student Development Practitioner can assist us with a referral system.”

Mr Sanbha:

“You are right Sir; the referral system is still a problem on our campus. However, I think we need to communicate more often and discuss how our referral system can be improved. Putting it into place will address some of the challenges that are experienced by both lecturers and students in our campus.”

NC(V) student 3:

“The idea of having a referral system in place is seconded. I once had a problem in a class and I reported it to the lecturer and I was referred to Madadeni Provincial Hospital. From there, there were no follow-ups conducted. I ended up having an appointment with the Student Development Practitioner and educational psychologist. After consultation with them, my problems were resolved through follow-ups.”

Report 191 student 3:

“I just want to find out regarding peer counselling. On our campus, we do not have this and I think it is now time that we are trained on how to offer peer counselling. I am saying this because as students here at our campus, we also lack counselling skills. Maybe the student development practitioner can assist us with trainings on counselling skills.”

5.7.5 One-on-one discussions with the Student Development Practitioner and the Report 191 lecturer

During one-on-one discussions with the Student Development Practitioner and the Report 191 lecturer, the following were proposed: a forum to be set up that will discuss emotional and social needs of students twice a semester at the research site; lecturers to be trained once a semester on counselling skills and on how to deal with emotional and social needs of students; and adequate resources for physically challenged students should be provided and should be funded by college council; the Department of Higher Education and Training should organise workshops on counselling of students for public TVET colleges in South Africa; the Student Development Practitioner should organise trainings for students on how to offer peer counselling; and each campus should have more than one Student Development Practitioner to be employed and funded by college council, who will be assisting on training lecturers to be able to provide counselling to students . Below are the comments made by the Student Development Practitioner and the Report 191 lecturer:

Report 191 lecturer 1:

“In my class, I have a student that is wheel chair bound. I think she feels somehow discriminated against. I am saying this because when other students from her class attend my subject, she does not attend. The reason is because my class venue which is the computer venue is on the first floor and is not accessible for her in terms of mobility. I will then propose to have adequate resources for physically challenged students because I believe that having adequate resources will assist them to cope physically, emotionally, academically, and socially.”

Mr Sanbha:

“I think lecturers should be trained on counselling skills and on how to deal with emotional and social needs of students. Actually they should form a forum that will address emotional and social needs of students. That forum should at least meet twice a semester.”

Report 191 lecturer 2:

“As lecturers we try by all means to assist students academically. However, we struggle when it comes to assisting them socially and emotionally. I sometimes

feel it is too much for Student Development Practitioner and Social Worker. Perhaps if we can be trained on counselling skills as lecturers, we can then be able to provide counselling to students.”

Mr Sanbha:

“As a student development practitioner, I try by all means to assist students. The main challenge in our campus is inadequate resources, especially for physically challenged students. The issue of lecturers being trained is a very sensitive one. I think it should start with Department of Higher Education and Training to organise workshops for lecturers on counselling students for public TVET colleges in South Africa.”

Report 191 lecturer 2:

“Besides being trained on counselling skills and on how to deal with social and emotional needs of students, I think the main challenge is that we have only one Student Development Practitioner for more than 2000 students on our campus. If we can have at least two student development practitioners, then students` problems can be attended easily to.”

5.8 CHAPTER SUMMARY

This chapter focused on data presentation, analysis, and interpretation based on five research objectives, which to explore the current situation regarding psychosocial support for sustainable learning at a public TVET college; to understand circumstances under which psychosocial support for sustainable learning at public TVET college may be implemented successfully; to provide evidence of successful implementation of psychosocial support for sustainable learning at a public TVET college; to anticipate barriers to successful implementation of psychosocial support for sustainable learning at a public TVET college and to suggest how these may be circumvented; and to explore a psychosocial support for sustainable learning at a public TVET college. A psychosocial support framework was explored through meetings, participant observation, focus group discussions, free attitude interview technique, workshops, training, motivational talk, and one-on-one discussions. The next chapter deals with summary of findings, conclusions and recommendations for psychosocial support framework for sustainable learning at a public TVET college.

CHAPTER SIX:

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

6.1 INTRODUCTION

Having addressed all the research questions and discussed the findings in the previous chapter, the final section of this thesis turns to consideration of the possible solutions to the issues raised and to consequent recommendations.

6.2 SOLUTIONS AND RECOMMENDATIONS

The aim of this study was to explore a psychosocial support framework for sustainable learning at a public TVET college. The connection between socio-economic status and academic achievement has long been established (Rosen et al., 2018:298). In addition, McLaughlin and Sheridan (2016:239) add that low socio-economic status and being exposed to social adversity correlate positively with poor academic success.

6.2.1 Reducing low socio-economic status of students

Regarding reducing low socio-economic status of students, a campus should do the following: improve the methods of teaching and learning; create an environment that is information rich; explore ways to increase student funding; provide adequate resources; build a learning community; involve parents; and develop professionalism on a continuous basis (cf. 5.3.1.1). It is recommended that in order to alleviate poverty which is caused by psychosocial challenges on a campus, the senior management, working with Skills Development Facilitator should create entrepreneurial skills modules for students that will assist them with financial literacy and invite South African Social Security Agency (SASSA) to come to the research site on a monthly basis to provide grants to eligible students (cf. 5.7.1). Furthermore, the Student Development Practitioner and the social worker on the campus should invite the local municipality to donate food parcels to needy students (cf. 5.7.1). It is recommended by the study that legislation and policies on how to ameliorate socio-economic disparities are advocated and implemented on a campus and that the expectations raised by such policies are understood by campus officials (cf.

5.3.1.1 and cf. 5.7.1). Personnel on a campus should also plan and monitor the implementation of such policies (cf. 5.3.1.1). A campus should empower students by assisting them to start their own companies while they are still studying. This will assist students to become independent and to be able to pay their study fees especially those who do not qualify for NSFAS.

6.2.2 Developing self-esteem

Gouws (2016:98) states that self-esteem is necessary for survival and it also helps with self-respect to human existence. With regard to developing self-esteem, lecturers, Student Development Practitioners, social workers, and educational psychologists who are employed on a campus should equip students with skills to develop students' self-esteem. It is therefore recommended by the study that the campus should use their Student Development Practitioners or educational psychologists to conduct motivational talks in assisting students with strategies and skills for developing self-esteem (cf. 5.7.2). Developing self-esteem for students assists lecturers and student development practitioners to understand students better and to be able to cater for their educational, emotional and social needs (cf. 5.7.2). It is therefore recommended by the study that for students to feel emotionally secure and confident, a campus should prepare them with skills to deal with their emotions (cf. 5.7.2). Preparing students with skills to deal with their emotions would, in turn, be of assistance in feeling emotionally secure and confident, and would prepare them with skills of taking full responsibility for their actions (Weltshire, 2014:87).

This study further recommended that lecturers and Student Development Practitioners should make efforts to enhance and sustain the level of self-esteem of their students. This could be possible if lecturers and Student Development Practitioners empowered students in the lecturing process (cf. 5.7.2). This study further recommended that Assistant Directors (SSS), Campus Managers of public TVET colleges should encourage their staff. The Campus Managers should also celebrate the successes of the students in different fields of campus activity such as sports, galas, festivals, annual day celebrations, mothers' days, fathers' days and lecturers' day and so on. These steps will surely improve the self-esteem of the students, because, the students will feel proud to

be associated with a quality campus where ample opportunities are provided for their development. This feeling will further boost the confidence of the community from where the students come and parents will develop a sense of 'ownership' of the campus (cf. 5.7.2). Building of confidence is the hallmark of positive personality development of the students which is one of the aims of education. On the basis of this study it was recommended for the educational authorities and policy makers of a campus to provide resources to a campus such as computers and physical infrastructure for the development of campus systems. Ill-treatment of students by lecturers should be avoided since it shatters the confidence of the students and students feel vulnerable in an atmosphere of fear. The study also strongly recommended that there should be proper provisions made for continued professional development of the lecturers, the Student Development Practitioner as well as campus manager to improve the teaching and learning environment. These efforts will augment the academic and physical infrastructure of a campus (cf. 5.7.2).

6.2.3 Building students` resilience

With regard to resilience, it is the campus personnel's responsibility to make sure that students are equipped with strategies that will build their self-resilience (cf. 5.7.2). Students on a campus need assistance in order for their weaknesses and strength to be identified. It is therefore recommended by the study that the Student Development Practitioner should conduct workshops for students about strategies to deal with resilience (cf. 5.7.2).

6.2.4 Dealing with stressful situations

Regarding stressful situations, the study found that most of the students` education at a campus is funded by government through National Student Financial Aid Scheme (NSFAS). Students are stressed by NSFAS office which does not pay for their transport and accommodation on time. That has adversely affected students` academic performance (cf. 5.3.1). It is therefore recommended by the study that officials at the institution should liaise with NSFAS officials at national level to pay students regularly (cf. 5.3.1.3). NSFAS offices should be decentralised (cf. 5.3.1.3). That means that each college or campus should have NSFAS offices which should be continuously and closely monitored for effectiveness by the Student Development Practitioner. It is also

recommended by the study that one SRC member on campus should be trained in order to assist students with NSFAS challenges. In addition, it is recommended by the study that campus administrators should do the following in order to deal with stressful situations of students; identify students` stress immediately and provide support such as stress management programmes that will deal with campus students` needs, organise training on stress management in orientation activities, organise workshops on managing stress that will deal with stressors encountered by students on campus, incorporate programmes of career development into the college curriculums and also design curriculums to include dealing with stress (cf. 5.7.3). In order for students on a campus to deal with stressful situations, they should practice techniques of relaxation, talk to people they love, spend more time with their friends, take part in creative activities such as drama and arts, attend a place of religious worship, and participate in sporting activities (cf. 5.7.3).

6.2.5 Promoting and encouraging peer counselling

With regard to peer counselling, the study found that there is no peer counselling on a campus (cf. 5.3.1.4). Peer counselling is an important part of psychosocial support that should be offered to students on all campuses (Muchineripi, 2017:84). In addition, Muchineripi (2017:84) mentions that in peer counselling, students receive training in order to help their peers to deal with psychosocial issues they are encountering. The study also found that a campus has just started to consider peer counselling. However, the campus is still planning its implementation (cf. 5.3.1.4). Peer counselling would assist in alleviating pressure on the Student Development Practitioner and could assist students to become more comfortable in dealing with their peers. It is recommended by the study that a support system that is comprehensive should be available on campus to cater for students` needs, both emotionally and academically (cf. 5.7.4). This support system will enhance students` well-being and their academic success. In addition, the Student Development Practitioner should organise trainings for students on how to offer peer counselling (cf. 5.7.4).

6.2.6 Encouraging peer tutoring

With regard to peer tutoring, the study found that the campus used to conduct peer tutoring that was assisting students for academic achievement (cf. 5.3.1.4). It is

recommended by this study that peer tutoring should be reinstated on campus and that the Student Development Practitioner should facilitate its implementation (cf. 5.3.1.4). In this study, I learnt that working as a team makes the impossible possible.

6.2.7 Providing training in dealing with emotional and social needs of students

Regarding lack of training in dealing with social and emotional needs of students and lack of counselling skills, the study found that co-researchers, especially lecturers, the Student Development Practitioner, social worker, and educational psychologist lack counselling skills and do not know how to deal with social and emotional needs of students on campus (cf. 5.7.5). Muchineripi (2017:84-85) recommends that, regarding training, priority should be given to college personnel who serve in the student support services unit. This will improve the service delivery. It is recommended by this study that the following should be done on campus to improve ways of dealing with social and emotional needs of students; lecturers who are teaching Life Orientation should be retrained, specialised and qualified lecturers to be recruited banded together to form a forum that will meet twice a semester to discuss social and emotional needs of training. The campus should have experts who will come to the campus once a week to assist on how to deal with social and emotional needs of students. The forum should comprise a lecturer; the Student Development Practitioner, social worker, and student that will meet twice a semester to discuss social and emotional issues of students (cf. 5.7.4 and cf. 5.7.5). The institution should use the social worker as an important resource to motivate students, lecturers, and the Student Development Practitioner, to provide adequate human resources to meet social and emotional needs of students. The Student Development Practitioner should provide training to campus personnel on how to deal with social and emotional needs of students. Structured activities that are educational should be encouraged in order to alleviate the effect of psychosocial challenges on students (cf. 5.7.4).

6.2.8 Reducing the high rate of absenteeism

There is a high rate of student absenteeism on a campus (cf. 5.3.2.2). Absenteeism at public TVET colleges indicates the degree to which colleges address the educational needs of students (cf. 5.3.2.2). If students do not want the education that is offered to them, it means there is something wrong with the education or there is something that distracts students in public TVET colleges (Shute & Cooper, 2015:35). At public TVET

colleges, attendance is very important for emotional development of students, language development, students` academic success, social development, and academic development. Public TVET college students who always attend college are more likely to be prosperous in their future lives if they attain skills that are related to work (Kearney & Graczyk, 2014:6). It has also been noticed that students who regularly attend college succeed academically (Kearney & Graczyk, 2014:6). Students who do not attend college regularly have the following: lower academic performance; limited job opportunities; and social and emotional problems in adulthood (Askeland et al., 2015:2). Regarding high rate of absenteeism, it is recommended by the study that the campus should do the following in order to lower the rate of student absenteeism: address the educational needs of students; show pastoral care; and campus management should liaise with NASFAS to pay students every month since most of the students on a campus cited late payment as a cause of absenteeism (cf. 5.3.1.3).

6.2.9 Providing counselling skills and dealing with psychosocial challenges

With regard to counselling skills and psychosocial challenges, personnel on campus should attempt to create a learning environment that is creative and that one that will provide safety to students. The campus should train lecturers in order for them to monitor students and to be able to identify students who experience psychosocial challenges. The institution should then be in a position to provide necessary support to lecturers so that they can learn how to support students who experience psychosocial challenges. There should be a have full-time nurse who should work with the Student Development Practitioner, educational psychologist, and social worker, and support good teaching and learning practices (cf. 5.7.4). In addition, the study found that on campus, a referral system that is external is used. This system of referral does not provide students with follow-ups in order to ensure that there is adherence when treatment is given. This study also found that campus counselling's inadequacy is caused by personnel who are not skilled and resources that are inadequate (cf. 5.7.4). This normally denies students an opportunity to access psychosocial support on campus. It is also recommended by the study that all personnel at public TVET colleges should be trained on how to counsel students and a campus referral system should be in place (cf. 5.7.4). Campus management should organise training for staff members on counselling skills (cf. 5.7.4

and cf. 5.7.5). The Department of Higher Education and Training should organise workshops on counselling of students at public TVET colleges in South Africa (cf. 5.7.5). It is recommended that each campus should have more than one Student Development Practitioner who will be assisting In training lecturers to be able to provide counselling to students (cf. 5.7.5).

6.3 LIMITATIONS OF THE RESEARCH STUDY

This research study was conducted on the campus of one of seven public TVET colleges in KwaZulu-Natal Province. The achievement and success of this research study will be determined as time goes by. Its success will also depend on undivided attention that will be given to this psychosocial support framework. Having all co-researchers on one research site was also a limitation of the research study. Another study's limitation was the absence of the Assistant Director (SSS) and social worker as co-researchers during the first and second formative research project meetings. Challenges faced by co-researchers on this campus would not be likely to be the same as compared to other public TVET college campuses. A similar research study should be conducted on all seven campuses in order for the support to all co-researchers to be strengthened. Implications for future research are discussed in the next section.

6.4 IMPLICATIONS FOR FUTURE RESEARCH

As a researcher for this study, I recommend that all other public TVET colleges in all nine provinces in South Africa should also conduct a similar research study. This research study should be conducted in order to validate whether the findings of this study are also applicable to other public TVET colleges or not.

6.5 CONCLUSIONS

The research study was conducted on campus in one of the public TVET colleges in KwaZulu-Natal Province. This campus is one of seven campuses and it offers NC (V) and Report 191 programmes. Under NC (V) programmes, there are Office Administration (L2-L4) and Hospitality Services (L2-L4). In Report 191 programmes, there are Financial Management (N4-N6), Hospitality Services (N4-N6), Public Management (N4-N6), and Farming Management (N4-N6). The campus has a total of 2301 students (1797 Report 191 students and 504 NC(V) students), and 72 lecturers. Most of the students on campus

are from neighbouring towns. The majority of these students come from poor socio-economic backgrounds; thus they secure bursaries from the government-funded National Student Financial Aid Scheme (NSFAS) that they do not have to repay. NSFAS does not pay students for transport and accommodation in time; as a result, students become drop-outs. The research site experiences a high rate of absenteeism and students encounter social, emotional, and academic challenges. At each campus, there is one permanent Student Development Practitioner, one temporary social worker, and one temporary educational psychologist. All these personnel are supposed to provide social, emotional and academic support to both students and lecturers. However, they fail to do that due to the lack of retraining on how to deal with social and emotional needs of students and lecturers.

6.6 CHAPTER SUMMARY

The focus of this chapter was on findings of PAR which were based on the objectives, the solutions, recommendations, and limitations of the research study. All the findings of PAR were in line with literature review for confirmation or to disprove it. All co-researchers in this study worked collaboratively to produce the findings.

Exploring a psychosocial support framework for sustainable learning at a public TVET college is discussed in the next chapter.

CHAPTER SEVEN:

AN EXPLORED PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING AT A PUBLIC TVET COLLEGE

7.1 INTRODUCTION

In this final chapter, a psychosocial support framework for sustainable learning at a public TVET college is explored. However, in order for this framework to be explored, this chapter reflects on the elements that have contributed to the study.

7.2 BACKGROUND TO EXPLORING A PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING ON A PUBLIC TVET COLLEGE CAMPUS

The emphasis on student development and psychosocial support at public TVET colleges as part of education is not something new. Philosophers such as Aristotle, Plato and Socrates emphasised the significance of developing students in order for them to become part of the community or society. Furthermore, much has been written on student psychological support services at public TVET colleges (Mwoma & Pillay, 2015:1; Muchineripi & David, 2019:262). However, there are no studies that have been conducted on exploring a psychosocial support framework for sustainable learning at public TVET colleges. This study should assist then in removing anticipated barriers encountered by people responsible for providing psychosocial support for sustainable learning for public TVET college students and it suggests interventions that should alleviate or even circumvent these barriers. It is also helpful to view this against the larger backdrop of psychosocial support of public TVET college students in the 21st century. Most of public TVET college students are not supported morally, emotionally, socially, or academically (Muchineripi & David, 2019:263). This has also lead to public TVET colleges experiencing a high rate of student dropouts, low retention rate and low throughput rate. The next section discusses the circumstances for successful implementation of psychosocial support as an explored psychosocial support framework for sustainable learning on campuses.

7.3 PRINCIPLES THAT GUIDE THIS PSYCHOSOCIAL SUPPORT FRAMEWORK

Principles that guided this psychosocial support framework were in line with Student Support Services (SSS) framework and the *Bill of Rights of the Constitution of the Republic of South Africa*. These principles were selected in order to ensure that the aims and the objectives of the research study were achieved. Below are the principles that guided this psychosocial support framework:

7.3.1 Developmental perspective

This framework regards holistic development and empowerment of public TVET college campuses` personnel and students as being a crucial and fundamental key for sustainable learning at public TVET Colleges. The developmental approach which connects social and economic policies in a comprehensive and developmental process emphasises students` needs, aspirations and capabilities. For sustainable learning, interventions should be developmental in empowering students on a campus in order for them to realise their full social, moral, physical, psychological, intellectual, and emotional potential.

7.3.2 Campus-based care and support

Students spend most of their time on campus. Thus the best form of care and support for students should be offered within their campus. Students where possible, should remain on campus with a familiar daily pattern and known cultural context. Therefore, public TVET college campuses should provide students with the appropriate care and support on campus. Furthermore, public TVET college campuses should be empowered to be able to support and take care of their staff personnel and students. Care and support provided to campus personnel and students will make them feel secure, loved, and they will have high self-esteem, and a sense of belonging. Additionally, the provision of care and support will also make them feel that their social, moral, educational, and emotional needs are being taken into account. In conclusion, reliability and predictability will build campus personnel and students` trust.

7.3.3 Participation of students

Students` participation in discussions that affect them in a way that is appropriate to their level of maturity and stage of development with due consideration being given to their

opinions is both a fundamental right and a valuable strategy to uphold their dignity and sense of agency i.e. control and sense of direction of their lives. This framework also recognises that students at public TVET colleges should be treated as participants and contributors. The participation of students in public TVET college activities will boost their self-esteem and resilience. If participation of students is taken into consideration at public TVET colleges, the high rate of students` absenteeism, high rate of drop-outs, low throughput rate, and low retention rate will be dealt with accordingly.

7.3.4 Students` interest

The primary consideration should be the best interest of students and their rights should also be taken into consideration when changes are to be made in their lives. Thus public TVET colleges need to put the interest of students first.

7.3.5 Students` rights perspective

The framework focuses on the approach that is rights-based which recognises that all students have the basic right to identity, education, and services for psychosocial support focused on best practice and which foster the input of other stakeholders such as campus management, lecturers, the Student Development Practitioner, educational psychologist, and social worker. Students` rights should be treated with respect and dignity for academic success.

7.3.6 Promotion of Ubuntu

This framework also recognises that the treatment of students with dignity and kindness is a main part of promoting the spirit of Ubuntu which emphasises values of interrelatedness of students, collective decision-making, respect, generosity, and service to humanity. Promoting Ubuntu amongst public TVET college personnel and students will have a positive impact on the socio-economic status of students. The campus should work in a collaborative way with all stakeholders such as lecturers, the Student Development Practitioner, educational psychologist, assistant director (SSS), students, and the social worker in order to revive the spirit of Ubuntu and to assist students to reach their full potential.

7.3.7 Social integration

The indigenous concept of a village raising a child or community support from campus staff members and peers is important for reconstructing relationships for students. This framework emphasises that being connected and belonging to a particular society is important in countering feelings of isolation, powerless, and hopelessness.

7.3.8 Psychosocial support that is appropriate

Services for psychosocial support should be appropriate for sustainable learning. Social and emotional practices which strengthen psychosocial support should be encouraged by all stakeholders on campus.

Based on the above-mentioned principles, the following were the circumstances for successful implementation of psychosocial support as an explored psychosocial support framework for sustainable learning on campus;

7.4 CIRCUMSTANCES FOR SUCCESSFUL IMPLEMENTATION OF PSYCHOSOCIAL SUPPORT AS AN EXPLORED PSYCHOSOCIAL SUPPORT FRAMEWORK FOR SUSTAINABLE LEARNING ON CAMPUS

The following are the circumstances for successful implementation of psychosocial support based on explored psychosocial support framework for sustainable learning on campus;

7.4.1 Reducing low socio-economic status of campus students

Improving the methods of teaching and learning, creating an environment that is information rich, increasing funding, providing adequate resources, building learning community, involving parents, and developing professionalism on a continuous basis shows that low socio-economic status of public TVET colleges can be reduced. Senior management should invite South African Social Security Agency (SASSA) to come to the research site on the monthly basis to provide grants to eligible students. Furthermore, the Student Development Practitioner and social worker on campus should invite local municipality to donate food parcels to needy students. Legislation and policies on how to reduce socio-economic disparities should be advocated on campus and steps will have to be taken by the authorities to ensure that their expectations are understood by officials on campus. Personnel on campus should also plan and monitor the implementation. The

campus administration should provide students with seed funding to start up enterprises while they are still studying. This will assist students to become independent and be able to pay their study fees especially those who do not qualify for NSFAS.

7.4.2 Developing students` self-esteem

Lecturers, student development practitioners, social workers, and educational psychologists who are employed on campus should equip students with skills to develop their self-esteem. Motivational talks in assisting students with strategies and skills for developing self-esteem should be conducted by Student Development Practitioners or educational psychologists on campus. Developing self-esteem for students assists lecturers and Student Development Practitioners to understand students better and to be able to cater for their emotional and social needs. Campus should prepare students with skills to deal with their emotions which will be of assistance in feeling emotionally secure and confident, and should prepare them with skills to take full responsibility for their actions (Weltshire, 2014:87).

7.4.3 Building students` resilience

Campus personnel should make sure that students are equipped with strategies that will build their self-resilience. Students on campus also need to be assisted in order for their weaknesses and strength to be identified. The Student Development practitioner should conduct workshops for students about strategies to deal with resilience.

7.4.4 Dealing with students` stressful situations

Most of the students` education on this campus is funded by government through National Student Financial Aid Scheme (NSFAS). Students are stressed by NSFAS office which does not pay for their transport and accommodation on time. That has adversely affected students` academic performance. Therefore, officials on campus should liaise with central NSFAS officials at national level to pay students promptly every month. NSFAS offices should be decentralised. This could be achieved by disbanding central NSFAS office and spread the funding to several major campuses which should be continuously and closely monitored by the Student Development Practitioner for effectiveness. One SRC member on campus should also be trained NSFAS officials in order to assist students with NSFAS challenges. In addition, campus administrators should do the

following in order to deal with stressful situations of students: identify students` stress immediately and provide support such as stress management programmes that will deal with campus students` needs; organise training on stress management in orientation activities; organise workshop on managing stress that will deal with stressors encountered by students on campus; incorporate programmes of career development into the college curriculum; and also design curriculums about dealing and coping with stress. In order for students on campus to deal with stressful situations, they should practice techniques of relaxation, talk to people they love, spend more time with their friends, take part in creative activities such as drama and arts, attend a place of religious worship, and participate in sport activities.

7.4.5 Promoting and encouraging peer counselling

Peer counselling is an important part of psychosocial support that should be offered to students on this campus. Students on this campus should be trained in order to help their peers to deal with psychosocial issues they are encountering. The college council should fund the training of peer counselling which will assist in pressure alleviating on the Student Development Practitioner and to assist students to become more comfortable in dealing with their peers. Support system that is comprehensive should be available on campus and cater for students` needs emotionally and academically. This support system will enhance students` well-being and their academic success. In addition, student development practitioner should organise trainings for students on how to offer peer counselling.

7.4.6 Encouraging peer tutoring

On campus, there used to conduct peer tutoring that assisted students for academic achievement. This peer tutoring was funded by Student Support Services on campus and co-ordinated by the Student Development Practitioner. Through peer tutoring, students learned to elaborate their views to others and to participate in such kind of activities in which they learned from their peers. Peer tutoring should be reinstated at campus and the Student Development Practitioner should co-ordinate and monitor its implementation. It will assist students to develop their skills to organise and to plan learning activities, to work in collaboration with others, give and receive feedback about their work and finally evaluate their own learning. During peer tutoring, students will feel

very comfortable and be able to focus on the subject. Peer tutoring will assist students to be able to learn from each other. Besides assisting students academically, it will also assist them to develop skills of communication and interpersonal. It will also assist students to become confident and self-motivated. For peer tutoring to be effective and beneficial, it should be well-organised.

7.4.7 Providing training in dealing with emotional and social needs of students

Lecturers, the Student Development Practitioner, social worker, and educational psychologist lack counselling skills and do not know how to deal with social and emotional needs of students on campus. Priority regarding training that should be funded by Student Support Services unit should be conducted by college personnel who serve in Student Support Services unit. This will improve the service delivery. Campus should do the following to improve ways of dealing with social and emotional needs of students: retrain lecturers who are teaching Life Orientation; recruit specialised and qualified lecturers; set up a forum that will meet twice a semester to discuss social and emotional needs of training; have an expert who will come to the campus once a week to assist on how to deal with social and emotional needs of student; form forum comprise a lecturer, the Student Development Practitioner, social worker, and student that will meet twice a semester to discuss social and emotional issues of students; use social worker as an important resource to motivate students, lecturers, and the Student Development Practitioner; provide adequate human resources to meet social and emotional needs of students; the Student Development Practitioner to provide training to campus personnel on how to deal with social and emotional needs of students; start structured activities that are educational in order to alleviate the effect of psychosocial challenges on students.

7.4.8 Reducing the high rate of absenteeism

There is a high rate of student absenteeism on campus. Absenteeism at the public TVET colleges indicates degree colleges address the educational needs of students. If students do not want the education that is offered to them, it means there is something wrong in the education or there is something that distracts students in public TVET colleges (Shute & Cooper, 2015:35). On this campus, attendance is very important for emotional development of students, language development, students` academic success, social development, and academic development. Students on campus who always attend are

more prosperous in their future lives and they attain skills that are related to work (Kearney & Graczyk, 2014:6). It has also been noticed that students who regularly attend succeed academically (Balfanz and Byrnes, 2012; Ferrell et al., 2013; Kearney and Graczyk, 2014:6) whilst students who do not attend regularly have the following: lower academic performance; limited job opportunities; and social and emotional problems in adulthood (Askeland et al., 2015:2). The following should be done on campus in order to reduce the rate of student absenteeism: address the educational needs of students; show pastoral care; and management on campus should liaise with NASFAS to pay students every month since most of the students on campus cited late payment as a cause of absenteeism.

7.4.9 Providing counselling skills and dealing with psychosocial challenges

Campus personnel should create a learning environment that is creative and that will provide safety to students. A campus should train lecturers to monitor students and to be able to identify students who experience psychosocial challenges, provide necessary support to lecturers so that they can support students who experience psychosocial challenges, have full time nurse to be funded by college council who will work with the Student Development Practitioner, educational psychologist, and social worker, and support good teaching and learning practices. On campus, a referral system that is external is used and does not provide students with follow-ups in order to ensure that there is adherence when treatment is taken. A campus counselling's inadequacy is caused by personnel who are not skilled and resources that are inadequate. This normally denies students an opportunity to access psychosocial support at campus. All personnel at public TVET colleges should be trained on how to counsell students and referral system should be in place. Campus management should organise training for staff members on counselling skills. These trainings should be funded by both Student Support Services unit and college counsel. Workshops on counselling of students of public TVET colleges in South Africa should be organised by the Department of Higher Education and Training. Each campus should have more than one Student Development Practitioner to be funded by college counsel who will assist on training lecturers to provide counselling to students.

7.5 PURPOSE

This framework aimed at exploring a psychosocial support framework for sustainable learning at a public TVET college. The data that were generated had indicated that public TVET college students and college personnel should be assisted with the following: reducing low socio-economic status of public TVET college students; developing students` self-esteem; building resilience; dealing with students` stressful situations; promoting and encouraging peer counselling; encouraging peer tutoring; providing training in dealing with emotional and social needs of students; providing training on dealing with emotional and social needs of students; reducing high rate of absenteeism; and providing counselling skills and be able to deal with psychosocial challenges. In South Africa, the public TVET college students face important psychosocial challenges that affect their well-being and that of college personnel negatively. These psychosocial challenges result in high rate of drop-out, lower quality of teaching and learning, low rate of students` retention and low throughput rate (Spaul, 2013:437; Modisaotsile, 2012:2). Public TVET college personnel need to be empowered on dealing with emotional and social needs of students for academic achievement. Once students` emotional and social needs are taken into consideration, students` identity and wellness will develop, resulting in students completing their studies. Furthermore, the public TVET colleges will need to hire more qualified lecturers who will be in a position to deal with psychosocial challenges experienced by students. In conclusion, the main purpose of this framework is to assist the public TVET colleges to deal with psychosocial challenges encountered by students, educational psychologists, social workers, student development practitioners, and lecturers for sustainable learning.

7.6 SELECTION OF CO-RESEARCHERS

Selection of co-researchers was done in order to guide the strategic plan. Co-researchers were made up of 19 members, namely, one Student Development Practitioner, two NC(V) lecturers, two Report 191 lecturers, five NC(V) students, five Report 191 students, one SRC nominee, one Assistant Director (SSS), Educational Psychologist and Social Worker. All co-researchers were directly affected and thus they had to be included in the team. The roles and responsibilities of all co-researchers were discussed and agreed upon. The roles and responsibilities of co-researchers assisted co-researchers to identify

priorities and to deal with them. During our discussions, co-researchers agreed to prioritise barriers as indicated in (c.f. 4.14). Actions as guided by strategic plan were assigned to co-researchers.

7.7 PLANNING OF THE RESEARCH STUDY

During the planning of the research study, I put up adverts, attached as Appendix C by the student affairs office on campus, requesting co-researchers to voluntarily participate in the study. Consent forms (Appendix O-W) and formal invitations (Appendix F-N) were sent to all co-researchers for participation in the research study. Six research project meetings, attached as Appendix X1-X6 were conducted. During the first research project meeting, dates for other five research project meetings were set in collaboration with all co-researchers who were present. Purpose of the meeting, topic of the research study, theoretical framework, method of generated data, method of data analysis, and research objectives were explained during our first research project meeting by me.

Operational plan and sharing of responsibilities were communicated and agreed by all co-researchers. Our priorities as barriers for psychosocial support for sustainable learning indicated by students were as following: psychosocial challenges and support, sustainable learning; lack of peer counselling; unavailability of peer tutoring; low socio-economic status; lack of resilience; low self-esteem; and stressful situations. Whilst, the Student Development Practitioner, educational psychologist and lecturers indicated the following priorities as barriers for psychosocial support for sustainable learning: lack of training on how to handle social and emotional needs of students; inadequate referral system; absenteeism; and lack of counselling skills. It was also agreed that observations of events and action taking place in the research project would be monitored in order to achieve our objectives. Lecturers, the Student Development Practitioner, Educational Psychologist, and a Social Worker were also requested to report on their observations of students and progress in performance and record the changes informing progress after our workshops, trainings, and motivational talks.

7.8 WORKSHOPS AND TRAININGS

Four workshops attached as Appendix E were conducted. The first workshop was on psychosocial challenges and support (Appendix Y1) and it was conducted by social

worker for all co-researchers. The second workshop focused on sustainable learning (Appendix Y2) and was conducted by the Educational Psychologist for all co-researchers. The third training workshop was in the form of homework on stressful situations (Appendix Y3). It was conducted by the Social Worker for students. In this workshop, students were given exercises to write about their stressful situations and report how they dealt with them as homework. The fourth training workshop (Appendix Y4) was for lecturers, student development practitioner and social worker and it focused on how to handle social and emotional needs of students. This training workshop was conducted by Educational Psychologist. It helped co-researchers to fully understand the social and emotional needs of students and also knew how to deal with them. Workshops in this study were helpful since they allowed co-researchers to engage instead of just issuing out documentations on psychosocial challenges and support.

7.9 MOTIVATIONAL TALK

One motivational talk attached as Appendix Y5 on how to develop self-esteem and build resilience was organised by co-researchers. It was presented by the social worker for all students. This motivational talk was very essential for students since it assisted them to know how to develop self-esteem and build resilience for effective and sustainable learning.

7.10 ONE-ON-ONE DISCUSSIONS THROUGH FAIs WITH STUDENT DEVELOPMENT PRACTITIONER AND REPORT 191 LECTURER

Two one-on one discussions were conducted through FAIs. These one-on-one discussions were with the Student Development Practitioner and the Report 191 lecturer. Both of these co-researchers knew each other and they had a long history as colleagues at a campus. During these one-on-one discussions, I introduced myself and explained to the co-researchers the purpose of the research study. Our discussions were voice recorded and transcribed them into text. The co-researchers did not have a problem with voice recording. one-on-one discussions assisted with the following proposals; forum to be formed that would discuss emotional and social needs of students twice a semester on campus, lecturers to be trained once a semester on counselling skills and on how to deal with emotional and social needs of students, and adequate resources for physically

challenged students to be provided, the Department of Higher Education and Training should organise workshops on counselling of students of public TVET colleges in South Africa, the Student Development Practitioner should organise trainings for students on how to offer peer counselling, and each campus should have more than one student development practitioner who will be assisting on training lecturers to be able to provide counselling to students.

7.11 THEORETICAL MODEL OF PSYCHOSOCIAL SUPPORT

Psychosocial development model does not only focus on the biological factors, but it also focuses on stressing the necessity of factors that are cultural, social, educational, and psychological. In order to develop students' identity and personality, this study was in alignment with Erikson's psychosocial development theory. This theory showed the developmental stages that flawlessly integrated into a comprehensive theory of personality based on self-organisation. Each stage corresponded to access to a structural level. Erikson theory of psychosocial development was seen as benchmark for lecturers, student development practitioner, Assistant Director (SSS), and educational psychologist to analyse the personality of campus students and to ensure that students' requests were adapted. Students on campus went through stages of development and they needed to negotiate aspects of themselves and they experienced psychosocial crises. The manner in which campus students dealt with these crises formed their personality and could in turn inform their outlook on life. If development does not go accordingly at a particular stage, students may experience arrested development. This theory attempted to explain changes that occurred in social relationships and self-understanding. Students cannot grow and become successful in the absence of other people, especially lecturers, student development practitioner, and educational psychologist on campus.

In support of the above-mentioned statement, this theory also described the relationship between psychological, biological, and societal development and its connection with a person's relationship to their own society (Malone et al., 2016:496). Erikson's theory provided a foundation to describe the role that adolescence plays in a person's life. Students on campus confronted difficult situations they faced with regarding the issue of

identity versus role confusion and intimacy versus isolation. This theory was considered as model when exploring a psychosocial support framework for sustainable learning at a public TVET college.

7.12 CONTRIBUTIONS OF THE STUDY

This study indeed contributed to the exploring of a psychosocial support framework for sustainable learning at a public TVET college. The argument of this study focused on psychosocial challenges that were encountered by co-researchers and ways to circumvent them. The study recommended that in order to alleviate poverty which was caused by psychosocial challenges on campus, the senior management should invite SASSA to come to the research site on the monthly basis to provide social grants to eligible students and that the Student Development Practitioner and social worker on campus should invite local municipality to donate food parcels to needy students. These recommendations contributed a lot to the study because SASSA officials visited a campus and registered students who were eligible to receive social grants and food parcels were also donated by local municipality for students who were in need. Students from a campus also complained about cafeteria that was used as an examination hall and recommended that a campus administration should provide students with seed funding to start up enterprises while they are still studying. Campus administration decided to allow students to use cafeteria for its purpose and this was coordinated by Student Development Practitioner. This empowered students financially and taught them to be independent.

The study recommended that a campus should use their Student Development Practitioners or educational psychologists to conduct motivational talks in assisting students with strategies and skills for developing self-esteem. Motivational talks on developing self-esteem were also conducted by the Student Development Practitioner. These motivational talks assisted students with strategies and skills for developing self-esteem. One workshop for students about strategies to deal with resilience was also conducted by the Student Development Practitioner. This workshop assisted students to identify their strengths and weaknesses.

Students on campus were stressed by NSFAS office which did not pay for their transport and accommodation on time. This had adversely affected students` academic performance. It was recommended that officials on campus should liaise with NSFAS officials at national level to pay students promptly every month. This recommendation was achieved as students on campus received their monies on monthly basis.

The study found that a campus used to conduct peer tutoring that assisted students for academic success. It was recommended that peer tutoring be reinstated on campus and the Student Development Practitioner to coordinate and facilitate its implementation. Peer tutoring was re-instated and coordinated by the Student Development Practitioner. This assisted students to know that team work conquered everything and it also made them know that impossible could become possible.

The study recommended that each campus should have more than one Student Development Practitioners. This would help students` needs emotionally, socially, and academically to be addressed as they felt that they were not assisted with their emotional, social, and academic needs. Assistant Student Development Practitioner was hired by a campus and his post was funded by college council. The study also assisted the co-researchers to develop competency, manage emotions, move through autonomy toward emotions interdependence, develop mature interpersonal relationships, establish identity, develop purpose and develop integrity. Furthermore, this study promoted empowerment, equity, social justice, hope and liberation of co-researchers. Finally, the contributions of this study present a Psychosocial Support (PSS) Framework for sustainable learning at a public TVET college.

7.13 CHAPTER SUMMARY

This chapter discussed background on exploring a psychosocial support framework for sustainable learning at a public TVET college, the circumstances for successful implementation of psychosocial support as an explored psychosocial support framework for sustainable learning at a public TVET college; purpose, establishment of co-researchers, planning of the research study, workshops and trainings, motivational talk, one-on-one discussions with the Student Development Practitioner and the Report 191

lecturer, the principles controlling this framework, the theoretical model of psychosocial support, conclusions, and contributions of the study.

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APPENDIX A: ETHICAL CLEARANCE LETTER



19 June 2018

Mr Michael Mbongiseni Buthelezi (217081164)
School of Education
Edgewood Campus

Dear Mr Buthelezi,

Protocol reference number: HSS/0276/018D

Project Title: A psychosocial support framework for sustainable learning at a public TVET college

Approval Notification – Expedited Application

In response to your application received 28 March 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

Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor DJ Hialele
Cc Academic Leader Research: Dr SA Khoza
Cc School Administrator: Ms Tzyer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 264031 Durban 4000

Telephone: +27 (0) 31 260 059/05604667 Facsimile: 127 (0) 31 260 4506 Email: ethics@ukzn.ac.za; ethics@ukzn.ac.za; ethics@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

South Campus Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX B: APPROVAL FROM PUBLIC TVET COLLEGE PRINCIPAL TO CONDUCT A RESEARCH STUDY AT A CAMPUS



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

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

1. APPLICANT INFORMATION

1.1.	Title (Dr /Mr /Mrs /Ms)	Mr	
1.2	Name and surname	Michael Mbongiseni Buthelezi	
1.3	Postal address	P.O. Box 7826 Ncandu Park Newcastle 2953	
1.4	Contact details	Tel	0343181206
		Cell	076 793 3528/ 078 301 1459
		Fax	
		Email	bthelezimm@gmail.com
1.5	Name of institution where enrolled	University of KwaZulu-Natal (UKZN)	
1.6	Field of study	Educational Psychology	
1.7	Qualification registered for	Please tick relevant option:	
		Doctoral Degree (PhD)	<input checked="" type="checkbox"/>
		Master's Degree	<input type="checkbox"/>
		Other (please specify)	<input type="checkbox"/>

2. DETAILS OF THE STUDY

2.1	Title of the study
A psychosocial support framework for sustainable learning at a public TVET college	

2.2	Purpose of the study
The purpose of the study is to explore a psychosocial support framework for sustainable learning at a public TVET college	

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

3. PARTICIPANTS AND TYPE/S OF ACTIVITIES TO BE UNDERTAKEN IN THE COLLEGE

Please indicate the types of research activities you are planning to undertake in the College, as well as the categories of persons who are expected to participate in your study (for example, lecturers, students, College Principals, Deputy Principals, Campus Heads, Support Staff, Heads of Departments), including the number of participants for each activity.

3.1	Complete questionnaires	Expected participants (e.g. students, lecturers, College Principal)	Number of participants
		N/A	N/A
		N/A	N/A
		N/A	N/A
		N/A	N/A
		N/A	N/A
3.2	Participate in individual interviews/	Expected participants	Number of participants
		Free attitude interview technique with the following participants;	
		Student Development Practitioner	01
		SRC member	01
		Deputy Principal (academics)	01
3.3	Participate in focus group discussions/ workshops	Expected participants	Number of participants
		a) Students from NCV and Report 191 programmes.	10
		b) Lecturers teaching NCV and Report 191.	2
		c) Staff members under Student Support Services.	2
3.4	Complete standardised tests (e.g. Psychometric Tests)	Expected participants	Number of participants
		N/A	N/A
		N/A	N/A
		N/A	N/A
		N/A	N/A
		N/A	N/A
3.5	Undertake observations <i>Please specify</i>	Participant observation will be conducted. Noting and recording of events, behaviours, and objects in the social setting through the use of detailed and comprehensive notes will also be part of observation.	13

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

3.6	Other <i>Please specify</i>	N/A
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4. SUPPORT NEEDED FROM THE COLLEGE

<i>Please indicate the type of support required from the College (Please tick relevant option/s)</i>			
Type of support		Yes	No
4.1	The College will be required to identify participants and provide their contact details to the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.2	The College will be required to distribute questionnaires/instruments to participants on behalf of the researcher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	The College will be required to provide official documents. <i>Please specify the documents required below</i> <i>Policy on Students Support services will be required.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	The College will be required to provide data <i>(only if this data is not available from the DHET)</i> . <i>Please specify the data fields required, below</i> The terms and conditions on students support services to guide the proposing of psychosocial support framework for sustainable learning at a public TVET college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	<i>Other, please specify below</i> Since the study will be conducted at Information and Business Campus (ITB), the college will be required to provide one classroom on the monthly basis because the design of the study is Participatory Action Research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. DOCUMENTS TO BE ATTACHED TO THE APPLICATION

<i>The following 2 (two) documents must be attached as a prerequisite for approval to undertake research in the College</i>	
5.1	Ethics Clearance Certificate issued by a University Ethics Committee
5.2	Research proposal approved by a University

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

6. DECLARATION BY THE APPLICANT


I undertake to use the information that I acquire through my research, in a balanced and a responsible manner. I furthermore take note of, and agree to adhere to the following conditions:

- a) I will schedule my research activities in consultation with the said College/s and participants in order not to interrupt the programme of the said College/s.
- b) I agree that involvement by participants in my research study is voluntary, and that participants have a right to decline to participate in my research study.
- c) I will obtain signed consent forms from participants prior to any engagement with them.
- d) I will obtain written parental consent of students under 18 years of age, if they are expected to participate in my research.
- e) I will inform participants about the use of recording devices such as tape-recorders and cameras, and participants will be free to reject them if they wish.
- f) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- g) I will not include the names of the said College/s or research participants in my research report, without the written consent of each of the said individuals and/or College/s.
- h) I will send the draft research report to research participants before finalisation, in order to validate the accuracy of the information in the report.
- i) I will not use the resources of the said College/s in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- j) Should I require data for this study, I will first request data directly from the Department of Higher Education and Training. I will request data from the College/s only if the DHET does not have the required data.
- k) I will include a disclaimer in any report, publication or presentation arising from my research, that the findings and recommendations of the study do not represent the views of the said College/s or the Department of Higher Education and Training.
- l) I will provide a summary of my research report to the Head of the College/s in which I

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

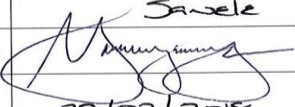
undertook my research, for information purposes.

I declare that all statements made in this application are true and accurate. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

SIGNATURE	
DATE	21 February 2018

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

<i>Please tick relevant decision and provide conditions/reasons where applicable</i>	
Decision	<i>Please tick relevant option below</i>
1 Application approved	<input checked="" type="checkbox"/>
2 Application approved subject to certain conditions. <i>Specify conditions below</i>	<input type="checkbox"/>
3 Application not approved. <i>Provide reasons for non-approval below</i>	<input type="checkbox"/>
NAME OF COLLEGE	Majoba TVET College
NAME AND SURNAME OF HEAD OF COLLEGE	Sawele Jerome Mlotshwa
SIGNATURE	
DATE	22/02/2018

MAJUBA TVET COLLEGE
CENTRAL OFFICE

22 FEB 2018
TEL: 034 - 326 4888
PRIVATE BAG X6602
NEWCASTLE 2940

APPENDIX C: ADVERTISEMENT TO PARTICIPATE IN A RESEARCH STUDY

Research participants required

Participate in a research study titled “A psychosocial support framework for sustainable learning at a public TVET college”

The purpose of this study:

To explore a psychosocial support framework for sustainable learning at a public TVET college.

Basic criteria:

Participants must be the students or the lecturers on campus.

Venue: Deleted for the sake of anonymity

Date of the study:

02/05/2018

Duration of the study a day:

40– 50 minutes maximum

Participants will be asked the following questions:

1. Can you mention the current psychosocial support that you think your campus has?.
2. Do you think this psychosocial support is needed on your campus? State its importance. With the aid of a drawing, can you picture the reality of psychosocial support on your campus?.
3. Can you mention the barriers that prevent the implementation of psychosocial support on your campus?.
4. If there are barriers that prevent the implementation of psychosocial support, can you suggest ways that can be used to prevent them?
5. What is the evidence that suggests that there is implementation of psychosocial support on your campus?.
6. Can you elaborate on how psychosocial support can be implemented on your campus?.
7. Is there any need to propose a psychosocial support framework on your campus?.
8. If there are needs, what will be your proposal for a psychosocial support framework on your campus?.
9. What are the circumstances under which psychosocial support can be implemented successfully on your campus?.
10. Can you explain under what circumstances psychosocial support should be implemented on your campus?

NB: Your participation in the study is voluntary and your human rights will be respected and protected at all times. I will maintain confidentiality, non-disclosure of personal information and identity, and inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You will also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

For more information about this study, or to volunteer for this study, please contact:

Mr M.M. Buthelezi (Senior Lecturer in NCV Fundamentals)

Cell number: 076 7933 528 / 078 30 1149

Email: buthelzimm@gmail.com / 217081164@stu.ukzn.ac.za

The study has been reviewed and approved by Principal of a public TVET college, together with Research Ethics committee at UKZN (University of KwaZulu-Natal).

APPENDIX D: STRATEGIC PLAN

PRIORITIES	PARTICIPANTS	PEOPLE RESPONSIBLE	APPENDIX
Workshop on psychosocial challenges and support	All co-researchers	Social worker	Appendix Y1
Workshop on sustainable learning	All co-researchers	Educational Psychologist	Appendix Y2
Training on how to deal with stressful situations	All co-researchers	Social worker	Appendix Y3
Training on how to deal with social and emotional needs of students	NC(V) and Report 191 lecturers	Educational Psychologist	Appendix Y4
Motivational talk on formulating or developing self-esteem	NC(V) and Report 191 students	Social Worker	Appendix Y5
One-on-one discussion with Student Development Practitioner and Report 191 lecturer	Student Development Practitioner and one Report 191 lecturer	Researcher	Appendix Y6

APPENDIX E: WORKSHOPS AND TRAINING PROGRAMMES

<p>Workshop on sustainable learning</p>	<p>Educational Psychologist</p>	<p>Opening and welcome Purpose of the workshop What is sustainable learning? Presentation on sustainable learning Evaluation and closure</p>	<p>Appendix X3</p>
<p>Training workshop on how to deal with stressful situations</p>	<p>Social Worker</p>	<p>Opening and welcome What is stress? What causes it? What are the symptoms of it and how do you deal with them? Presentation on dealing with stressful situations. Evaluation and closure</p>	<p>Appendix X4</p>
<p>Training on how to deal with social and emotional needs of students</p>	<p>Educational Psychologist</p>	<p>Opening and welcome What are the social and emotional needs of the students? Training on how to deal with social and emotional needs of students Evaluation and closure</p>	<p>Appendix X5</p>
<p>Motivational talks on formulating or developing self-esteem and building resilience</p>	<p>Social Worker</p>	<p>Opening and welcome What is self-esteem? What is resilience? How</p>	<p>Appendix X6</p>

		do self-esteem and resilience help in sustainable learning? Activities on improving ones` self-esteem, resilience Evaluation and closure	
One -on-one discussions with the Student Development Practitioner and the Report 191 lecturer	Researcher	Opening and welcome What are the current psychosocial challenges at the research site? What kinds of psychosocial support do you provide to students? Evaluation and closure	Appendix X7

Workshops/trainings	Presenter/Trainer	Overview	Appendix
Workshop on psychosocial challenges and support	Social Worker	Opening and welcome Purpose of the workshop Presentation of workshop Questions and discussion sessions such as What are the psychosocial challenges you experience and support you receive at the research site? Evaluation and closure	Appendix X2

APPENDIX F: INVITATION TO NCV LECTURERS TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthelezimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: NCV Lecturer

Kindly accept my sincere invitation to assist in the conducting of this research study titled: "A psychosocial support framework for sustainable learning at a public TVET college".

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....
Michael M. Buthelezi

APPENDIX G: INVITATION TO REPORT 191 LECTURERS TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: Report 191 Lecturer

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

APPENDIX H: INVITATION TO SRC MEMBER TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: SRC member (Academic)

Kindly accept my sincere invitation to assist in conducting of this research study titled: "A psychosocial support framework for sustainable learning at a public TVET college".

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....
Michael M. Buthelezi

APPENDIX I: INVITATION TO NCV STUDENTS TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthelezimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: NCV Student

Kindly accept my sincere invitation to assist in the conducting of this research study titled: "A psychosocial support framework for sustainable learning at a public TVET college".

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....
Michael M. Buthelezi

APPENDIX J: INVITATION TO REPORT 191 STUDENTS TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
2953
Contact: 0767933528 / 0783011459
Email: buthelezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building Newcastle
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: Report 191 Student

Kindly accept my sincere invitation to assist in the conducting of this research study titled: "A psychosocial support framework for sustainable learning at a public TVET college".

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years.

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute great value to this study.

Yours thankfully,

.....

Michael M. Buthelezi

APPENDIX K: INVITATION TO ASSISTANT DIRECTOR (SSS) TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102MainTutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: Assistant Director (SSS)

Kindly accept my sincere invitation to assist in the conducting of this research study titled: "A psychosocial support framework for sustainable learning at a public TVET college".

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute great value to this study.

Yours thankfully,

.....

Michael M. Buthelezi

APPENDIX L: INVITATION TO THE STUDENT DEVELOPMENT PRACTITIONER TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Prospective Participant: Student Development Practitioner

Kindly accept my sincere invitation to assist in the conducting of this research study titled: "A psychosocial support framework for sustainable learning at a public TVET college".

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to the improvement of academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

APPENDIX M: INVITATION TO A SOCIAL WORKER TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528/ 0783011459
Email: buthelezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

The Social worker

Dear Sir/Madam

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I am currently conducting a research project as part of my doctoral studies at the University of KwaZulu-Natal. My research focuses on exploring a psychosocial support framework for sustainable learning at a public TVET college. This campus has been identified as a research site; hence I am inviting you to participate by conducting workshop explaining psychosocial challenges and support to participants. I will involve audio taped discussions with participants that will last for 40-50 minutes maximum. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after college hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants` rights:

- Informed written consent will be obtained.
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.

- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw at any time from the study.
- The study will be completely confidential and anonymous. Appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

APPENDIX N: INVITATION TO THE EDUCATIONAL PSYCHOLOGIST TO PARTICIPATE IN A RESEARCH STUDY

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953

Contact: 0767933528/ 0783011459

Email: buthelezimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

Educational Psychologist

Dear Sir/Madam

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

I am currently conducting a research project as part of my doctoral studies at the University of KwaZulu-Natal. My research focuses on exploring a psychosocial support framework for sustainable learning at a public TVET college. This campus has been identified as a research site; hence I am inviting you to participate by conducting workshop explaining sustainable learning to participants. I will involve audio taped discussions with participants that will last for 40-50 minutes maximum. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after college hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants` rights:

- Informed written consent will be obtained.
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.

- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.
- Participation is voluntary and participants may withdraw at any time from the study.
- The study will be completely confidential and anonymous. Appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

APPENDIX O: INFORMED CONSENT (NCV LECTURER)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953

Contact: 0767933528 / 0783011459

Email: buthelzimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

INFORMED CONSENT

Dear NCV Lecturer

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I agree to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX P: INFORMED CONSENT (REPORT 191 LECTURER)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INFORMED CONSENT

Dear Report 191 Lecturer

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I agree to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX Q: INFORMED CONSENT (SRC MEMBER-ACADEMIC)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INFORMED CONSENT

Dear SRC member (Academic)

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I agree to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX R: INFORMED CONSENT (NCV STUDENTS)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthelzimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INFORMED CONSENT

Dear NCV Student

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I therefore give full consent to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX S: INFORMED CONSENT (REPORT 191 STUDENTS)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthelzimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INFORMED CONSENT

Dear Report 191 Student

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years.

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I therefore give full consent to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX T: INFORMED CONSENT (ASSISTANT DIRECTOR-SSS)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528 / 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102MainTutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INFORMED CONSENT

Dear Assistant Director (SSS)

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims to explore a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I therefore give full consent to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX U: INFORMED CONSENT (STUDENT DEVELOPMENT PRACTITIONER)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953

Contact: 0767933528 / 0783011459

Email: buthelzimm@gmail.com

Date: 08/03/2018

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

INFORMED CONSENT

Dear Student Development Practitioner

Kindly accept my sincere invitation to assist in the conducting of this research study titled: “A psychosocial support framework for sustainable learning at a public TVET college”.

The study aims at exploring a psychosocial support framework for sustainable learning at a public TVET college through workshops, focus group discussions, participant observation, a free attitude interview technique, meetings and conversations that may contribute to improve academic performance, certification rate, throughput rate, and drop-outs rates. I will audiotape all the meetings for 40 – 50 minutes maximum. Data will be stored in secure storage in custody of my promoter and be destroyed after five years

Your participation in the study is voluntary and your human rights will be respected and protected at all times. We will maintain confidentiality, non-disclosure of personal information and identity; inform you at all times of the processes involved in the research study. There will be audiotaping with 50 minutes per meetings. You also have the right to leave or discontinue participation should you feel uncomfortable at any stage.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I therefore give full consent to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for the use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX V: INFORMED CONSENT (SOCIAL WORKER)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528/ 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

INFORMED CONSENT

Dear Social worker

I am currently conducting a research project as part of my doctoral studies at the University of KwaZulu-Natal. My research focuses on exploring a psychosocial support framework for sustainable learning at a public TVET college. This campus has been identified as a research site; hence I am inviting you to participate by conducting workshop explaining psychosocial challenges and support to participants for I will involve audio taped discussions with participants that will last for 40-50 minutes maximum. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after college hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants` rights:

- Informed written consent will be obtained.
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.

- Participation is voluntary and participants may withdraw any time from the study.
- The study will be completely confidential and anonymous, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I therefore give full consent to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX W: INFORMED CONSENT (EDUCATIONAL PSYCHOLOGIST)

Researcher

Michael M. Buthelezi
11 Drakensberg Drive
Ncandu Park
Newcastle
2953
Contact: 0767933528/ 0783011459
Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele
University of KwaZulu-Natal
CS102 Main Tutorial Building
Edgewood campus
Pine Town
3605
Contact: 031 260 3858
Email: HlaleleD@ukzn.ac.za

Date: 08/03/2018

Educational Psychologist

Dear Sir/Madam

INFORMED CONSENT

I am currently conducting a research project as part of my doctoral studies at the University of KwaZulu-Natal. My research focuses on exploring a psychosocial support framework for sustainable learning at a public TVET college. This campus has been identified as a research site; hence I am inviting you to participate by conducting workshop explaining sustainable learning to participants for I will involve audio taped discussions with participants that will last for 40-50 minutes maximum. Data will be transcribed and analysed with the assistance of my supervisor. Meetings will take place after college hours, during the time that will be suitable for participants.

I undertake to respect the rights, values and desires of participants. The following will be employed in order to protect participants` rights:

- Informed written consent will be obtained.
- Participants will be informed about the study, data collection devices and activities and the potential impact on their lives.
- Verbatim transcriptions, written interpretations, reports and results of the study will be made available to participants if there is need.

- Participation is voluntary and participants may withdraw any time from the study.
- The study will be completely confidential and anonymous, appropriate measures will be undertaken to ensure these criteria are maintained. Participants will be identified with codes and not by names.

Your participation will contribute greatly to this study.

Yours thankfully,

.....

Michael M. Buthelezi

CONSENT

1. I fully understand the nature and purpose of the research study.
2. I therefore give full consent to participate and do so freely without any coercion.
3. I fully understand the implications and risks of participating in this research study.
4. I hereby give permission for use of information obtained during the study and the use of the findings thereof.

.....

Signature

.....

Date

APPENDIX X: SCHEDULE OF MEETINGS

MEETINGS	AGENDA	DATES	RESPONSIBILITY
Introduction of co-researchers	Opening and welcome Introduction of co-researchers Purpose of the study Operational plan and sharing of responsibilities Briefing on the theoretical framework of the study, data generation and data analysis method Dates of the next meetings. Closure	02/05/2018	Researcher Researcher Researcher Co-researchers Researcher Co-researchers Researcher
Discussions with students, lecturers, SRC nominee and student development practitioner	Opening and welcome Setting of the tone Discussions: psychosocial challenges experienced by students, lecturers and the Student Development Practitioner. Suggestions on support to be provided to students Discussions: workshop on psychosocial challenges and support suggested by researcher Discussions: workshop on sustainable learning suggested by co-researchers. The way forward.	08/05/2018	Researcher Co-researchers Co-researchers Co-researchers Researcher Co-researchers

	Date of the next meeting. Closure		
Briefing Acting Assistant Director (SSS) and Social worker	Opening and welcome Purpose of the meeting Introduction of Acting Assistant Director and social worker. Briefing on what transpired during first and second meeting. Reflection on main challenges. The way forward guided by an operational plan. Date of the next meeting Closure	16/05/2018	Researcher Researcher Researcher Co-researchers Co-researchers Co-researchers Co-researchers
Discussions on planning activities to be carried out	Opening and welcome Presentation of a strategic plan. Discussions on role to be played by co-researchers and their contribution towards designing. A psychosocial support framework. The way forward Date of the next meeting. Closure	21/05/2018	Researcher Co-researchers Co-researchers
Discussions with Student Development Practitioner and Report 191 lecturer	Opening and welcome Purpose of the meeting. Discussions: one-on-one session requested by the researcher. The way forward.	24/05/2018	Researcher Researcher, Student Development Practitioner and Report 191 lecturer

	Date of the next meeting. Closure		
Feedback and presentation of explored psychosocial support framework	Opening and welcome Purpose of the meeting. Feedback and presentation of psychosocial support framework. The way forward. Any other matters. Closure	31/05/2018	Researcher Co-researchers

APPENDIX X1: INVITATION TO THE FIRST RESEARCH STUDY MEETING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthelezimm@gmail.com

Date: 01/05/2018

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

INVITATION TO THE FIRST RESEARCH STUDY MEETING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a research study meeting. The meeting is scheduled as follows:

Date: 02/05/2018

Venue: Deleted for the sake of anonymity.

Time: 14:00

Agenda:

1. Opening and welcome
2. Introduction of co-researchers
3. Purpose of the study
4. Operational plan and sharing of responsibilities
5. Briefing on the theoretical framework of the study, data generation method and data analysis
6. Dates of the next meetings
7. Closure

APPENDIX X2: INVITATION TO THE SECOND RESEARCH MEETING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

Date: 07/05/2018

INVITATION TO THE SECOND RESEARCH STUDY MEETING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a research study meeting. The meeting is scheduled as follows:

Date: 08/05/2018

Venue: Deleted for the sake of anonymity.

Time: 13:30

Agenda:

1. Opening and welcome
2. Purpose of the meeting
3. Setting of the tone
4. Discussions: psychosocial challenges experienced by students, lecturers and the Student Development Practitioner
5. Suggestions on support to be provided to students
6. Discussions: workshop on psychosocial challenges and support suggested by researcher

7. Discussions: workshop on sustainable learning suggested by co-researchers
8. The way forward
9. Date of the next meeting
10. Closure

APPENDIX X3: INVITATION TO THE THIRD RESEARCH STUDY MEETING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthelezimm@gmail.com

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

Date: 15/05/2018

INVITATION TO THE THIRD RESEARCH STUDY MEETING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a research study meeting. The meeting is scheduled as follows:

Date: 16/05/2018

Venue: Deleted for the sake of anonymity.

Time: 14:30

Agenda:

1. Opening and welcome
2. Purpose of the meeting
3. Introduction of Assistant Director and social worker
4. Briefing on what transpired during first and second meeting
5. Reflection on main challenges
6. The way forward guided by an operational plan
7. Date of the next meeting and closure

APPENDIX X4: INVITATION TO THE FOURTH RESEARCH STUDY MEETING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

Date: 19/05/2018

INVITATION TO THE FOURTH RESEARCH STUDY MEETING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a research study meeting. The meeting is scheduled as follows:

Date: 21/05/2018

Venue: Deleted for the sake of anonymity.

Time: 13:00

Agenda:

1. Opening and welcome
2. Presentation of a strategic plan
3. Discussions on role to be played by co-researchers and their contribution towards designing psychosocial support framework
4. The way forward
5. Date of the next meeting
6. Closure

APPENDIX X5: INVITATION TO THE FIFTH RESEARCH STUDY MEETING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthelezimm@gmail.com

Date: 22/05/2018

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

INVITATION TO THE FIFTH RESEARCH STUDY MEETING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a research study meeting. The meeting is scheduled as follows:

Date: 24/05/2018

Venue: Deleted for the sake of anonymity

Time: 14:20

Agenda:

1. Opening and welcome
2. Purpose of the meeting
3. Discussions: one-on-one session requested by the researcher
4. The way forward
5. Date of the next meeting
6. Closure

APPENDIX X6: INVITATION TO THE SIXTH RESEARCH STUDY MEETING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

Date: 30/05/2018

INVITATION TO THE SIXTH RESEARCH STUDY MEETING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a research study meeting. The meeting is scheduled as follows:

Date: 31/05/2018

Venue: Deleted for the sake of anonymity

Time: 14:00

Agenda:

1. Opening and welcome
2. Purpose of the meeting
3. Feedback and presentation of psychosocial support framework
4. Any other matters
5. Closure

APPENDIX Y1: INVITATION TO CO-RESEARCHERS TO A WORKSHOP ON PSYCHOSOCIAL CHALLENGES AND SUPPORT

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

Ncandu Park

Newcastle

2953

Contact: 0767933528/ 0783011459

Email: buthlezimm@gmail.com

Promoter

Prof. D.J. Hlalele

University of KwaZulu-Natal

CS102 Main Tutorial Building

Edgewood campus

Pine Town

3605

Contact: 031 260 3858

Email: HlaleleD@ukzn.ac.za

Date: 18/11/2018

INVITATION TO A WORKSHOP ON PSYCHOSOCIAL CHALLENGES AND SUPPORT

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a workshop on psychosocial challenges and support.

This workshop is scheduled as follows:

Date: 21/11/2018

Venue: Room 1

Time: 13:00

Agenda:

1. Opening and welcome
2. Presentation by social worker
3. Question and answer session
4. Date of the next meeting and closure

APPENDIX Y2: INVITATION TO CO-RESEARCHERS TO A WORKSHOP ON SUSTAINABLE LEARNING

Researcher

Michael M. Buthelezi

11 Drakensberg Drive

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Promoter

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3605

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Email: HlaleleD@ukzn.ac.za

Date: 24/11/2019

INVITATION TO A WORKSHOP ON SUSTAINABLE LEARNING

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a workshop on sustainable learning. This workshop is scheduled as follows:

Date: 29/11/2019

Venue: Room 1

Time: 13:30

Agenda:

1. Opening and welcome
2. Presentation by the Educational Psychologist
3. Question and answer session
4. Date of the next meeting and closure

APPENDIX Y3: INVITATION TO STUDENTS TO A TRAINING WORKSHOP ON HOW TO DEAL WITH STRESSFUL SITUATIONS

Researcher

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Date: 30/11/2018

INVITATION TO STUDENTS TO A TRAINING WORKSHOP ON HOW TO DEAL WITH STRESSFUL SITUATIONS

Dear Student

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a training workshop on how to deal with stressful situations. This training workshop is scheduled as follows:

Date: 29/01/2019

Venue: Room 1

Time: 13:30

Agenda:

1. Opening and welcome
2. Presentation by Social Worker
3. Question and answer session
4. Date of the next meeting
5. Closure

APPENDIX Y4: INVITATION TO CO-RESEARCHERS TO A TRAINING WORKSHOP ON HOW TO HANDLE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS

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Date: 30/01/2019

INVITATION TO CO-RESEARCHERS TO A TRAINING WORKSHOP ON HOW TO HANDLE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a training workshop on how to handle social and emotional needs of students. This training workshop is scheduled as follows:

Date: 05/02/2019

Venue: Room 1

Time: 13:30

Agenda:

1. Opening and welcome
2. Presentation by Social Worker
3. Question and answer session
4. Date of the next meeting
5. Closure

APPENDIX Y5: INVITATION TO CO-RESEARCHERS TO MOTIVATIONAL TALKS ON FORMULATING OR DEVELOPING SELF-ESTEEM AND BUILDING RESILIENCE

Researcher

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Promoter

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Date: 06/02/2019

INVITATION TO MOTIVATIONAL TALKS ON FORMULATING OR DEVELOPING SELF-ESTEEM AND BUILDING RESILIENCE

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a motivational talk on formulating or developing self-esteem and building resilience. This motivational talk is scheduled as follows:

Date: 05/03/2019

Venue: Room 1

Time: 13:30

Agenda:

1. Opening and welcome
2. Presentation by Social Worker
3. Question and answer session
4. Date of the next meeting
5. Closure

APPENDIX Y6: INVITATION TO THE STUDENT DEVELOPMENT PRACTITIONER AND THE REPORT 191 LECTURER TO ONE-ON-ONE DISCUSSIONS

Researcher

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Promoter

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Date: 07/03/2019

INVITATION TO THE STUDENT DEVELOPMENT PRACTITIONER AND THE REPORT 191 LECTURER TO ONE-ON-ONE DISCUSSION

Dear Co-researcher

As a co-researcher of the study titled: "A psychosocial support framework for sustainable learning at a public TVET college". You are cordially invited to a one-on-one discussion. This one-on-one discussion is scheduled as follows:

Date: 20/03/2019

Venue: Room 1

Time: 13:30

Agenda:

1. Opening and welcome
2. One-on-one discussion
3. Date of the next meeting
4. Closure

APPENDIX Z1: CERTIFICATE OF LANGUAGE EDITING

ASOKA ENGLISH LANGUAGE EDITING

14 Boundary Rd., Escombe, 4093

CELL NO.: 0836507817



DECLARATION

THIS IS TO CERTIFY THAT THE FOLLOWING THESIS HAS BEEN ENGLISH
LANGUAGE EDITED

A psychosocial support framework for sustainable learning at a public TVET College.

Candidate: Buthelezi MM



DISCLAIMER

Whilst the English language editor has used electronic track changes to facilitate corrections and has inserted comments and queries in a right-hand column, the responsibility for effecting changes in the final, submitted document, remains the responsibility of the client.

Director: Prof. Dennis Schaffer, M.A.(Leeds), PhD, KwaZulu (Natal), TEFL(London), TITC Business English, Emeritus Professor UKZN. Univ. Cambridge Accreditation: IGCSE Drama. Hon. Research Fellow, DUT. Durban University of Technology

APPENDIX Z2: TURNITIN REPORT

Thesis on psychosocial support framework for sustainable learning at a public TVET college

ORIGINALITY REPORT

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