



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

SCHOOL OF EDUCATION

**Exploring the Management Role of Senior Lecturers in Technical Vocational Education
and Training Colleges**

by

Zakithi Ladyfair Dlamini

21458791

A dissertation submitted in fulfilment of the requirements for the degree of Master of Education
in the Discipline of Educational Leadership Management and Policy.

**College of Humanities, School of Education
Edgewood Campus**

Supervisor: Dr BNCK Mkhize

December 2021

Declaration by the student

I, **Zakithi Ladyfair Dlamini**, declare that

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11 September 2019

Ms Zakithi Ladyfair Mngomezulu
School of Education
Edgewood Campus

Dear Ms Mngomezulu,

Protocol reference number: HSS/0468/019M

Project Title: Exploring management role of Senior Lecturers in Technical and Vocational Education and Training (TVET) Colleges.

Full Approval – Expedited Application

Your application dated 25 April 2019, 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 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

Dr Rosemary Sibanda (Chair)

/dd

cc Supervisor: Dr BNCK Mkhize
cc. Academic Leader Research: Dr A Pillay
cc. School Administrator: Ms S Jeenaarain

Humanities & Social Sciences Research Ethics Committee

Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: sibanda@ukzn.ac.za / snvmanm@ukzn.ac.za / mohucp@ukzn.ac.za

Website: www.ukzn.ac.za

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Acknowledgements

I am indebted to many people who contributed in making this project as success.

I thank my Almighty God for his faithfulness and for giving me strength to persevere. I am forever grateful to Him.

To my supervisor Dr BNCK Mkhize for his patience, and continued support. This final product would not have been possible without feedback throughout the process.

The three TVET colleges in KZN for allowing me to conduct research in their campuses that I selected for my study.

I would like to thank the participants who willingly sacrificed their time and participated on interviews.

I also extend my sincere gratitude to my family and friends for supporting me.

Special thanks to my classmates who were always available for group discussions.

Dedication

This dissertation is dedicated to my late father Vulinggondo Dlamini and my late mother Thokozile (MaLuna) Dlamini for the love and inspiration they instilled in me to be the best I can be. I also extend my gratitude to my siblings Lunga, Ndlela, Sizwe Dlamini for their support and encouragement. Last, my children Mongezi and Khwezi Mngomezulu for their support. Without your love and support, this project would never have succeeded.

ABSTRACT

This study is a qualitative case study which was undertaken to explore the management role of senior lecturers in three TVET colleges that are based in the Province of KwaZulu-Natal. There is great pressure from the government, industry and other external stakeholders that TVET colleges must improve student results and to provide skilled and capable workforce. College management, particularly senior lecturers are viewed as the critical tier in layers of management at the campus in terms of influencing student performance. The study sought to unpack the manner in which senior lecturers enact their roles and responsibilities as managers. Five senior lecturers were interviewed from different TVET colleges. The interviews were audio taped and then transcribed for analysis. The outcome from the analysis indicated that senior lecturers focused on the following roles when enacted their roles as managers (a) Teaching and learning; (b) Supervision of teaching and learning; (c) Promoting a positive learning environment; (d) Monitoring; (e) Quality management.

List of acronyms

TVET	Technical Vocational Education and Training
CMT	Campus Management Teams
DHET	Department of Higher Education and Training
PAM	Personnel Administration Measures
SETA	Sector Education and Training Authority
UNESCO	United Nations Educational, Cultural and Organisation
ICASS	Internal Continuous Assessment
KZN	KwaZulu-Natal
HRDS	Human Resource Development Strategy
WIL	Work Integrated Learning

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CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

The study explores the management role of senior lecturers in Technical Vocational Education and Training (TVET) colleges in South Africa. This is the first chapter, and it introduces the research project which is titled, 'Exploring the management role of senior lecturers in Technical Vocational Education and Training (TVET) colleges'. Therefore, the study sought to gain some insights about the role that senior lecturers play as managers in the TEVET college sector. This chapter provides a synopsis of the entire study and outlines the steps taken to conduct this research. The chapter begins by unpacking the background to the study and the implications for research within the context of TVET colleges. The chapter then continues to clarify the purpose and rationale for conducting this research. The proceeding part of discussion focuses on the aims and research questions. Then the important concepts that are featured throughout the discussion of the study are clarified. Lastly, the chapter presents the snapshot of the chapters that constitute this dissertation, and it ends with a chapter summary.

1.2 Background to the study

The Department of Higher Education and Training in South Africa has undergone remarkable transformation in the previous decade, particularly in the TVET sector. While this era has brought about positive change, it comes along with increased accountability and responsibility required from college management (Terblanche, 2017). The core business of any educational institution is teaching and learning (Magkato, 2019). Therefore, management has roles to play in terms of managing teaching and learning. For the purpose of this study, the next section presents the description of Senior Lecturer within the context of a TVET college, the definition of vocational education as well as a brief background of TVET colleges in South Africa.

1.2.1 Senior Lecturer in a TVET College in South Africa

The title Senior Lecturer in TVET colleges refers to the management level which is at the similar level with departmental heads in schools, as defined in terms of Educators Employment Act 76 of

1998. In the context of this study, I use the term ‘head of department and departmental head interchangeably, to refer to those academic staff above the level of lecturer or teacher in the school system. Senior Lecturers in TVET colleges are part of the campus management team (CMT) and they have the responsibility of ensuring that there is quality teaching and learning (Mestry, 2017). Their position is also referred to as ‘subject heads’, ‘middle managers’, ‘first-line managers’ or curriculum specialists by other institutions around the world (Hannay & Ross 1999; Smith 2013). Mampane (2017) describes the term ‘middle managers’ as those individuals who are in the operational management level, responsible for ensuring that all processes are streamlined and mapped to achieve the desired organisational outcomes.

According to Bush (2011), the roles of the departmental heads as first line managers, is to provide a supporting role to educators within their span of control. This role is clear in schools as it is obviously presented in the Personnel Administration Measures (PAM) (Republic of South Africa, 1998). The PAM document stipulates that the main responsibility of the departmental heads is to provide subject guidance as well as pedagogical leadership within their departments. They are critical agents in the curriculum management within their units. Therefore, departmental heads in schools operate within the legislative framework as prescribed in the PAM document. Since PAM focuses on the workload for school-based educators, there is no legislative framework prescribing the role of senior lecturers in TVET colleges. Therefore, as a researcher, I wonder about what they do and how they execute their management roles and responsibilities as first-line-managers when there is no clear policy framework regulating their management activities. This remains a policy issue at TVET colleges.

1.2.2 TVET Colleges in South Africa

South Africa has 50 public TVET colleges, with 264 campuses across the country. They are located under the Department of Higher Education and Training. Colleges are governed by Further Education and Training Act 16 of 2006. Vocational training in South Africa is perceived to be at the centre of policies that seek to address unemployment and to address socio-economic challenges such as unemployment and skills shortage in the country (Republic of South Africa, 2013). Technical Vocational Education and Training Colleges are part of the post-school education. They

cater for non-matriculated and matriculated learners and are located between high school and the world of work (HRDC, 2015). Moreover, they have been positioned to contribute to the skills development that would result to the sustainable economic growth (Gewe, 2010). White Paper for Post School Education advocates that the main aim of the post school education is to prepare students for the labour market and to enable them to earn sustainable livelihood through self-employment (Republic of South Africa, 2013). Additionally, this background is envisaged to ensure that education and training offered at the TVET colleges is responsive to the needs of the local and international economy. In this regard, Kingombe (2009) reiterates that vocational institutions are concerned with the knowledge and skills for the labour market, personal empowerment, and socio-economic development for the changing local and global environment.

Further Education and Training (FET) colleges were renamed to Technical and Vocational Education and Training (TVET) colleges in 2014 under Minister of Higher Education Blade Nzimande (White Paper, 2014). TVET is an international term that was adopted at the United Nations Educational, Scientific and Cultural Organisation Second International Congress on Technical and Vocational Training in 1999 (Kingombe, 2009). Therefore, the role of TVET colleges is to produce skills that are responsive to both the labour market and to achieve the government's vision of socio-economic development (HRDS, 2015; Powel, 2012).

1.2.3 Vocational Learning in the South African context

Vocational learning is perceived to be one of the solutions to skills development and employment challenges in South Africa. TVET colleges offer a curriculum based on vocational learning as part of the post-school education (Billet, 2011). UNESCO (2012) defines vocational learning as learning that is designed for students to acquire skills and knowledge specific to a particular occupation or trade. It enables students to obtain knowledge, skills and competence required for employment or self-employment in a particular occupation (Gewe, 2010). Additionally, Powel (2012) advocates that vocational learning offers solutions to social inequalities and the increasing unemployment particularly for youth and women. Vocational learning is more diverse in terms of age, because it caters for the youth and young adults, non-matriculated and matriculated students. As a result, TVET colleges have the most heterogeneous cohort of students.

TVET colleges in South Africa offer vocational learning that caters for different categories of students. First, it caters for students who wish to pursue vocational learning rather than the traditional matriculation. Second, it caters for students who wish to obtain an occupation, or those who may have matriculated but could not qualify for university entrance. The different offerings are categorised as following:

- (a) National Certificate Vocational – NC(V). The duration of the programme is three years, provided from Level 2-Level 4.
- (b) Report 191 or National Technical Education, known as NATED. Engineering studies offers certificates from N1- N6 in six trimesters. Business studies is offered from N4-N6 in three semesters.
- (c) Colleges also offer skills programmes and occupational qualification through a range of Sector Education Training Authority (SETA) in the form of short skills courses, learnerships, internships, apprenticeships, and Work Integrated Learning (WIL).

1.3 Statement of the problem

There has been a significant transformation in the TVET colleges since 1994, particularly in policy and governance. (Kraak, 1999). The role of TVET colleges has been redefined as the vehicle used to address the socio-economic challenges in the country (White paper, 2014). Therefore, colleges are critical in provision of skills particularly for the youth from disadvantaged communities. Research conducted by various scholars on TVET colleges reveal various challenges that contribute to poor students' performance (Kanyangale & Sibanda 2021; Badenhorst & Radile 2018). City Press (2018) reported that out of 50 colleges in South Africa, 39 colleges obtained 40% and below on student performance. Also, White Paper (2014) linked poor student performance of TVET colleges to ineffective management. Consequently, colleges have not yet lived up to their mandate. Bush (2003) posit that effective management and leadership of departmental heads is critical in shaping and improving performance for both students and educators. Balkrishen (2019) expresses similar sentiments to Bush that effective management result to improved student performance.

This study focused on senior lecturers who occupy a similar management level with school departmental heads (Collective Agreement 1 of 2013). Rasool and Mahembe (2014) posit that

management roles and responsibilities for TVET colleges are not clearly defined in the policy documents. CET Act No. 89 of 1996 defines the establishment of the college structure and governance issues, roles and responsibilities are not clearly articulated. In the absence of clear guidelines for TVET colleges, senior lecturers are in a predicament associated with how they execute their management functions.

Balkrishen (2019) further claim that there is scarcity of empirical research that focuses on the TVET college management particularly senior lecturers. Due to the absence of polices and guidelines, they operate without clear framework. In the light of the context presented, it is clear that there is a gap with regards to the management roles of senior lecturers as managers. Therefore this study seeks to explore the management roles of senior lecturers in TVET colleges and how they enact their functions as managers.

1.4 Rationale and motivation for the study

My interest in this study is rooted in my personal experiences, as well as, perceptions regarding the role played by senior lecturers as part of the management structure in TVET colleges. My experience in the education sector spans for over 20 years. My work has exposed me to different management structures that exist in various schools and colleges. Also, student performance in TVET colleges remain a challenge. The government has made a substantive investment in TVET colleges; however, certification, throughput and retention rate remain below targets (Badenhorst & Radile, 2018; Pretorius, 2018). There are various challenges that may contribute to colleges performing below expected standards and some of these challenges are linked to the way colleges are managed. Research suggests that student performance cannot be detached from effective management (Wekesa & Mbongo, 2013).

I have also observed that the work performed by senior lecturers in certain colleges is intense and demanding as opposed to other colleges. This has created some gaps in terms of the way in which senior lecturers execute their duties. Also, their roles and responsibilities are not clearly defined in terms of legislation. Senior lecturers as middle managers have a range of administrative and academic duties to perform (Bennet, Woods, Wise & Newton, 2007; Javadi, Bush & Ng, 2017).

Their functions as managers fall into various categories which include administration, managing and leading curriculum and supervising lecturers. There is ample research that has been conducted both locally and internationally on middle management and heads of departments, with special focus on schools. However, literature relating to management in TVET colleges is inadequate, particularly in the South African context. Consequently, literature used in this study have been drawn from research conducted within the schooling sector both locally and internationally.

The concept of management is by no means a new phenomenon as the field of study in educational administration. According to the review conducted by Harris, Jones, Ismail and Nguyeni (2017), there is substantial research conducted over the years on management. Their review on international studies asserts that middle management plays a crucial role in maintaining and developing effective teaching and learning. However, these roles and responsibilities have become increasingly complex due to changing legislations (Harris et al., 2019). Correspondingly, de Nobile (2018) asserts that ambiguity still exists in relation to the roles and responsibilities of middle managers. Scholars that have conducted research on the management and leadership of the departmental heads in the South African context (e.g. de Nobile, 2019; Mapane, 2017; Smith, Mestry & Bambie, 2013), reveal that there are challenges encountered by middle managers in enacting their role is due to lack of understanding of their role and the ever changing policy regulations. These scholars further postulate that departmental heads find that their daily activities are flooded by mundane administrative tasks and they neglect their key role which is to lead and to manage teaching and learning. It is not surprising that some senior lecturers are unable to conceptualise their management role and hence, fail to carry out their duties effectively.

In view of this background, the motivation to conduct the study emanates from the challenges and the gaps created by underperformances of some senior lecturers due to vaguely defined roles and responsibilities which consequently impacts negatively on effective teaching and learning. Through this study it is hoped that knowledge generated will assist in understanding the roles and responsibilities senior lecturers that are playing or not playing which consequently impact on effective teaching and learning in TVET colleges. Hopefully, this study will illuminate research that identifies knowledge, skills, and disposition necessary for the senior lecturers to be effective

and efficient managers. It is important that every attempt is made to ensure that quality teaching and learning is supported so that students' achievement in TVET colleges can improve.

1.5 Research aims, objectives and research questions

In exploring the management roles of senior lecturers in TVET colleges, my study is guided by the following objectives and research questions:

1.451 Objectives

- (a) To explore how senior lecturers in TVET colleges understand to be their management roles in TVET colleges.
- (b) To explore how senior lecturers in TVET colleges execute their management roles.
- (c) To explore challenges (if any) senior lecturers in TVET colleges encounter in executing their management roles.

1.5.2 Research Questions

- (a) What do senior lecturers in TVET colleges understand their management roles to be?
- (b) How do senior lecturers in TVET colleges execute their management roles?
- (c) What challenges (if any) do senior lecturers in TVET colleges encounter in executing their management roles?

1.6 Delimitation/Demarcation of the study

Delimitation refers to the set restrictions for the study (Maree & Westhuizen 2011). Delimitation ensures that the research is manageable within the context of the phenomenon under study. The research focuses on TVET colleges in the Province of KwaZulu-Natal (KZN). It is noted that the study does not represent all the TVET colleges in KZN but is confined to only three colleges that were easily accessible to the researcher.

1.7 The structure of the study

This research consists of five chapters which are organised as follows:

Chapter One is the orientation of the study. This chapter outlines the background and rationale of the study. Also, it presents the aims, objectives and research questions that guide the study. In addition, concepts are clarified. In conclusion, the demarcation of the study is presented.

Chapter Two deals with literature review on management role and responsibilities of senior lecturers. The review begins with the conceptualisation of management as well as roles and responsibilities of senior lecturers. This is followed by the underpinning theoretical framework in relation to the phenomenon under study.

Chapter Three presents the research design and methodology employed in the research study. Research paradigm selected is justified by literature, as well as the methodological approach utilised to generate data for this research. Further to that, data analysis techniques, ethical issue and delimitations to the study are outlined.

Chapter Four focuses on data analysis, and discussions generated through semi-structured interviews. Data is presented under four main themes which emanate from the semi-structured interviews. The discussion is presented in relation to reviewed literature and theoretical frameworks presented in Chapter One and Chapter Two. Chapter Five is the conclusions and recommendations that emerged from the study.

1.8 Chapter summary

In conclusion, this chapter has introduced the research project, presented a rationale and motivation of the study. Research objectives and research questions are presented. Key concepts are clarified as well as the research design and methodology. It is concluded by explaining the demarcation of the study. The next chapter presents a literature review of related literature as well as theoretical frameworks.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In the preceding chapter, an introduction and orientation to the study was presented. The aim of this chapter is to present a review of literature, focusing on the management roles of senior lecturers within the TVET college structure. This chapter is written within a backdrop of a strong view that acknowledges that the management role of senior lecturers is critical in effective teaching and learning. I begin by conceptualising the concept of management in an educational institution and discuss the models of educational management. Next, I clarify effectiveness and strategies for effective management in an educational institution. The main aim is to shed more light on effective management and its impact on teaching and learning. Further, as managers enact their management duties, they are bound to encounter obstacles that would impact negatively on their performance. Therefore, challenges that senior lecturers encounter as managers in colleges are discussed and thereafter, the theoretical framework is discussed.

2.2 Conceptualising the term management

Management as a concept has been defined by various scholars in the field of education and commerce. My contention in this study is that school managers perform various management roles which are multifaceted including managing curriculum, assessment, departments or units as well as liaising with internal and external stakeholders (Basset, 2016). The common description of management is provided by many scholars, including Koontz and Wehrich (1990) and Taylor (1998), who argue that management is an art of getting things done through other people. Jones and Sallis (2013) reiterate a similar view that management is about the tasks and people. Therefore, definitions given suggest that a manager is someone who creates a favourable environment in which people can perform to their best ability in order to achieve organisational goals.

Management as a field of study is also derived from management principles applied in industry and commerce (Bush, 2011). Therefore, schools are similar to any organisation that brings people together to achieve organisational goals. This suggests that school managers adopt business

management principles in order to yield desired outcomes. This view is supported by Briggs (2004) that considering the context under which colleges operate and the level of accountability managers should adopt a business-like approach in order to realise desired outcomes. Therefore, management is a process which is undertaken by an appointed individual to plan, organise, control, lead and control activities of others in order to achieve desired organisational results (Taylor, 1998). These are management functions keep the management processes running (de Nobile, 2017). In the context of school or college sectors, the desired results are measured by improved students' performance (Robertson, 2015). Everand (2004) asserts that organisations that are managed effectively are found to be ethical, successful and well organised. Implies here is that efficiency in the management of schools as organisations has to include issues of ethical behaviour and success as the main elements underpinning their operations.

Bush, Joubert, Kingudu and van Rooyen (2013) conducted research on the impact of school management on teaching and learning. In their findings they strongly advocated that principals, deputy principals and departmental heads needed to focus more intensely on teaching and learning. Other literature reviewed (e.g. Hallinger & Murphy, 1985; Hoadley et al. 2009; Kruger 2003; Hallinger, 2005; Lee, 2012; Seng, 2013) reveals that there are several pillars that underpin the roles and responsibilities of managers in schools and colleges. These pillars include managing and supervising staff and instructional programme, monitoring and evaluation and staff development. This is congruent with the findings of a study conducted by Hoadley et al, (2009) which looked at the critical role played by management in the students' academic performance in the South African context. Both studies acknowledge that management is complex in nature, and therefore that, the roles and responsibilities of people tasked with performing management tasks must be clearly defined. These studies are also in agreement that effective management of schools contributes to improved results.

TVET colleges have various layers of management which consist of the College Principal and deputy principals, campus management which consist of campus managers, departmental heads and senior lecturers. However, the focus of this study is based on senior lecturers as managers who are bestowed with a responsibility to manage and supervise the work of other lecturers. Management activities should be directed towards efficient and effective utilisation of

organisational resources in order to achieve the organisational goals (Everand 2004; Morris & Wilson 2004 & Mampane, 2017). Therefore, the success of an organisation depends on the quality of its management. Thus, every achievement or failure is traced back to the manager (Drucker, 2012). Looking at the complex nature of management role of senior lecturers in TVET colleges, the following section delves deeper into their role as managers.

2.2.1 Senior lecturers as managers

The main focus of this study is on the management roles and responsibilities of senior lecturers in TVET colleges. Senior lecturers in TVET colleges are part of the campus management, and they have the responsibility of creating and supporting teaching and learning (Cheruiyot, 2021). Senior lecturers and departmental heads in schools occupy similar position in the middle management level. Hence, the literature reviewed in this study is based on departmental heads in schools rather than those of TEVET colleges. There is significant empirical research that have been conducted by various scholars in South Africa, in Africa and in other parts of the world in an endeavour to conceptualise the role of departmental heads as managers (Bush et al, 2013; Mestry & Pillay, 2013; Smith, Mestry 2017). As Leithwood (2019) states, effective management of departmental heads is the key to academic performance, which makes their management role a demanding one. Likewise, the management role of the senior lecturers in TVET colleges is then used as one of the strategies to influence lectures performance and students' academic performance.

Role played by middle management is considered to have a great influence on student learning and teacher performance (Cheruiyot, 2021). There is sufficient research conducted that justifies this claim. Harris, Jones, Ismail and Nguyen (2019) conducted a review of literature from 2003 to 2013 for the purpose of exploring the knowledge base on middle management in schools in an international context. The purpose of that study was to explore how middle management enacted their management roles. The study findings reveal that there has been so much interest from international researchers on middle management, particularly in the United Kingdom. Also, Leithwood (2019) conducted a study in Australia of over 50 schools that were classified as best performing schools. The aim of the study was to identify the role of middle managers who are critical role players in the school management. The study findings assert that the departmental

heads are regarded as potential ‘drivers of change’ because of the influence they have on students and educators (Leithwood, 2019). There are various management practices that were identified in that study, and these include, curriculum management, supervision, professional development, healthy working environment, resource allocation, and policy implementation. It therefore, safe to assume that where roles are clearly defined, performance improves (Leithwood, 2019).

There is no formal preparation or management training that is required for educators to qualify for the departmental heads position in South Africa. Mampane (2019) conducted a study in South Africa, with the special focus on professional capacitation of departmental heads. The suggested training highlighted skills deficits in terms of how departmental heads in Mpumalanga schools enacted their management roles and responsibilities. The training focused on areas teaching and learning supervision, assessment of teaching, implementation of policies and educational administrative matters. The findings emphasised that the role of the departmental heads was critical in influencing the performance for both the learners and the educators. De Nobile (2019) classifies the role of the departmental heads into four broad categories, namely, management, administration, staff development, and leadership role. He further claim that departmental heads spend most of their time on administrative activities and less on supervision and staff development. Management must also be looked at in relation to performance, professional development, and quality management as well. Hence, in this study I sought to understand broadly the management role of senior lecturers. There are management models that departmental heads could use. Some of the dominant models in the field of educational leadership and management are briefly discussed in the section below.

2.2.2 Education Management Models

Managers wear different hats in the school environment. Hence, Bush (2003) identified multiple approaches or models that are critical to manage multidimensional environment. He identified six model, but for the purpose of this study only three are discussed and are deemed relevant to the study. The three models discussed are (a) Formal or Bureaucratic Model; (b) Collegial Model; (c) Political Model.

(a) Formal or Bureaucratic Model

Formal models refer to the formal distribution of authority (Bush, 2003). This definition classifies colleges and universities as bureaucratic structures whereby work division is arranged by means of regulations and rules (Botha, 2011). Therefore, an organisation such as a college fits into the bureaucratic model because it has written rules, regulations, and procedures. Colleges and schools have a formal hierarchical structure that are connected together by formal chains of command. Bush (2010) claims that bureaucratic models are effective in an education organisation because they eliminate disorder and gives clarity in terms of reporting structures. Therefore, communication channels are clear and respected. In that regard, Hoy and Miskiel (2001) also contend that formal models assist in encouraging employee collaboration in the organisational process and creates a working environment based on respect and mutual trust.

Despite the fact that Botha's description fits well in schools and colleges, some scholars have identified areas where bureaucratic models fall short. Bureaucratic models have been criticised by some scholars and theorists in the educational field (Bush, 2003; Kouzes & Posner, 1997; Manz & Sims, 2001). These scholars argue that the dominance of hierarchy poses a threat to the implementation of effective teaching and learning (Smylie, 1997). Smylie (1997) maintains that the formal structure of the school, creates an environment that is characterised by inflexibility which results to resistance towards processes and procedures. Additionally, formal models may hamper creativity and distort communication processes (Smylie, 1997). In a hierarchical organisational structure, stakeholders at the bottom of the structure such as educators often feel excluded in the decision-making process and their contribution towards ensuring achievements of goals in the institution (Bush, 2003). Formal structures have been found to be too rigid, and thus, can suppress creativity. Despite all these negative sentiments, formal models are still considered to be effective in educational institutions as they set clear lines of authority and communication (Clarke, 2007). Top-down approaches that are embedded in the formal models ensure that different management levels collaborate and have logical cohesion (Botha, 2013).

(b) Collegial Model

Given the criticisms of formal models, collegial models were introduced. According to Bush (2003), collegiality refers to the process that involves the sharing of power by all the stakeholders

guided by the vision of the organisation. He maintains that policies and decisions are made through the process of consultation and discussions by all stakeholders involved (Bush, 2019). Therefore, colleges as educational institutions consist of a group of professionals who share common goals. Collegiality is often associated with collaboration. Sergioivanni (2009) describes collegiality as a process whereby power is decentralised to employees so that they become an integral part of the management processes. Views expressed by Davis (1986), and Bush (2003) attest to the notion that educators are keen to participate in decision-making. Imposing decisions that have direct impact to staff may result to conflict and resistance. Shared values contribute to positive work attitudes and improved performance (Singh, 2005).

According to Kouzes and Posner (1997), managers who share their power have employees that are motivated and empowered. Empowered employees are more effective. This is reiterated by Singh (2005) on empirical research conducted in South African schools. The study reveals that if collegial management is successfully applied, it can create effective and efficient educational climate within the school environment. Therefore, it is the responsibility of the management to create a collegial milieu in which all the stakeholders can participate in decision making (Sing, 2005). My view is that stakeholders that are not part of management such as lecturers and students' representative are afforded an opportunity to have influence in decision making rather than be subjected to decisions imposed by those who are in management positions.

While several scholars advocate that collegiality contributes to effective teaching and learning, Bush (2003) has identified some limitations to this model. First, collegial approaches to decision-making at times, tend to be slow and cumbersome. For example, when policy requires approval at a college, it has to undergo a series of committees in an attempt to achieve consensus. Second, it is difficult to sustain collegial decision making in public organisations such as schools and college where there are too many layers in the management levels. Schools and college principals are not only accountable to the internal stakeholders, but are also accountable to other various external stakeholders such as the department, community and college governing council. Thirdly, senior lecturers are caught up in balancing collegiality and accountability (Basset, 2016). My view is that while collegial approaches depend on the attitudes of the staff, they have the power to make it succeed or fail.

(c) Political model

Politics has everything to do with control of resources and power and affect it all spheres of life (Bush, 2011). Therefore, it has influence in the context in which educational institutions operate (Bush, 2011). A political model is not only applicable to politics outside school environment, but to schools and colleges as well. According to Bush (2011), a political model assumes that policies, rules and decision-making emerge as a result of bargaining and negotiation between interest groups. This implies that decisions are made according to the power relationships of the interest groups in which they promote their own interests (Bush, 2011). Political approaches require that management should be involved in negotiations and bargaining processes in order to achieve amicable and consensual agreement. In this approach, conflict is viewed as inevitable, and that power supervenes to dominant alliances rather than being entrusted in hierarchical positions. In some ways political models can be located between formal models and collegial models in the sense that they are neither underpinned by positions nor by interests of individuals. Here, it is the interests of groupings that dominate, irrespective of the positions they may occupy. Colleges and schools have interest groups that have collaborated their interests such as students' leadership, labour unions, as well as other social groups. They seek one another support and their objectives are promoted in a political manner. They try to influence policy and decision making so that their goals and values dominate.

Interest groups consist of people within the organisation that have shared goals that serve interest of their members. Therefore, conflict becomes a culture in this model because it is likely that interest group goals clash with those of the organisation. In order to manage effectively in political model, the manager is required to have a good understanding of power groups and their internal politics. Therefore, negotiations call for all the stakeholders within the organisation to possess a culture of mutual respect for the political approach to bear good results (Bush, 2003). Therefore, formal authority that exist in schools and colleges is disturbed by the pressure of the bargaining power that interest groups exert against the management. In this approach (Bush, 2003) asserts that policies and decisions are not merely imposed to the employees but are a compromise negotiated by all the parties involved including groups in the immediate community such as municipality or ward councillors. As a result, managers in colleges and schools have to deal with

issues that require political approach such as labour organisation and students' organisations that are politically driven.

2.3 Relationship between management and performance

Scholars (e.g. Bush, 2007; Chikoko, Naicker & Mthiyane, 2015; Ingersoll, Sirinides & Dougherty, 2017; Ordohlo & Nzoka, 2014) contend that there is positive correlation between effective management and students' academic achievement. Studies indicate that management is a crucial factor if colleges are to improve effectiveness, particularly with regards to student academic performance. Academic success of an institution depends mostly on how it is managed. Management has an impact on the performance of educators and academic success of the students (Bush, 2007; Ingersoll et al., 2017). Empirical research conducted by Odorhlo and Nzoka (2014) in Kenya reveals that there is a growing attention from researchers on the relationship between educational management and students' academic performance of students. This is supported by a study conducted by Chikoko et al. (2015) in South African schools that operate under multiple deprivations. The study reveals that if there is effective management, educators and students perform effectively despite multiple challenges they face. Their research asserts that the principal as a manager has influence on learner performance and educator effectiveness. Ingersoll, et al. (2017); Ordohlo and Nzoka (2014); Croninger and Lee (2001) reiterate a similar view that schools with effective management have greater student achievement.

Bush (2003) asserts that the quality of management at the school contributes to the quality and standard of work for both learners and educators. School managers are responsible for the primary function of the school, which is managing teaching and learning. Lemmer (1994) reiterates a similar view that the performance of educators and students is predominantly affected by the management role of the school management team. Hence, management is held accountable for poor performance. Hence, every manager strives for better results. Management is viewed effective when, educators and students are doing what they are supposed to do to the best of their ability. Many interpretations arise when researchers try to define the concept of effectiveness. For the sake of this study, Botha (2011) views effectiveness as the extent to which an organisation, given certain resources and means achieves its goals. Also, Hoy and McGraw (2001) define

effectiveness as the level of the desired performance that the institution is trying to achieve. As per government mandate, colleges are expected to produce skilled labour force that is able to participate in the competitive economy. This implies that effectiveness is linked to output or outcomes. Consequently, education is regarded as effective when intended results are achieved. Teaching and learning is effective when the curriculum the student has learned equips them with skills suitable for employment or self-employment.

Bush (2011) is of the view that an educational institution that has a strong charismatic leader may excel for a short time, only to collapse afterwards if management is weak. Therefore, research advocates that schools require an effective management from teachers, departmental heads and principals in order to provide the best possible education to their learners. Also, Bush (2003) suggests that effective management is critical in achieving positive outcomes in any educational institution. Therefore, senior lecturers serve as drivers in achieving effective teaching and learning. This implies that they are responsible for the overall performance of their units. That is the reason why managers are held responsible for poor performance of the staff they supervise. Bush (2011) further reiterates that effective management makes a significant difference to the student outcomes.

2.4 Management function of senior lecturers in TVET colleges

The management role of the senior lecturers indicates that there are numerous tasks that have to be performed, and it remains the responsibility of every manager to ensure that all these tasks are well coordinated. Botha (2013) states that management roles include planning, organising, leading and controlling. Fayol who is regarded as the founder of the management theory outlined management functions that managers in all levels should engage in in order to achieve objectives of an organisation effectively and that the organisation fulfils its mandate (Nizhneva-Ksenofontova & Nizhneva, 2021). These management functions are critical for the management process. In an educational institution, improvement in student performance could be achieved when the management functions are well planned, organised and controlled.

2.4.1 Planning

Planning is one of the fundamental functions which is performed by all managers at all management levels. Botha (2013) defines planning as a process that involves establishing goals and determining processes and the technology necessary to implement them. Ferdous (2016) posits that planning is a process that focuses on the objectives of the institution and develops strategies on how these objectives can be achieved. A manager decides beforehand on activities to be undertaken and the action to be executed. Planning is a process that maps the pathway from where the organisation is to where the organisation is heading. In planning, managers forecast the future, design strategies and action plans on how to achieve organisational goals and objectives.

Botha (2013) points out that planning is a process that involves prioritisation of organisational goals and the formulation of action plans which serve as the roadmap for all the stakeholders in the organisation. Therefore, planning provides a direction to all the stakeholders, and encourages everybody to participate. Planning in TVET colleges is about the decisions in respect of the enrolment targets, targets on student performance, targets on retention and throughput rate, nature of the teaching and learning content which includes various modes of teaching and technology used in the classroom. Hence, it is during the planning phase that lecturers that are suitable for the transfer of knowledge are identified, and the financial resources needed in order to meet organisational goals. Planning also involves the process of assessment and tracking strategies that are used to monitor the process (Singh, Senik & Hanafiah, 2020). The study conducted by Kabiru, Mathew, Orsbone (2018) advocates that when planning, managers develop organisational strategic plans and decide on the resources that would best be suited for achieving these strategic plans. Also, there must be timelines set for the achievement of these plans.

2.4.2 Organising

Shide (2018) describes organising as the process of bringing all resources together in order to achieve organisational goals. The availability of resources such as human resources, financial resources, marketing should be taken into consideration during this process. This implies that every manager has the responsibility that after planning on the targeted performance improvement, he

has to strategize how to effectively achieve the planned targets. This implies that organising is carried out after the plan is developed, or the roadmap on how to achieve the organisational goals is in place. This process involves a hierarchical structure that clarifies roles and responsibilities and the manner in which information should flow. An organisational structure allows the organisation to be able to implement appropriate operating procedures and decision-making process that assist the organisation in achieving its goals (Kabiru, 2018). Therefore, during this process, the manager identifies different roles and responsibilities and assign them to relevant employees. Each employee must be aware of their roles in order to avoid frustration and inefficiency (Kabiru et al., 2018). Botha (2013) posits that organising is the responsibility of every manager to arrange all related activities in order to ensure that employees are effective and organisational goals are achieved.

Kabiru (2019) identifies various principles that are imperative in the organisational process. An organisational structure clearly defines the unity of commands, the flow of instructions from the manager to the subordinates. Therefore, this process clearly defines communication channels, and prevents confusion and loss of time. Second, the span of control is the number of people reporting to one manager. Last, the delegation of authority. Botha (2013) posits that delegation is considered successful if a clear line of authority is in place. Organisation is an important management function because it has the potential to hinder or to assist the organisation in achieving its plans.

2.4.3 Leading

Leading is among the most important determining factors for achieving organisational goals and enhancing performance (Kabiru et al., 2018). Leadership at the college does not refer to principals only but to all members of management. The study conducted by Harrie et al. (2017) suggests that there is growing interest in research on the roles and responsibilities for middle managers mainly departmental heads after 2007. The study posits that leading is an important task that can be achieved by fulfilling various leadership roles to achieve set objectives. Harrie et al. (2017) developed a model called Middle Management in Schools Model (MLiS Model). The model focuses on the key leadership roles played by all managers in all management levels. The first role is focuses on leading teams. Team leader must be someone who is able to intentionally exert

influence on individuals or a group towards a common goal (Bush, 2010; Northouse, 2013). Middle managers play a critical role in leading teams (Shaked & Schechter, 2019). They work to ensure that policies and guidelines set by college senior management are realised. A senior lecturer is tasked with the responsibility to influence lecturers under his span of control.

De Nobile (2017) posits that the most important factor that influences a successful team leader is cohesion and shared goals. They must work collaboratively towards the realisation of the goals and objectives that the college set to achieve. The ultimate goals for the college as an educational institution is the academic success of the students. Middle managers perform mostly collaborative tasks whereby they plan, execute and implement a range of activities within their departments (De Nobile, 2017). This implies that team leader must involve all team members in decision making, and not for them to be informed about the decision that has already been made. Managing a successful team is closely linked to how leaders managing relationships.

The second role identified in the MLiS Model is managing relationships. Establishing and maintaining healthy working relationships is the key to success. The important factor in establishing and maintaining healthy working relationships is by providing support and respecting co-workers (de Nobile, 2017). Also, Nge and Chen (2014) suggest that professional development is critical in developing healthy working relationships in the workplace and it facilitates smooth transition to leadership for newly promoted educators. Usually, the transition from being an ordinary lecturer to be a leader often comes with some lecturers resenting newly appointed leader. If the promoted lecturer was working within the same campus, s/he might need to change the way they interact and relate to others. They are responsible for developing collegial departmental relationships.

Thirdly, senior lecturers as leaders have to communicate effectively. Communication is fundamental to effective leadership; it is a validation that students and educators are important stakeholders in the institution. Neves and Eisberger (2012) assert that organisations are viewed as communicative institutions and its effectiveness depends on good human relations. Communication happens in various methods, in writing (internal memorandums, notice boards, email), face-to-face or telephone. Therefore, effective communication is one of the ingredients

which determines the success of the organisation (Hargie, Dickson & Tourish, 1999). Communication should flow in all directions, upwards and downwards. Effective communication confirms that educators' opinions and suggestions are valued in leadership (Hargie et al., 1999). Therefore, a leader should give employees an opportunity to contribute to decision making, especially issues that have direct bearing in their job. Consequently, such employees give value-added performance in return.

Fourthly, motivation is an important factor in leadership because it results in improved performance (Ames, 1990). Research presents various definitions of motivation (Bush & West-Burnham 1994; Hodgetts, 1990; Lindner, 1998). Definition that is more appropriate for this study is that motivation refers to the inner force that drives the individual to perform better. This suggests that motivation cannot be measured by students' results or educator meeting the deadline. Motivation is when both educators and students value the process of teaching and learning, and willingly put necessary effort to improve (Ames, 1990). A motivated educator or student is more productive and requires less supervision. Therefore, I am of the view that the leadership role of senior lecturers at the college should find non-financial methods that would motivate educators within the context of their roles.

The role played by senior lecturers in achieving the vision of the college is crucial. They do not only manage people and resource, but they also play leadership role to their subordinates. It is one of the management roles assumed by any person in management irrespective of their level in the hierarchy. In order to be an effective manager, one requires certain leadership qualities. Leaders encounter various challenges when implementing the strategic vision of the institution while leading people who are unique in many aspects. Munir and Iqbal (2018) refer to the school leader as the 'torch bearer'. This suggests that the leader gives direction on all the activities in the institution. Effective leadership is important at all levels of management. School leaders have the power to influence the academic outcomes of both the students and the teachers (Munir & Iqbal, 2018). Department heads are seen as the driving force behind the school success in terms of improving the quality of teaching and learning.

The role of being a leader has various dimensions that are illustrated by different scholars. In this discussion, I identify two dimensions. Regarding the first dimension, (Bush, 2019) posits that vision is regarded as an essential element of effective leadership. Senior lecturers as leaders have a responsibility to convert the vision of the institution into specific performance outcomes in their unit. Javadi et al. (2017) argue that a vision is a source of inspiration for one's work and a catalyst which shapes the actions of others. The vision provides direction in any organisation. A senior lecturer plays a critical role in incorporating the goals and objectives of the college into practices in the teaching and learning. They play a critical role in ensuring that school vision is realised.

Leaders employ different approaches for different situations, hence, they use various leadership styles. Olulube (2015) contends that there is no leadership style that is universal. A leader cannot stick to one style when leading; they must consider contexts, situations and the individuals with different personalities. Appropriate management style assists managers in establishing trust, rapport and respect. It helps in building good working relationship. An effective leader must be able to identify the style that suits the situation at hand (Olulube, 2015). Employee performance can be affected due to lack of proper direction from the leader and the application of the leadership style in managing day-to-day activities. Leadership style should stimulate employee performance which is executing prescribed duties, meeting deadlines and being efficient in what they do (Iqbal et al, 2015).

Leadership style is not a one-size fits all phenomenon. It is selected and adapted to suit the context and situation and individuals that are being led (Oyugi and Gogo, 2019). Leadership style may have a negative or positive impact on employee performance. In the discussion below is the based on understanding the effect that of the leadership style that the manager uses. Managers must to adopt a leadership style that meets the demands of the situation and that will stimulate employee performance (Nyenembe, Maslowski, Nimrod and Peter (2016). The success of the department relies on the leadership style practised by the manager. According to the study conducted by Nyenyembe et al. (2016), the leadership style contributes to job satisfaction. Additionally, it has an impact on teacher performance, students' academic achievement and the staff job satisfaction (Oyugi & Gogo, 2019; Raza & Sikanda, 2018). Organisational success does not only depend on the managers in the organisation but the leadership style as well. Iqbal et al. (2015) refers to the

leadership style as the leaders' behaviour and attitudes of management and supervision. This suggests that the leaders' personality traits, communication patterns and conducts on guiding others in reaching the goals of the organisation is crucial.

2.4.4 Controlling

Botha (2013) asserts that controlling is an essential process in management which involves assessment, monitoring and evaluation of the organisational performance. Kabiru (2019) further suggests that controlling is a process that examines the utilisation of resources to achieve organisational goals. Therefore, it is during this process that standards are clearly established and performance measurement strategies are developed to identify noncompliance and irregularities. Similarly, corrective measures must be put in place as instruments used to correct discrepancies. Controlling is a critical tool that is used in achieving organisational objectives. Activities are performed as per the predetermined plans that are decided upon during the planning process. Kabiru (2019) identifies three steps in the control process. First, there must be predetermined standards that are set during the planning process. Organisations use various strategies to measure performance. For example, in the case of a college, targets are planned during the strategic planning and are approved by the college council. In fact, since planning is an uncertain process in its very nature, one understands that there are unexpected situations that may impact negatively on the planned targets for the college. Therefore, controlling is the process that ensures that the plan is implemented and monitored (Botha, 2013).

The second tool is comparison between planned performance and actual performance. Monitoring and evaluation is used in colleges to identify deviations from planned targets against actual, and corrective measures are established (Kabiru, 2018). Lastly, corrective measures must be in place in case there are deviations. For example, in instances where deviations, noncompliance or irregularity occur, the manager has to determine the cause of failure and institute the turnaround strategy to resolve any kind of deviation (Botha, 2013). Therefore, effective control measures are critical in the attainment of organisation goals and objectives. It is therefore important that performance standards are known by all the stakeholders in the organisation.

2.5 Activities around management roles of senior lecturers

This section discusses some key management activities of senior lecturers in a TVET college context. My review of literature generated five key management roles of senior lecturers, and these are (a) Teaching and learning; (b) Supervision of teaching and learning; (c) Promoting a positive learning environment; (d) Monitoring; (e) Quality management.

2.5.1 Teaching and learning

Teaching and learning is the core business of any educational institution. Managing teaching and learning is one of the responsibilities that departmental heads have in order to ensure effective teaching and learning (Bush et al., 2010). The responsibility of management is to ensure that curriculum delivery is implemented in the classrooms (Bush & Glover, 2009). Bhengu and Mkhize (2014) reiterates a similar view that senior management should support teaching and learning through departmental heads as they are directly responsible for ensuring that learning is taking place. Research, according to Mestry and Pillay (2013), highlights a critical role of school managers in ensuring coherence between teaching and learning, demonstrating effective teaching, enhancing students' performance and protecting instructional time.

Middle managers are subject and pedagogical experts (Mestry & Pillay, 2013; Naicker, Chikoko & Mthiyane, 2013). Therefore, they should promote quality teaching and learning. Senior lecturers play a critical role in ensuring that the mandate of the college senior management pertaining to teaching and learning is translated in the day to day practices in the classroom. It is my view that senior lecturers pave the way for lecturers to perform effectively by conducting subject meetings, encouraging team work. This is achieved by planning together their work schemes, assessment dates and discuss challenges they encounter when teaching.

Javadi et al. (2016) argue that departmental heads are responsible for managing all activities relating to teaching and learning. They further attest that they have a significant impact on the academic performance of the whole school. International literature refers to the management of teaching and learning instructional leadership (Bush & Glover, 2009). Therefore, senior lecturers play a critical role as instructional leaders. Educational institutions with effective instructional

leadership have greater student achievement (Lee & Dimmock, 2010). Bush (2010) contends that research focuses more on the principal as the centre of expertise in instructional leadership, and underplay the role of that middle managers play in this regard. Therefore, instructional leadership is not the exclusive role for principals (Gupton, 2010; Hayward, 2008). Additionally, Mestry and Pillay (2013) share the same view that middle managers should be given authority and autonomy to lead instruction in their departments. Similarly, in TVET colleges, campus manager, deputy campus manager. Coleman, Graham-Jolly and Middlewood (2001) posit that instructional leadership includes all aspects pertaining to teaching and learning.

An effective instructional leader is a useful instrument for enhancing student performance. (Hallinger & Walker 2014; Putsejovosk, Spillane, Heathen & Lewis, 2009). Additionally, Putsejovosky et al. (2009) attest that other duties that departmental heads perform is to ensure that high quality in teaching and learning is achieved through effective management. Instructional leadership is underpinned by the view that the main purpose of an educational institution is to facilitate effective teaching and learning (Middlewood & Burton, 2010). It involves approaches and strategies used that enhance performance of both the students and the educators. It encompasses activities such as managing teaching and learning in the classroom (Lee, 2012; Seng, 2013), which involves didactic leadership and pedagogical guidance (Kruger, 1996).

2.5.2 Supervision of teaching and learning

Supervision is one of the crucial roles that is played by senior lecturers as managers. The literature points out that management personnel in schools has to supervise the work of educators and students (Javadi et al., 2016). Study conducted by Wanzare (2012) posits that instructional supervision embraces all activities that are directed towards the maintenance and improvement of teaching and learning process in schools. This view is supported by Olurotimi and Ekere (2020) who assert that there is a correlations between supervision and performance for both students and educators. These scholars add that management should play a major role in supervising teaching and learning in schools. In other words, senior lecturers supervise the implementation of curriculum. Supervision is simply an act of checking the work of others in order to ensure that processes and procedures are followed (Olurotimi & Ekere, 2020). Glickman (1985) defines

supervision as the role that is played by school managers in order to improve teaching and learning by giving direct assistance to educators. This implies that supervision is centred on improving the quality of teaching and learning. Senior lecturers as supervisors are responsible for encouraging lecturers to follow instructional procedures, offer support and guidance.

Supervision allows the manager to build a supportive relationship with the subordinates (Wanzare, 2012). It is my view that supervision assists in improving classroom teaching. Therefore, it is important to recognise educators as important role players in the process. Supervision must contribute to the overall effectiveness of teaching and learning that is taking place in schools. Supervision must be responsive to the professional developmental needs of educators (Olurotini & Ekere, 2020). One of the limitations according to my observation is that in a case where the senior lecturer does not lead by example, they find it difficult to command respect and authority among other lecturers. The senior lecturers who fails to be in class himself or herself end up being an absent manager.

2.5.3 Promoting a positive learning environment

Another element that emerged from the study conducted by Bhengu and Mkhize (2015), is that management is responsible for creating favourable learning climate. Positive climate in the school refers to the norms and attitude of staff and students that influence teaching and learning. The environment in which we work has tremendous effect on our performance. Conducive learning climate depends on the environmental conditions and interpersonal relationships. Mestry (2017) argues that school management is responsible for creating conducive conditions to improve curriculum management. Bush (2003) shares similar view that management has the responsibility of creating and supporting conditions under which effective teaching and learning can take place. It is therefore safe to assume that senior lecturers are responsible for creating conducive environmental and interpersonal conditions that contribute to effective lecturer performance and students' academic outcomes. They are expected to foster efforts that lead to effective performance.

Managers are expected to offer emotional support to their team in a manner that shows mutual respect and caring (Oludayo, Falola, Obianuju & Demalide, 2018). As students witness that kind of relationship they are likely to emulate it and hence, positive learning environment is created. An educational institution should provide a learning environment that is beneficial to both the student and the educator (Pepper & Thomas, 2002). This has an impact on the morale and the success of the students and the educators.

2.5.4 Monitoring

Monitoring is a managerial responsibility (Javadi, Bush & Ing, 2017). It is a critical function for middle managers. It is therefore, the responsibility of the immediate supervisor to ensure that educators within his/her span of control work towards achieving the goals of the organisation. Every organisation has procedures in place that provide guidelines about how monitoring is conducted. Javadi et al. (2017) contend that there two types of monitoring, formal and informal. Formal monitoring happens according to schedule and lecturers are informed prior to the event. Monitoring is also one of the mandates for performance appraisal. Therefore, both the supervisor and the employee understand that the expectation of the monitoring process is to improve performance. Monitoring includes among other activities, moderation of files, class visits or class observation and verification of students' data which includes marks and attendance. Senior lecturers have the responsibility to ensure that teaching and learning is actually taking place and that the set curriculum is covered. It is aimed at developing educators, improving their teaching skills and expanding their knowledge in teaching skills (Wanzare, 2012).

During monitoring sessions, supervisors are able to identify educators' strengths that are shared as best practices or weaknesses that are used for developmental purposes. Feedback is crucial in the process whereby educators are informed about their performance. However, the study conducted by Javadi et al. (2017) suggested that departmental heads are reluctant to conduct monitoring because it is 'risky' to the relationship they have with educators. In some cases, departmental heads are inconsistent in doing monitoring, and this may be due to time limitations; they are restricted by lack of time to conduct monitoring.

2.5.5 Quality management

Quality management can be defined as the collection of activities that an educational institution embarks on to ensure that the service meets the set expectations and the set standards (Robin, 1994). Robin (2017) shares a similar view that quality assurance is a planned, organised process necessary to provide assurance to all involved in the value chain that the service meets the required standard. This implies that quality assurance provides adequate confidence to all stakeholders that education and training that is provided to the students is of good quality. Also, it gives guarantees that the institution complies with prescribed procedures and policies. TVET colleges employ various methods to evaluate the quality of teaching and learning provided to the students. The process involves moderation and verification or audits. However, these quality tools should be communicated to all the lecturers so that they are not misinterpreted as policing tools.

First, managers must ensure that teaching and learning is monitored by conducting classroom visits (Robin, 2017). Senior lecturers as managers, also ensure that instructional time is adhered to by conducting routine check on lesson plans and year plans. The second process of ensuring that quality is achieved is by conducting moderation of assessments and lecturers' files. Ayeni (2012) posits that when teachers are supervised it increases their commitment, they become more dedicated, willing and passionate about their work. While quality assurance addresses issues of compliance, it also ensures that there is effectiveness and accountability.

2.6 Challenges that senior lecturers encounter when discharging their duties as managers

There are various factors that inspire senior lecturers to succeed in enacting their management roles as managers in TEVET colleges; however, there are many factors that limit their success as well. The following challenges have been identified from various studies conducted mostly in school management field. The workload of middle management has increased, and so has the complexity, varied nature of work and intensity, and all these issues pose some challenges for them (Basset, 2016). Senior lecturers have the dual role of being a manager and a lecturer. Due to various roles that they have to play, the scope and volume of work they are expected to carry has increased. They face a variety of leadership and management challenges that emanate from managing

instruction, teaching and learning, monitoring and supervision. These challenges impact negatively on their performance.

2.6.1 Training and Development

Training involves all activities of gaining skills, knowledge and attitude in order to perform a particular occupation successfully. Owenbiugie and Ekhaise (2020) define training and development as the practices that ensure that training, mentoring and workshops are provided so that employees are motivated to perform functions to the best of their abilities within the set standards of the organisation. Therefore, training and development is an important investment in human resource because it enhances employee productivity. Improvement of skills or acquisition of new knowledge through continuous training, assist employees to improve both performance and productivity. Therefore, training seeks to empower employees with skills to improve performance. Hence, training is job-related as it is aimed at improving tasks that are already executed.

Various studies have been conducted in South Africa on the issue of training and capacitation of departmental heads. Training and development is usually initiated by the employer and is aimed at improving employees' performance and to increase job satisfaction (Khan & Abdullar, 2019). Employees are empowered on the job through, for example, the provision of workshops and opportunities to upgrade their qualifications. It also takes several forms which is formal courses or training. Colleges allocate funds that would cater for staff development. Khan and Abdullar (2019) posit that analysis for training needs must be properly conducted by supervisors. It is my view that some employees show lack of interest due to personal commitments. For example, in cases where training is conducted during school holidays as some lecturers are not willing to sacrifice their leave in order to attend training organised by the employers. A study conducted by Javid et al. (2017) indicated that middle managers are appointed with no formal leadership or management qualification, but that they learn on the job. After being appointed as a senior lecturer, one requires to be trained on management and leadership aspects in order to improve skills and knowledge. Senior lecturers are at the centre of the management hierarchy, and they interact directly with staff and students. Their position enables them to exert influence both vertically and horizontally (Basset, 2016). Therefore, given their unique circumstances, it is imperative that they are provided

with training and support in order to build their management capabilities. Growth is not possible without training and development. De Nobile (2018) suggests that professional development is crucial for new appointees so that they are fit for their role. However, in reality, on the field once the school appoints a departmental heads, the focus is on delivery and performance, without paying any attention to skills acquisition. This is an issue that requires careful attention going forward as evidence points to negative consequences of not providing requisite skills development programmes.

2.6.2 Time management

Senior lecturers perform various management roles, and it remains a challenge to fulfil all these roles successfully because of the little time available for all the activities and responsibilities in which they have to be involved. They have contact hours whereby priority must be given to the students. They must learn to share their time among various roles such as managing instruction, administrative role, and mentoring role. Despite the time allocated to undertake all the management activities, it is still not sufficient for middle managers to perform their duties effectively (Basset, 2016). As a result, some of the activities are neglected. They spend a portion of their time teaching students and other student welfare and academic issues. Senior lecturers have to monitor and assess teacher performance and to distribute tasks for the lecturers. However, they find it difficult to balance these roles due to lack of time.

2.7 Theoretical framework

Collins and Stockman (2018) describe theoretical framework as the use of theories in the study that describe beliefs and principles of the researcher. The use of theoretical framework in this study is to connect the existing knowledge and the previously created ideas about the phenomena (Creswell, 2013). Collin and Stockman (2018) further argue that there is no ‘theory free’ research. The study is mainly about leadership and management role of senior lecturers in supporting teaching and learning in the context of TVET colleges. Because of that focus, the theoretical framework adopted for the study is Weber’s (1996) Instructional Leadership Theory.

Weber's (1996) Instructional Leadership Theory

This study is underpinned by Weber's (1996) Instructional Leadership theory. The theory identifies five critical dimensions of instructional leadership, namely; defining the school's mission; managing curriculum and instruction; promoting positive learning climate; observing and improving instruction; and assessing the instructional programme (Townsend, Acker-Hocevar, Ballenger, Place, 2013). Each of these dimensions is discussed next.

One of the most important areas of focus for an instructional leader is to set up goals and objectives that have to be achieved by his/her team. The first dimension in Weber's theory advocates that instructional leaders develop an organisational vision collaboratively with all the stakeholders (Weber, 1996; Whitaker, 1997). Working in collaboration with the team when goals and objectives are determined is crucial for the team to own the vision and to work towards its realisation (Brabhan, 2017). The process requires that senior lecturers as instructional leaders, should involve all relevant stakeholders when objectives are set and ensure that they are in line with the strategic goals and objectives of the college. Mission statements of educational institutions are linked to the core business which is teaching and learning. Mestry (2017) asserts that the academic mission of every educational institution is ultimately to improve the academic performance of the students. It is the responsibility of the leaders at campus level to ensure that college goals are communicated so that that they are supported.

The second dimension focuses on managing the curriculum and instruction. This dimension is linked to the management responsibility of senior lecturers which is to supervise and monitor teaching and learning. Lang (2019) asserts that the role to supervise and monitor the work of other educators requires a leader that is able to identify gaps, and to provide consecutive advice for improvement. Brabhan (2017) advocates that for effective management of instruction, leaders should possess certain traits such as communicating with the staff and listening to their views; that they should have knowledge and skills for effective monitoring and supervision of teaching and learning, professional development, creating conducive environment for teaching and learning. Also, the study conducted by Mestry (2017) supports the Weber's views that the responsibility to

manage instruction demands that the leader must possess certain expertise in teaching and learning. This suggests that senior lecturers are expected to have knowledge of curriculum matters, skills and necessary experience to manage instruction.

The third dimension entails the promotion of conducive learning environment. Learning environment, according to Weber (1996), refers to the norms, beliefs and attitudes of students and staff that influence teaching and learning. They consist of institutional patterns and behavioural practices that are displayed by the staff in the educational institution (Whitaker, 1997). These are indirect actions that are executed by the leader, but contribute extensively in shaping the climate within the department or the whole institution. Positive environment is likely to improve the performance for both the educators and the students. A leader is expected to set the tone by supporting core pedagogical values and professionalism. Hence, senior lecturers in TVET colleges should be exemplary in modelling values and practices that create an environment that supports effectiveness in teaching and learning.

The fourth dimension comprise observing and improving instruction. Weber (1996) advocates that observation is one of the effective methods of instructional management. There are various strategies that Weber (1996) suggests for observation to be effective. Observation is an exercise that cannot be done randomly, as it requires collaborative planning that involves all stakeholders (Townsend et al., 2013). The observer must know what to look for. Another strategy is that criteria for observation must be known. Meaningless observations may erode collegiality and norms of excellence that it is meant to fortify (Weber, 1996). The observer should know what to look for in the educators' performance (Townsend et al., 2013). Therefore, this suggests that standards must be set and communicated before an observation takes place. Lastly, Weber (1996) suggests collegial feedback. Instructional leader must give constructive feedback that provides opportunity for improvement rather than fault finding. While observation improves teacher performance, it offers psychological benefits to educators as well (Townsend et al., 2013). It provides professional rewards to educators, because good work is recognised and support is offered where there are gaps.

The fifth dimension is assessing instructional programme. This dimension is closely aligned to the first dimension, which is goal setting (Mestry, 2017). The desired outcome for every educational

institution is the excellent academic achievement of students (Brabhan, 2017). The efficacy of instructional programme is measured against the students' results. Hence, instructional leaders are held accountable for their students' performance. Senior lecturers as part of the implementers of instructional programmes, are in a position to assess the success of the programme. Townsend et al. (2013) asserts that in assessing the success of the programme, one must be in a position to respond in terms of whether the programme has achieved its intended outcomes or not. If not, they have to know what it is that may have caused its failure and they have to provide remedial action. Weber's (1996) theory resonates with my study as it supports and recognises leadership and management activities (dimensions) that aim at enhancing teaching and learning in institutions.

2.8 Chapter summary

This chapter has presented a review of literature on leadership and management functions of departmental heads in the TVET college sector. The chapter began with the conceptualisation of the concept of management. From the literature it became clear that the management role of senior lecturers has become complex which then warrants clear definition of roles and responsibilities. The theoretical framework assisted in providing more light on the study. The functions of management and modes of management were used as the basic functions for all those involved in management practices. The whole chapter provides insights about the expectations of those in the middle management in the TVET college sector. The next chapter provides a detailed discussion of the methodological issues as they unfolded in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, a review of literature pertaining to the management role of senior lecturers in TVET colleges was presented. This chapter embarks on discussing the research design and methodology that was used in conducting this study. Further to that, it presents the procedure used in order to answer the research questions. I begin by describing the interpretive research paradigm underpinning the study. The choice of selecting interpretive research paradigm is justified using literature. I also explain the methodological processes that were applied in generating and analysing data. Lastly, I discuss trustworthiness, ethical issues, as well as the limitations of the study.

3.2 Research paradigm

The study is located within the interpretive research paradigm. Research paradigm is defined by Lincoln and Guba (1985) as the researcher's beliefs about the world, how they see the world and how they interpret and view it. Similarly, Bertram and Christiansen (2014) assert that the paradigm is the researcher's worldview. They further elucidate that worldview is the set of shared beliefs that inform the interpretation or meaning of the researched phenomenon (Bertram & Christiansen, 2014). In other words, a research paradigm is a conceptual lens through which a researcher perceives the world. The paradigm elucidates how meaning is constructed; the research methods are used, as well as how data is analysed. Creswell (2013) reiterates that a research paradigm is how one looks at the world and it is composed of certain logical assumptions that guide one's actions. This suggests that people have diverse interpretations and orientations about the world. Consequently, there are different paradigms used to interpret different phenomena. For my research the interpretative paradigm was used and the justification for the choice is given in the next paragraph.

In an endeavour to understand how senior lecturers enact their management role, my study therefore resonates well with interpretive paradigm. As a researcher, I view the world through the

experiences and perceptions of the participants, and how they attach meaning to their own management actions. Interpretivist paradigm is very broad in nature because it accepts different viewpoints of different individuals. The focus for my study is not so much on discovering the rules and the laws of the social world, but to understand and learn how senior lecturers construct meaning of their management role in their natural setting (Neuman, 2006). This suggests that individuals' behaviour is depended on their context and how they make sense of the environment in which they work. Interpretive paradigm enabled me to work closely with the participants and to gain more insights and a clear understanding of the phenomenon researched. Furthermore, /different data generation methods were used in order to get multiple realities and different versions of the participants' truths (Creswell, 2013). I believe that reality is constructed in the mind of the individual, rather than it being externally singular entity (MacMillan & Schumacher, 2014). The next section presents the discussion on the research design.

3.3 Research Design

A research design includes procedures and the steps to be followed when intended research is conducted (Creswell, 2013). It is a plan, a strategy or a roadmap that describes the procedures for conducting research as well as the conditions under which research is conducted (MacMillan & Schumacher, 2014). MacMillan and Schumacher further assert that research design is aimed at generating empirical evidence that is used to respond to the research questions. As a researcher, I developed research design for my study, which is supported by the methods, considering the context of my participants (Creswell 2013). According to Creswell (2013), research design is classified into quantitative, qualitative and mixed method. My research foregrounded the qualitative research design.

3.3.1 The connection between interpretive paradigm and qualitative research design

Various researchers argue that the interpretive paradigm predominantly uses qualitative methods (Cohen, Manion & Morrison, 2011; Creswell, 2013; MacMillan & Schumacher, 2014). McMillan and Schumacher (2014) posit that researchers that use interpretive paradigm often use qualitative research design to get perceptions, understandings and experiences of individuals or groups about reality. Qualitative research design, according to Cohen, Manion and Morrison (2011), is the form

of approach which easily captures perceptions and experiences of individuals or groups about reality. It provides in-depth information that is necessary for the interpretivists to fully understand perceptions, experiences and context (Cohen, Manion and Morrison, 2018). Qualitative approach is suitable for this study because I interacted with senior lecturers to get their perceptions and experiences of how they see themselves as managers. Therefore, a qualitative approach resonates well with my study whereby participants are given flexibility to give their views concerning the phenomenon (McMillan & Schumacher, 2014).

Qualitative research has obtained extensive momentum as a method of enquiry in the field of educational research (Macmillan & Schumacher, 2014). There are characteristics of a qualitative approach identified by Creswell (2013); Bertram and Christiansen (2014). First, research must be carried out in a real-life or natural setting where data can be generated from various versions of reality. For example, my study is conducted at the campus where senior lecturers execute their management roles. Second, researchers are able to ask research questions that are broad, and which are designed to explore and understand the social context. Taking into account that colleges and campuses are not the same, therefore human behaviour is strongly influenced by the setting in which the occurrence takes place. This implies that the context is the lens through which the researcher interprets the behaviour (McMillan & Schumacher, 2014). Therefore, this approach has multiple realities from different people as they construct meaning from the same experience. Last, the selection of participants is based on whether the individual is able to provide information appropriate to the question asked. Also, participants' perspective is crucial in the sense that the researcher understands the participants from their point of view (Creswell, 2013). These characteristics are in line with methodological processes followed in conducting my study. Senior lecturers from different colleges and campuses provided their own elucidation about their experiences as managers as they responded to my research questions. Richard (2006) reiterates that the researcher is responsible for developing the research design which is shaped by the methodology that is responsive to the participants and the context.

3.4 Research methodology

Creswell (2013) defines a research methodology as a procedure, instrument and methods used during the process of data generation. In qualitative research, there are several methods for generating data. In my study, I used single case study approach to address the research questions as identified in Chapter One. Yin (2009, p.18) defines a case study as an ‘empirical enquiry that investigates a contemporary phenomenon within a real-life context especially when the boundaries between phenomenon and context are not clearly evident’. Therefore, a case study provides a typical example to real people in real situations which enable the reader to understand ideas more clearly than simply representing them with abstract theories (Cohen et al., 2011). This approach enabled me to explore the management role of senior lecturers in TVET Colleges. It allowed me to position my participants’ experiences, decisions and perceptions in relation to the demands presented by the college. Also, the case study allows the researcher to obtain a detailed account of the situations and not generalisable findings. Bertram and Christiansen (2014) argue that a case study has the ability to depict what it really feels like to be in a particular situation. In this study, the focus is on how senior lecturers understand and enact management roles in TVET colleges. A case study enabled me to get thick and rich data from the original sources (Rule & John, 2011). The thick data enhanced dependability of my qualitative research.

3.5 Sampling methods

In the qualitative research approach, it is critical for the researcher to select participants and the research site that will assist in understanding the research problem and provide answers to the research questions. This study employed both purposive and convenient sampling methods to advance the purpose of my research as outlined in Chapter One. According to MacMillan and Schumacher (2014), purposive sampling refers to the selection of population with certain characteristics and are regarded as information-rich regarding a particular phenomenon. Purposive sampling enables the researcher to use his or her judgement in selecting cases that would answer research questions (Saunders, 2016). Also, purposive sampling is more relevant in case studies research where a small sample is used. This allows the researcher to identify information-rich cases for the phenomenon under research. There are several aspects that are identified by Cohen et al.

(2011) in purposive sampling, and these include the selection of participants that would be interviewed or observed, the geographical setting of the research site as discussed in the next section.

3.5.1 Selection of participants and the research site

The main source of data used for this study were senior lecturers selected from three TVET colleges in KwaZulu-Natal. As clarified in Chapter One, senior lecturers as managers play a significant role in influencing both lecturer performance and students' academic success. Hence, the sample of my participants included senior lecturers managing different units or programmes, and had teaching and management experience. This combination assisted in eliciting data that would provide a broad picture of the phenomenon under investigation. Cohen et al. (2011) posit that in a purposive sample, a researcher selects the case or cases to be studied on the basis of prior information or judgement. Also, Cohen, Manion and Morrison (2011) attest that purposive sampling is used to source information from people who possess in-depth knowledge about the phenomenon being researched. Therefore, in purposive sampling the researcher is deliberately selective.

The selection of the research sites was through purposive sampling. Senior lecturers identified were located in different campuses. The identified colleges and campuses were chosen based on their accessibility, size (enrolment and lecturers) and convenience to me as a researcher (Cohen et al., 2018). The chosen campuses are not far from where I work, therefore, accessing them was cost effective and time saving. The following *pseudonyms* were given to colleges, campuses and participant in which data was sourced.

Profiling of the participants:

Name of the college	Campuses	Senior Lecturers Interviewed
St Patricks TVET College	North Coast Campus	Mrs Evans
Veleta TVET College	Phumelela Campus	Mr Ramsay Mr Ramneek

	Good Hope Campus	Mr Mtolo
Sunshine TVET College	Sivukile Campus	Mr Tladi

Table 1: Names of TVET colleges, campuses and participants in the study

Profiling of the Campuses

Campus	Enrolment	Number of Lecturers	Number of Senior Lecturers
North Coast	967	38	4
Phumelela	1290	56	4
Good Hope	780	47	4
Sivukile	600	26	3

Table 2: Size of the selected campuses for the study

3.6 Data generation methods

In qualitative research approach, there are various methods used to generate data (Bertram & Christiansen, 2014). They consist of various techniques that are employed by the researcher in obtaining data that will assist in answering the research questions. MacMillan and Schumacher (2014) postulate that the method selected should align well with the research questions and the methodology, as well as the research paradigm underpinning the research approach. In generating data for this study, semi-structured interviews and document reviews were used.

3.6.1 Semi- structured interviews

This study is qualitative, as I have explained in the previous sections. As such it relied on different methods of data generation, in this case, semi-structured interviews and documents reviews. Interviews in general are used in a wider context in different fields of study (Adhabi & Anozie, 2017). An interview is conversation initiated by the interviewer for the purpose of obtaining relevant information from the interviewee (Cohen et al., 2011). While conversing, the interviewer collects and generate useful information about the lived experiences of the participant (Cohen et al., 2018). The researcher's role is to follow a guided process whereby questions are posed, but

can probe further in order to obtain clarity on responses or to allow further explanation (Cohen et al, 2018). This method proved to be relevant for an interpretivist research paradigm which guided this study, as this kind of interviews allowed senior lecturers to communicate areas of concern and experiences with regards to their management role in TVET colleges, and provided me with opportunities to request further clarification. Another justification for the use of semi-structured interviews was that as a researcher, I could modify, exclude or use different wording of the questions, depending on how the interview unfolded (Denzin & Lincoln, 2011; MacMillan & Schumacher, 2011).

I conducted semi-structured interviews with each senior lecturer from difference campuses on face-to-face format, and the interviews were conducted in their offices. It was important to firstly establish a rapport with the participants. These sessions took place at the initial stage of the research process where I introduced the study, and also asked them general questions about the background of the participant, and also sharing my own background and research interests. This assisted them to settle down, feel comfortable and to open up for the conversations. Over and above taking notes, audio tapes, done with prior permission granted by the participant, provided a more accurate rendition of my interview contents.

3.6.2 Documents reviews

Documents are a rich source of data for any research study. Documents are pieces of information that contain documents, pictures and texts (McMillan & Schumacher, 2014). Cohen et al. (2011) posit that document reviews form part of the primary source of information. They are used in conjunction with semi-structured interviews which invigorate the process of crystallisation. Bowes (2009) postulate that documents analysis highlights on the context in which the participant operates. In my study, senior lecturer management files, minutes management meetings and policies were analysed and used to support data gathered from interviews. Documents review as data generation method would provide information that would enhance my data required for my study. One of the benefits is that they have been recorder prior and have no influence of the researcher.

3.7 Data analysis process

In qualitative research approach, there is great amount of data that must be analysed, summarised and interpreted so that it makes sense to the audience it is intended for (McMillan & Schumacher, 2014). In my study, voluminous textual data was generated from the senior lecturers in TVET colleges using two approaches, semi structured interviews and documents reviews. Cohen et al. (2018) posit that the process of data analysis involves organising the data generated and making sense of how the participants understood, interpreted and explained the phenomenon. The process began by first transcribing interviews recorded in the digital voice recorder into text formats and then coded. Creswell (2013) posits that data coding is done by identifying pieces of data that stand alone so that the researcher could identify patterns and themes as they emerge from the responses of participants. This process was conducted repeatedly in order to ensure that research questions were adequately answered. After the completion of transcriptions, member checking was done to allow the participants to review the transcription and determine if the information recorded was accurate. This is an additional way of ensuring confirmability and accuracy in qualitative research, as well as, showing respect for the participants and their responses. I tracked sequences and chronology of stories generated, keeping in mind that most data have backward and forward nature that needs to be unravelled during the analysis process. I made every effort to be true to the participants' words and views. Emerging themes were aligned with research questions as postulated by Maree (2007) that themes must be able to answer the research questions. In the next section, trustworthiness issues are discussed.

3.8 Issues of trustworthiness

Lincoln and Guba (1985) argue that there are measures that the researcher must take into consideration to ensure the degree of trustworthiness in the study. They further argue that the goal is to provide results that are credible, transferable, confirmable and dependable.

3.8.1 Credibility

Credibility concerns itself with ‘the truthfulness of the results’ (McMillan & Schumacher, 2014, p. 114). This implies that the research finding is found to be accurate, trustworthy and reasonable. In order to ensure the level of credibility in my study, I conducted semi-structured interviews with manageable sample of participants. Original arguments were elicited from the participants in their context. These interviews were digitally recorded. Additionally, participants were given opportunity to proof-read transcripts to ensure accuracy.

3.8.2 Transferability

Wahyuni (2012) posits that transferability is the extent in which the results of the research findings are transferred to other context or participants. In ensuring transferability of the study, I provided detailed information on the context and background, as well as adequate description of all processes that I have followed during the research process (McMillan & Schumacher, 2014). However, according to Creswell (2014), findings in the case study approach are only applicable to a small number of cases. Therefore, it is not guaranteed that the research findings would yield the similar results with senior lecturers in other colleges. Nonetheless, it is important all the steps that were followed in carrying out the research is explained in detail. This helps in ensuring that researcher who wish to conduct a similar study in similar contexts can do so. Thick descriptions have to be provided. This is only possible if the study is generalised to the context that is similar to the sampled group.

3.8.3 Dependability

Dependability is regarded as a measure that one has to adopt in order to track the procedures and processes that were used to produce and interpret data. To address dependability, Lincoln and Guba (1985) propose the use of an inquiry audit, examining both the process and the product of research for consistency. This chapter explains in detail the research design and methodology employed in carrying out the study. Moreover, this chapter clearly indicates how data was generated, analysed and interpreted. This increases dependability of the study.

3.8.4 Confirmability

Lincoln and Guba (1985) relate confirmability to the researcher's objectivity. The use of confirmability assists in ensuring that what emerges as a finding is not the views of the researcher, but those of the participants. In other words, as a researcher, it is important that my interpretations are checked and confirmed with them so that I am sure that what I report accurately reflects the participants' realities and not mine. In ensuring confirmability of this study, I transcribed the interviews, considered field notes that were taken during interview, together with documents analysis, and the contents of all these data were sent to participants to check for accuracy. This assists in eliminating misrepresentation of their views and realities. During data analysis, I was neutral and presented all what I have seen happening, not what I think happens.

3.9 Ethical considerations

All scholars have a similar view that all research have to be conducted in an ethical manner. Ethics in qualitative research are critical as they mostly deal with human beings (Bertram & Christiansen, 2014; McMillan & Schumacher, 2014). Therefore, it is important to understand and to follow ethical responsibilities of conducting research. In order to comply with ethical considerations of University of KwaZulu-Natal ethics body, I had to follow certain processes. First, my application was submitted to the Ethics Committee of the College of Humanities. In that application, I explained all the processes that I would follow and how I would ensure that the participants' rights and autonomy would be respected throughout the study. I also gained permission from the two College Principals under the Department of Higher Education and Training to conduct research in their colleges. Second, the purpose of the study was disclosed to the participants and their informed consent was obtained. The participants confirmed their willingness to participate in the study by signing a Declaration of Informed Consent forms. They were also informed that participation was voluntarily and that they have the right to withdraw from the study at any stage of the process, without any negative consequences to them. I also explained that their participation would not cause any harm, and also that their identities would not be disclosed to anyone. In order to ensure confidentiality and anonymity, I used pseudonyms to conceal their names and that of their institutions.

3.10 Limitations of the study

Limitation in qualitative research are present even in a well-constructed study, either in research design, methodology or in data generation (McMillan & Schumacher, 2014). It is the responsibility of the researcher to openly declare them if they exist. In this study, the use of purposive sampling and conveniently chosen sample imposed certain level of limitations to the study within the confines of the case study approach. The focus was on gaining in-depth understanding of management role of senior lecturers in specified TVET colleges. Generalisation can only be applied when the study is conducted under similar context. Second is the human factor. In my study, I worked with senior lecturers who are human beings and therefore could have been affected by a wide range of influences and processed ideas differently. For instance, my position as a researcher in the study could have imposed certain limitations. As a researcher I had to detach in interacting with participants as colleagues but as part of the case study. Clarity was given during the briefing sessions with the participants in order to ensure that they were frank and open during interviews.

3.11 Chapter summary

In summary, this chapter endeavoured to give a detailed explanation of the research design and methodology used in understanding the role played by senior lecturers as managers. Trustworthiness and ethical issues that guided the study were also outlined. Limitation issues to the study were also discussed. The next chapter provides a detailed presentation of the data as it emerged from the research sites and participants.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In the previous chapter, issues of research design and methodology were discussed. The main focus of this chapter is to present and discuss the themes that emerged from the data obtained from participants. Data was generated systematically through the use of semi-structured interviews and documents review. First, the profile of the participants is discussed. Second, data is presented and analysed in themes under each research question that was posed. This is done with the purpose of indicating the extent to which data has successfully answered the key questions that guided the study.

4.2 Profiles of the participants

In this section, I present the profiles of the participants who took part in the study. This biographical outline is given in order to describe the context of each participants. I have used *pseudonyms* to protect the identities of the participants, their campuses, as well as their colleges to comply with the confidentiality clause of doing research.

Mrs Evans from St Patricks TVET College

Mrs Evans is a senior lecturer at St Patricks TVET College, and is based at North Coast Campus. She has a qualification in Human Resource Management. Her experience in teaching spans over 20 years at St Patricks TVET College. She started her career working in the Human Resource Department in one of the companies in the Eastern Cape Province. She then found her passion in teaching and found employment as a lecturer at the private college which specialises in Business School. She realised that she needed teaching skills and hence, she furthered her studies. She obtained a Post Graduate Diploma in Education before relocating to KwaZulu-Natal. She started teaching as post level one lecturer in St Patricks TVET College.

Mrs Evans was promoted to management position as a senior Lecturer for Business Studies in the same college in 2014. She is responsible for two programmes, which is Report 191 and National Curriculum Vocational. She has a span of control of 20 lecturers in her department and a teaching load of 12 periods per week. She alluded that having industry experience has assisted her a lot in her teaching as she is able to link theory to practice.

Mr Ramsay from Velela TVET College

Mr Ramsay is a senior lecturer at Velela TVET College and is based at Phumelela Campus. Mr Ramsay is in his mid-fifties, and has been in the teaching profession for over 30 years. He has spent half of his years in industry where he worked for 17 years in Johannesburg. He then relocated in 1991 to KwaZulu-Natal and was employed as a lecturer in the Engineering Unit in Phumelela Campus. The Campus is situated in Durban and is easily accessible for all students residing in and out of town. The campus has student body of all races.

Mr Ramneek from Velela TVET College

Mr Ramneek also from Velela TVET College, and from the same campus as Mr Ramsay, has a professional qualification in teaching, he started his career 33 years ago. He was employed as a lecturer in one of the colleges in the KwaZulu-Natal Midlands, before relocating to Durban. In 2002, he was promoted to senior lecturer. He has 35 lecturers in his span of control and he has a lecturing load of 10 periods per week. The campus grew rapidly and student enrolment increased. However, additional senior lecturers were not appointed. Because of his feisty personality, he adjusted to a heavy workload and is able to cope under the circumstances.

Mr Mtolo from Velela TVET College

Mr Mtolo from Velela TVET College, but from Good Hope Campus, is an experienced lecturer as he has teaching experience of both high school and the college. He is a professionally qualified educator, and he started his career as a high school educator. He then applied for a transfer to a

TVET college. He found the transition from teaching high school learners to college students challenging but he adjusted well. The college is located in a township around Durban. Due to its location the campus has remain mono-cultural having black African students only. Also, staff is predominantly black except for the support staff which has other races. Mr Mtolo is proud to say that he has 28 years of experience in the teaching profession. He uses his experience to manage his team that he gained over the years but he does not have a postgraduate qualification in management. He was appointed based on his lecturing experience and professionalism. Since he was employed as lecturer in 2006, enrolment in the campus has grown and they are supposed to have 4 senior lecturers. In 2012, he was promoted to senior lecturer rank and he has 20 lecturers under his span of control. The campus has two senior lecturers with teaching periods of 12 hours per week.

Mr Tladi from Sunshine TVET College

Mr Tladi is a senior lecturer at Sunshine TVET College and is based at Sivukile Campus. He is one of the seasoned lecturers with 14 years in the TVET sector. He relocated from Gauteng province where was employed as a senior lecturer in one of the TVET colleges. He wanted to spread his wings and explore other provinces, he then applied at Sunshine TVET College for similar position which is KZN. He alluded that having worked in another province placed him at an advantage because he brings with him rich experience with new ideas. He is a senior lecturer in the Engineering Department for Report 191 form N1 to N3.

Summary of the participants' profile

The senior lecturers that participated in this study consist of one female and four males. Two are responsible for the Engineering Studies Unit and three Business Studies Unit. They all have management experience ranging between five years to twenty years. They have wealth of experience that they have gained over the years. These participants bring different areas of insights since two of them have industry experience, two teaching experience from high school, and one has previous management experience from another colleges outside KwaZulu-Natal. All these senior lecturers have teaching experience of more than 10 years in TVET colleges. Hence, they were ideal contributors for my research.

4.3 Data presentation and discussion

In this section, I present three themes that emerged from the analysis of the data generated. The themes are presented as headings and sub-themes identified under each theme. Sub-theme One, Managing curriculum; and Sub-theme Two, Creating conducive conditions for effective teaching and learning, are responding to the first research question, which sought senior lecturers' understandings of their management role in TVET colleges. Theme Two responds to the second research question which explored how senior lecturers in TVET colleges execute their management roles. Theme Three responds to research question which sought to explore challenges encountered by senior lecturers in executing their management roles and how they mitigate these challenges respectively. Direct quotations are highlighted in each theme and sub-themes to ensure that the original stance of each participant is presented in discussion.

4.3.1 Theme 1: Senior lecturers' understandings of their management role

Participants were asked about their understanding of their management role as senior lecturers in TVET colleges. All the five participants had fairly similar understanding of their management roles and responsibilities. Inconsistencies that emerged were due to various reasons, such as some senior lecturers having a very wide span of control and others having narrow span of control from college to college. Nonetheless, the dialogue with the participants resonated with one another around managing curriculum management as they were first line managers in the campus management hierarchy; and also in relation to creating conducive conditions for effective teaching and learning in the colleges. These are discussed as separate headings below.

4.3.1.1 Managing curriculum

Participants understood their management role as senior lecturers to be about managing the curriculum. On the main, they understood their curriculum management role to include planning, developing, monitoring and reviewing educational programmes of the institution to ensure a match

with institution's goals and appropriate allocation of resources. When asked about the roles and responsibility of a senior lecturers as a manager, Mr Mtolo from Good Hope Campus said:

We do not have a clear guideline which spells clearly our duties. It differs from college to college. I am responsible for everything in my division. I am involved from student registration to examinations. My management role as a senior lecturer in this campus includes all duties pertaining to curriculum management.

This was further explained by Mr Ramneek from Phumelele Campus, giving his understanding of his role as a senior lecturer. He said:

It is mainly curriculum management. We are responsible for ensuring that programme activities in our units are geared towards developing necessary skills for our students. This entails planning, organising and monitoring curriculum delivery.

Similarly, Mrs Evans from North Coast Campus described her management role as a senior lecturer to be a curriculum manager. She said:

My duties as a senior lecturer involves managing curriculum delivery and giving pedagogic guidance. Remember that most of the lecturers here are specialists and do not have teaching qualifications. We have to plan, develop, monitor and review programmes to ensure a match with campus goals and that resources are allocated appropriately.

Mr Tladi from Sivukile Campus highlighted a number of issues pertaining to his role as a curriculum manager. He said:

The core business of TVET colleges is that of skills development. We have a primary responsibility of ensuring that this mandate is realised. As a senior lecturer, my role includes supervising lecturers, monitoring teaching and learning; quality assurance; in-service training; you name it.

Mr Ramsay from Phumelele Campus referred his management role as a senior lecturer to 'internal auditor'. He said:

As a first line manager, I am acting as 'internal auditors' to ensure quality in teaching and learning. I have to see that lectures are in class, and students are not roaming around instead of attending lectures.

The participants displayed an understanding of their role as curriculum managers that was compatible with policy and literature. Mampane (2017) attest that other duties that departmental

heads perform is to ensure that high quality in teaching and learning is achieved through effective curriculum management. Curriculum management is underpinned by the view that the main purpose of an educational institution is to facilitate effective teaching and learning (Lang, 2019). It involves approaches and strategies used that enhance the performance of both students and educators. Curriculum management encompasses activities such as managing teaching and learning in the classroom, which involves didactic leadership and pedagogical guidance (Lee, 2012; Seng, 2013; Mestry 2017).

4.3.1.2 Creating conducive conditions for effective teaching and learning

Participants understood their management role as senior lecturers to involve creating conditions for effective teaching and learning in their departments. It emerged that this was not an easy task and entailed multitasking as TVET colleges are complex in nature. The participants highlighted their role as senior lecturers to include people management; administrative duties; developing, supporting and nurturing relationships to ensure that there is effective teaching and learning in their departments. Expressing the issue of people management, Mr Ramneek of Phumelela Campus had this to say:

As senior lecturers we have a team of people to manage. This includes students and teaching staff. We have to be exemplary and give support to these people. People management is a vital skill we need to display to ensure conducive conditions for people to optimally do their job, teaching and learning.

On the issue of people management, Mrs Evans focused on developing, supporting and nurturing professionalism. This is what she said:

Managing relationships. There are all sorts of people on campus. There are all sorts of relational issues. Left unmanaged, you are in trouble. Our job entails developing, supporting and nurturing professionalism. You have to strive for professionalism all the time. That is a condition for effective teaching and learning.

Mr Tladi focused on administrative duties of senior lecturers, highlighting that it requires administrative competence to avoid mistakes.

Our role as senior lecturers carries a load of administrative duties such as liaising with administrative teams on applications from potential students, keeping registers for our

courses and marking, delivering feedback and moderating marks, procurement of teaching and learning materials. This requires administrative competence.

Similarly, Mr Ramsay highlighted administrative duties of senior lecturers, focusing on the complexity of the exercise and the need for competence to avoid messing things up. He remarked:

You can imagine a lecturer going to teach sewing and there is no cotton or sewing machines are not working. Another lecturer is organising field trip; Our timetabling is complex and you need to avoid clashes in timetable. And you can't mess with it.

According to the Teaching and Learning Plan for TVET Colleges (DHET, 2019), management has to ensure that there is a conducive environment for quality teaching and learning. Mestry (2017) suggest that a learning environment is very important and has a valuable impact on students' effective learning. Findings in this study suggest that participants understand and embrace the responsibility of their position as senior lectures to include creating conducive environment for teaching and learning. Some of the highlighted responsibilities include people management; administrative duties; developing, supporting and nurturing relationships.

4.3.2 Theme Two: How senior lecturers execute their management roles

All participants were asked how they executed their management roles as senior lecturers in TVET colleges. It was interesting to note that they did not deviate much from how they conceptualised their management roles. Five sub-themes emerged from analysing their responses. These are discussed below and they are role to supervise staff; the role to monitor teaching; senior lecturers acting as 'internal auditors' to ensure quality in teaching and learning and; senior lecturer's responsibility to enforce compliance and the implementation of rules and regulations pertaining to teaching and learning.

4.3.2.1 Supervisory role

The findings that emerged from the interviews were that senior lecturers were responsible for lecturer supervision. Furthermore, their management position required them to be at the front line in terms of managing activities of the lecturers. This suggests that they have to manage, direct and

administer the work of the lecturers within their span of control. The following citations are views shared by the participants:

I manage staff and students. Since the lecturer walks into the campus, it is my duty to make sure that they arrive on time and that they do not leave early. I basically monitor their attendance and the attendance of my students as well. Also, I monitor the submission of class registers within my unit (Mrs Evans from North Coast Campus).

Other participants shared similar sentiments as those of Mrs Evans. They stressed that as senior lecturers they ensured that lecturers honoured their instructional duties and that they were in classes teaching on time. Mr Mtolo from Good-Hope Campus alluded to that, saying that lecturers are an important element in teaching and learning. To supervise teaching and learning, they did what they called ‘walk-about’ and also did class visits to ensure that this happens. This is what he said:

Sometimes we do walk-about whereby we check if all lecturers that are supposed to be teaching are actually teaching, and that students are in class. As a senior lecturer I ensure that teaching takes place by conducting class visits (Mr Mtolo from Good Hope Campus).

In the same vein, Mr Ramsay from Phumelela Campus affirmed that as lecturers they played a leading and influential role in curriculum delivery. He reported that as managers they were responsible for what was taking place inside the classroom and highlighted his administrative duties.

I make sure that lecturers complete their syllabus. I check if student’s attendance is monitored and recorded. As I manage lecturers’ activities. In my department they submit their class registers once a week. I ensure that once registers are submitted they are captured on the system.

Adding to the discussion, Mr Ramneek who is in charge of the Engineering Department reiterated similar views that:

At the beginning of the trimester myself and the team, we assemble all the students from N1 to N3, where I outline everything starting from punctuality, attendance and explain to the students the minimum requirement of examination for ICASS in order to qualify for their

exams. We provide academic support for the students that are struggling in class in order to improve teaching and learning.

Mrs. Evans from North Coast Campus lamented about lecturers who did not submit leave forms when they had been absent from work. She showed me lecturer attendance register, saying *'you see, I still have to call this lecturer; she has been absent and never bothered to submit her leave form'*. Mr Tladi showed me the class registers for the previous trimester (T2), saying *'A trimester is very short and most of my lecturers are always present, except for one lecturer who never completes the trimester without being absent'*. Furthermore, Mr Ramneek stated that he is also responsible for compiling the duty load for his team. He was at liberty to share with me the copy of the duty load and the time table for Trimester 3. In Mr Mtolo's management file, I read the subject committee meeting's minutes held in August 2019 for Hospitality Lecturers. The agenda for the division meeting reflected issues pertaining to discussions on the latest Examination Instruction of 2018 and Moderation Instruments. The minutes pointed out that in-house training was scheduled for Business Studies lecturers on revised examinations guidelines. Also, the senior lecturer noted non-compliance on lecturers' files that were previously moderated.

To a great extent, findings from the interviews were corroborated by the evidence I obtained in documents reviews as I carefully read the contents of the Lecturers' Files. They suggest that there is greater emphasis on the role played by senior lecturers in supervising lecturers to ensure that teaching and learning is not compromised. The views from the findings that departmental heads must supervise educators is supported by various scholars (Bush, Joubert, Kingundu & van Rooyen, 2010; Mestry & Pillay, 2013; Naicker, Chikoko & Mthiyane, 2013; Mampane, 2019) in the field of educational leadership and management. Also, the findings from a research conducted by Wanzare (2012), shared similar sentiments that staff supervision is the management activity whereby middle management are the key role players.

Also, a study conducted by Lang (2019) made similar assertions as those raised by Mr Mtolo that managers must be visible to ensure that educators perform their duties diligently. According to the Teaching and Learning Plan for TVET Colleges (DHET, 2019), management has to ensure that there is a process in place to track lecturer attendance. They do walkthroughs (taking walks outside the classroom) in order to ensure that teaching is actually taking place. They add that walkthroughs

give managers a snapshot of what is happening in class (Downey, 2004). Considering that most senior lecturers have a very wide span of control, it is reasonable to assume that walkthroughs are an effective tool to manage lecturers' activities inside the classroom. Senior lecturers being at the middle of campus senior management and the lecturers have a significant role to play in teaching and learning. Also, from the theoretical point of view, Brabham (2017) Instructional Theory advocates that supervision of teaching and learning is the instructional priority whereby the weaknesses and strengths of educators are identified.

4.3.2.2 Monitoring teaching and learning

All participants emphasised the issue of monitoring teaching and learning as another role that they perform as managers. Participants revealed that as managers, monitoring is a continuous process conducted with the intention to identify gaps and to provide support. Further to that, it is crucial to check and assess performance and progress of lecturers. Therefore, it is the role of the senior lecturers to ensure that lecturers adhere to the scheme of work, and have good understanding of the subject matter. Most of participants alluded to the fact that monitoring is executed with the intention to identify weaknesses and to assist where possible. As a result, challenges can be nipped in the bud before they impact negatively on teaching and learning. Also, the findings revealed that senior lecturers have strategies that are used in monitoring teaching and learning. This is what some of the participants said:

Once a month, lecturers submit their files, whereby I check the subject completion and weekly lesson plans. If there are any discrepancies, the lecturer explains. This is critical because as a college, we conduct common assessments for NC(V). Therefore, if a lecturer is struggling with a certain section in a subject, I must support that lecturer (Mrs Evans form North Coast Campus).

Mr Ramsay shared similar sentiments about monitoring teaching and learning, adding that processes and procedures are communicated to the staff. He said:

Every Monday, lecturers submit their registers to the senior lecturer. I check if all student attendances are captured before submitting for data capturing as per the Student Attendance Policy. Processes and procedures are communicated to the staff.

It also emerged that senior lecturers did not work in isolation in performing certain management activities. For example, there are cases whereby they plan monitoring schedule as a team consisting of senior lecturers from other departments or as the Campus Management Team (CMT).

When we conduct planned monitoring in my campus, all senior lecturers and departmental heads come together and compile a schedule which is distributed to all the staff. Lecturers are made aware that we will be checking their files as well as students' files (Mr Tladi).

To corroborate this view, Mr Ramneek added to the discussion by saying:

We schedule planned class visits, which are conducted once or twice in a trimester. We draw up a schedule and all the campus management team are involved.

However, Mr Mtolo from Good Hope Campus emphasised the issue of consultation. He was of the view that lectures must be involved in the process so that they value its outcome. He said:

When you want to implement something new, it is important to get the buy in of the staff. They are the ones that implement. For example, the new attendance policy, as management we suggested that lecturers submit two sets of registers, one marked by the lecturers and one marked by the students. It was difficult at the beginning but because we involved lecturers it was easy to convince them. Now they understand the reasons and there is no resistance.

Further to that, Mr Ramsay mentioned another critical issue that monitoring is done in conjunction with performance evaluation. As such, the evaluation of lecturer's performance is mandated by the DHET policy.

Data that we gathered during planned monitoring is also used during the performance assessment which is Integrated Quality Management System (IQMS).

Additionally, Mr Ramneek from Velela Campus brought in the importance of monitoring to novice lecturers. He added that, by novice lecturers he was referring to lecturers that are from tertiary institutions or industry having no lecturing experience. He stated that monitoring is utilised as a supporting measure for novice lecturers. This is what he said:

We guide the new lecturers and give them support when we see that they are struggling. They team up with a senior lecturer and we started putting together subject committee on campus.

In order to gain more insight on monitoring, I also read management files of the participants to obtain additional data. The findings confirmed that senior lecturers understood what their monitoring role entails. For example, Mrs Evans had her file ready with the Monitoring schedule for August 2019 that was used for planned class observation and moderation. I also noticed that her name appeared on the list of lecturers as she has contact hours to teach as well. She mentioned that as a subject lecturer, she is also monitored by the departmental heads or Campus Manager. As I checked Mr Mtolo's file, the table of content had observation and file inspection section. However, I noted that he had conducted file moderation only. He responded and said; *'to be honest with you I did not do class observation this year, work was hectic because one of the senior lecturers was on sick leave, so I had to take over her duties. Time is always against us.* However, this finding contradicted the version of events presented by Mr Mtolo at the beginning of the interview. He had claimed that they conducted class visits, however, there was no evidence or the instrument used during class visits. Mr Tladi showed me the moderation schedule they had compiled as the Campus Management Team from his desk-top computer. Subsequently, this confirms the deductions in the study conducted by Wise (2001) that middle managers sometimes avoid class visits, that they are reluctant to conduct class observations of their colleagues. They prefer monitoring by checking work schemes and lesson plans because there is no direct contact with the lecturers. Nevertheless, Mr Mtolo clarified that class visits had not been conducted for this particular due to heavy workload resulting from the long absence of a fellow colleague.

In conclusion, findings in this sub-theme suggest that monitoring is not conducted as fault-finding, but as a way of ensuring that lecturers perform their duties to the best of their ability. It emerged from the responses gathered from the participants that they use reports gathered from monitoring to provide support where there are gaps. First, senior lecturers communicate the expected standard, hence, monitoring schedule is discussed and it is made known. Second, it is crucial to involve the team in decision-making in order to get their buy-in and their compliance. Lastly, senior lecturers as managers are not working in isolation but in collaboration with the rest of the Campus

Management Team. These findings are supported by literature from various studies conducted previously locally and internationally. Sentiments shared by the senior lecturers that all the campus management form teams to monitor are supported by views expressed by Bush (2003) on the collegial model that power is shared by involving all stakeholders in decision-making. In conclusion, senior lecturers are responsible for the management of lecturer performance and progress.

4.3.2.3 Quality management

Participants held a similar view that as first line managers they have the responsibility to ensure that student marks meet all the required standards set by quality assurance bodies in this sector. TVET colleges have Quality Management System (QMS) which focuses on the entire processes of the college. The QMS has standards operating procedures that are developed and they differ from college to college. There are various instruments used in order to assess compliance across all campuses within a TVET college. Participants indicated that there were certain procedures and processes that they adhered to in order to ensure that outputs, in the form of student marks, satisfied all the required processes as per the ICASS guidelines from Examinations and Assessment Unit from DHET. All the participants were aware of the critical role they had to play in ensuring that student marks were credible and reliable. The following are the extracts from the interviews which clearly indicate that the participants performed similar roles in managing the ‘production of marks’. One of the participants remarked:

In terms of auditing the marks, the process begins by checking the quality of the question paper and the marking guidelines by the campus moderators. Senior Lecturers ensure that this process takes place (Mr Ramneek form Phumelela Campus).

Mrs Evans expressed similar views regarding this issue, explaining the process even further.

The college has a process of verification of marks. Student scripts are moderated by the appointed moderator. Then I verify 10% of each batch before they are submitted to data capturers. Thereafter, students verify by signing the mark sheet.

Also, Mr Mtolo added to the discussion that:

We do moderation of assessment instruments and moderate lecturers' files and students' portfolios of evidence. Campus moderation is conducted twice a year by the campus management. I also do verification of marks which is 10% before they are captured on the system.

As I had access to the management files of all the senior lecturers that participated in the study, I was able to view the process followed when verification of marks is conducted. Mr Tladi from Sivukile Campus presented the moderation schedule whereby sampled files are checked by the campus management team. Evidence was also presented by Mr Ramneek which confirms that all senior lecturers own and manage the process from the conduct of assessments to the capturing of students marks which is a critical process in gauging the authenticity and validity of students' results.

From the theoretical point of view of Weber's (1996) Theory, one of the dimensions focuses on assessing the instructional programme. This dimension highlights the involvement of the instructional leader in identifying lecturers' strengths in order to afford them opportunity to assist other lecturers. This is achieved by quality management as well. Also, Diez, et al. (2019) corroborates the view that the main objective of quality management in educational institutions is not aimed at customer satisfaction, but in managing performance of the academic staff. Therefore, in my findings, it is reasonable to say that senior lecturers were aware that have to engage structured processes to ensure that students' marks are quality assured, thereby, contributing to the management of academic staff's performance.

4.3.2.4 Implementation of policies

Another finding that emerged was that senior lecturers regarded themselves as being responsible for ensuring that policies and procedures with respect to teaching and learning were adhered to. The findings reveal that there are formal processes and systems that are used by TVET colleges to ensure compliance with policy provisions. All the participants shared similar sentiments that they must be well-versed with policies pertaining to teaching and learning as they are responsible in ensuring that they were implemented accordingly. This is what Mr Tladi said:

We have policies pertaining to the conduct of examinations both internal and external. Policies that deal with attendance for both students and lecturers. We ensure that they are followed.

As mentioned by the participants senior lecturers working with the Campus Management Team have a responsibility of ensuring compliance with procedures and processes relating to teaching and learning. This is what Mrs Evans said:

We have various policies such as Teaching and Learning Policy on how to manage lectures in the classroom. The policy focuses on Assessment and Moderation policy, Class Observation. We conduct announced and unannounced visits. We have to enforce the Students Attendance Policy where we ensure that students' attendance is recorded and captured. We also look at Finance and Procurement and Human Resource Policies.

Similar sentiments were echoed by Mr Ramneek and Mr Tladi who commented and said:

We have the Code of Conduct that talks to how lectures and I conduct ourselves. I am also a registered member of the South African Council for Educators (Mr Ramneek from Phumelela Campus).

There are guidelines on Disciplinary Measures for staff and students. For example, I can only issue first and second verbal warning, then refer the matter to my HOD (Mr Tladi from Sivukile Campus).

The files I perused confirmed that senior lecturers enforced compliance and ensured that procedures were followed. Mr Ramneek showed me a copy where students and lectures signed the acknowledgement of the Minimum Requirement and Attendance Policies. Also, Mr Tladi showed me a copy of Examination Training Guide that he had used with his team. In the findings, it is clear that the College Executive Management has key responsibilities for the development of policies and procedures that will ensure that the core business of the college is achieved. However, these policies are implemented at various campuses. Therefore, senior lecturers are responsible for the implementation by enforcing compliance. Senior lecturers are responsible for translating policies from the college senior management into practice.

To conclude this theme, I can mention that the key findings that emerged from the main theme is that the key role of senior lecturers is the management of teaching and learning. As such, senior lecturers spend most of their management time focusing on the supervision of lecturers, monitoring activities inside the classrooms and ensuring that policies and procedures pertaining to teaching and learning are implemented. It is therefore reasonable to assume that the success of any educational institution depends on how teaching and learning is managed. These findings resonate with the study conducted by Kinguddu et al. (2010) which posits that management has to ensure that lessons take place, arrange programmes of class visits which must be followed by regular feedback to the educators. It is clear from the findings that senior lecturers understood their mandate which is to articulate and implement college policies with regards to teaching and learning. Furthermore, senior lecturer spent most of their time managing the operational activities of other lecturers. Senior lecturers as managers are also responsible for translating policies into practice by enforcing policies and procedures.

4.3.2.5 Leadership role

It emerged from the discussions that the senior lecturers have a crucial role to play as leaders. All the participants had different interpretations about their role as leaders. Also emerging from the findings was that participants understood their leadership role to be providing support, exemplary behaviour and fostering collegiality. The first factor that Mr Ramsay emphasised was that a leader should nurture, support and motivate their teams. In this regard one participant said:

I guide lecturers and give them support when I see that they are struggling. I involved my team in decision making, encourage and motivate them (Ramsay, from Phumelela Campus, Velela TVET College).

Also, Mr Tladi mentioned the type of leadership style he used when dealing with lecturers. He said:

I am a bit of both, democratic and autocratic. There are times where you see that you have to apply a different leadership style. For example, there are times when I have to decide which style is suitable for the particular situation. When there are deadlines to be met, I

have to be autocratic. Remember, you are dealing with people with different personalities and having their own expectations.

Mrs Evans brought in the issue of professionalism. She expressed a belief that lecturers are professionals, and as such, the appropriate way to lead is to allow them to realise their potential. She emphasised that she encouraged her team to seek help or guidance whenever they needed it. Therefore, she set standards for them to follow. This is what she said:

My team is led differently. We have an open relationship. I do not police them; I understand that they are professionals. So, I told them that I am not going to follow them, but they must be on their toes. I give them an opportunity to develop, and I give support where necessary and that's what makes our relationship special.

Mr Mtolo reiterated similar views that creating a platform to communicate strengthens the relationship a manager has with the staff. He said:

The relationship between the manager and the staff must be open. Every Wednesday we have meetings that are recorded. That is where we discuss issues relating to the lecturers' progress and the challenges they encounter.

It emerged from the discussions that some participants understood leadership as not merely about giving orders but by showing by example on what must be done. This suggest that the leader sets the tone on how everyone should behave. Mr Ramneek corroborated a similar view and said:

I must be exemplary to my team. I must be the first one to arrive on campus every morning.

Mr Mtolo understood that influence, whether good or bad, has a significant impact on the success and failure of the team. This is what he said:

I am always early to work; I arrive between 6h30 and 6h45 every day. I always do my lesson preparation at home because there is no time at for that at work.

The findings from the interviews seem to suggest that participants view good human relations with their teams as an important attribute of a leader. There are participants with a view that leadership is about relationships or human interactions.

I have a very good working relationship with my team. We have morning briefings twice a week. I do not have a problem with approaching lecturers. We engage during morning briefings, if they have problems we discuss them (Mrs Evans)

A similar response came from another participant which emphasised the benefit of having good relationships with staff. He said:

I would say that 80% of the lecturers work well with me. For example, this morning I needed someone to assist with registration. The lecturer that was on duty was still busy, then one lecturer came to me and offered to assist. That's the kind of relationship we have (Mr Tladi).

The finding suggests that all the participants execute their leadership role in various way. Scholars (e.g. Bush & Glover 2012; Leithwood 2012) contend that a critical role of a leader is that of exercising influence towards achieving goals of the organisation. It emerged that senior lecturers recognised their leadership role with regards to the functioning of the college, and that they play a critical role in leading a small group of staff members. The influence that the senior lecturers have on students and lecturers cannot be undervalued. The understanding of their role as leaders was more akin to collegiality for most participants.

The importance of collegiality is cited by Bush (2003) in the collegial management model, which suggests that senior lecturers as middle managers are expected to build and foster relationships, provide support to their departments and motivate their staff. Leadership role as viewed by the participants are similar to Bush (2003) which emphasises that staff are an important component in the decision-making processes. Koh et al. (2010) assert that middle managers as curriculum leaders, must be good classroom teachers before they can lead curriculum activities. This view is similar to the one shared by senior lecturers that they must lead by example in discharging teaching and learning activities, otherwise their accountability as leaders would be compromised.

In summarising this theme, I can highlight that almost all the participants fully understood their role and the importance of the adage that 'actions speak louder than words'. As a result, they led by example as one of the ways to exert positive influence on their team members. In addition, the participants were of the view that leadership is considered to be about setting the direction and that

leaders are role models to those they lead. People tend to follow and replicate what their leaders do.

4.3.3 Barriers and challenges encountered by senior lecturers

The findings suggest that there are various barriers that senior lecturers encountered as they discharged their management roles and responsibilities. In this regard, barriers discussed point to the (a) Inadequate practical consumables and teaching resources; (b) Lack of professional development opportunities for senior lecturers; (c) Consequence management and trade unions interference.

4.3.3.1 Inadequate practical consumables and teaching resources

The participants highlighted the issue of inadequate resources especially for practical assessments that are conducted in workshops or simulation rooms/laboratories. They claimed that sometimes it took more than two months before a requisition for consumables was processed by finance, and that such practices compromised the quality of teaching and learning. It was also revealed that such delays in requisition processes impacted negatively on the relationship they have with their lecturers because they tended to assume that senior lecturers were not doing their job efficiently. Also, from the participants' responses, it seemed like campuses did not get feedback or the reasons for the delays. The following extract confirms the concerns of the participants.

Lack of resources is major challenge. For example, practical assessments are not conducted on time. Requisition are submitted to Procurement office but are not processed and that delays submission of marks as well. Lecturers get frustrated. I do the follow-up and even show the lecturers emails to prove that I am doing follow-ups (Mr Mtolo from Phumelela Campus).

Similar sentiments were also shared by Mr Mtolo, that it was not only the students that were negatively affected. One of the participants mentioned that it was difficult to adhere to the deadlines for the submission of marks as they are aware that lecturers did not have adequate teaching resources.

Lack of resources like laptops or PC for our staff members, at the same time they are expected to submit typed question papers and marking guidelines. In this campus, we have a resource centre for staff that is empty.

Mr Tladi, the engineering senior lecturer added that their workshops and simulation laboratories were inadequately resourced, and that meant that they did not have all the necessary equipment for the students to conduct practical assessments. He further mentioned that even their classrooms were not well equipped. This is what he said:

Lecturers do not have all teaching and learning resources they need to discharge their duties effectively. We can't make our lessons interesting (Mr Tladi from Sivukile Campus).

Another issue that was brought up by the participants was the challenge with regards to staffing. It seemed like the issue of staffing was a contextual issue which is rooted on the college internal policy of recruitment and selection of lecturing staff. Mr Ramneek, an engineering senior lecturer expressed his frustration and said:

Lecturers that are recruited cannot teach. I think this is due to the fact that as senior lecturers we are not part of the recruitment process whereas engineering is a very broad field. It requires someone who is able to identify a competent and suitable lecturer for the subject.

Mr Ramneek who is in charge of Report 191 Engineering Department raised the issue of shortage of lecturers that they have to deal with. He stressed that it impacted negatively on their management role as senior lecturers.

We do not have enough lecturers. Most of my lecturers are not permanent, they are on contract. Therefore, it is difficult to draw up the time table. For the subjects that do not have lecturers, I sometimes request those that are free to assist.

Also, Mr Ramsay reiterated similar sentiments that lecturers in his college were not involved in the selection of lecturers. However, Mr Ramsay also indicated that they having seen how the issue impacted on lesson delivery, they proposed a solution to mitigate the identified barrier. A submission was made to the college Deputy Principal (Corporate Services) that senior lecturers should be part of the selection committee when lecturers are recruited.

We are glad because this issue was raised and our Deputy Principal informed us that the Board agreed that senior lecturers will form part of the selection process as they are subject experts and are capable and experienced to give guidance. But it is not happening (Mr Ramsay).

Sentiments expressed by Mr Ramsay indicate that college recruitment processes are not the same. Mr Mtololo shared a different view on the recruitment and selection process. He said:

In the selection of new lecturers, senior lecturers form part of the selection panel. We are part of the decision when new staff is recruited.

It is evident the issue of staff recruitment had some effects on the quality of the academics that were appointed. The extracts above indicate that the recruitment processes across the TVET Colleges in this study varied. The data has also shown that where senior lecturers were not involved in the recruitment process, dissatisfaction about the quality of staff that was appointed emerged. However, it is not clear whether the opposed sentiments were expressed in those TVET Colleges where senior lectures were involved in the recruitment process. Similarly, it was not evident whether the quality of the appointed academic staff was better compared to those where they were not involved.

4.3.3.2 Lack of professional development opportunities for senior lecturers

All the participants reported that there was inadequate professional development programme for senior lecturers in TVET colleges. The emphasis was based on professional development that would enhance their management and leadership capabilities. One of the participants said:

Since I came at this college I have never been trained. I never received any induction from my supervisor. I never received any training, whereas I have my own shortcomings as a manager. Most of the things are self-taught. However, there is one workshop that we attended as management on labour relations (Mr Tladi).

Similar sentiments were echoed by Mrs Evans who emphasised that they were not getting enough support when it comes to their professional development. This is what she said:

Professional development for senior lecturers is null and void. We have to speak to each other and work together on how we do things. We are trying to exercise uniformity to avoid staff comparing departments (Mrs Evans).

Mr Ramneek vented his frustration and said:

The only supervisory training I attended was a waste of time because it was based mainly on industry and not based on TVET colleges. Even training sessions that are attended by lecturers are not subject related except for those workshops that are organised by National Curriculum Department if there are changes on Subject Guidelines.

Mr Mtolo had this to say:

Most of the things I do here, I taught myself; there is no support from the senior management at all. For example, I never attended training for Coltec; I taught myself. If I do not know how to do something, I seek help from my colleagues.

Mr Tladi brought the effect of inadequate professional development on their role to manage big groups of lecturers. He vented his frustration and said:

One of the challenges is that I have a big group of lecturers I have to manage. No one cares about capacitating me to handle big groups. This is a loophole that lecturers exploit. For example, one lecturer scored herself maximum scores in all the sections even on activities she does not perform on IQMS. Clearly, the scores are an indication that she does not understand the purpose of performance appraisal and perhaps thought I will not see it.

Whilst inadequate professional development was raised by the participants, it is clear that they follow a deficit approach. They wanted support to come from somewhere and did not see themselves as resource even when they were able to get assistance from their fellow colleagues. Though not seen by the participants, it is emerging that professional development cannot take place formally only but also through collaboration within the campus or across the campuses as well. The study according to De Nobile (2017), suggests that it is challenging for the managers that have recently been promoted from junior or entry level positions to lead without undergoing professional development. However, the study shows that professional development is not limited

to formal training only but other informal training such as mentoring are critical for newly appointed managers, including those that are employed from other institutions.

4.3.3.3 Consequence management and trade union interference

It emerged from the discussions that as per procedure, consequence management was handled by senior lecturers first. At their level they had to guide, counsel and issue verbal warnings. Sometimes, this did not go well for them. For instance, Mrs Evans narrated her story in which she claimed that she was receiving death threats because of reporting a misconduct which resulted in a dismissal of a lecturer concerned. She said:

There was a misconduct that I discovered as I was doing verification of marks. We had a case of a lecturer who allocated marks when there was no assessment conducted. Because it was a gross misconduct, I compiled the report and submitted to the senior management. The hearing process was concluded and the lecturer was suspended. I am getting death threat messages from my cell phone. I am suspecting it is related to that (Mrs Evans).

During the interviews, participants reported other issues of misconduct that they were handling. Mr Ramneek said:

Another challenge is that in Engineering Department we have lecturers who own private businesses, spend a few hours at school and then disappear. What do you do as a poor senior lecturer?

Mr Tladi said:

I have no issues of ill-discipline in my department. The trimester is only 10 weeks. However, I have received complaints from the students complaining about lecturers who cannot teach. With such I try to assist the lecturer by providing support in the form of additional resources to enhance his/her teaching. Otherwise, in the following trimester, I check with that lecturer in order to swap them around and teach a subject he/she is more comfortable with.

Mr Mtolo highlighted the issue of unionism that they have to deal with. He said:

Some staff members have a pattern of late coming and those are so unionised. Their site steward protects them even when they are on the wrong.

Mr Tladi added the approach he used to mitigate the interference of the union on his management duty he said:

As a union member myself, I have recently called a meeting with the leaders of the union with the majority membership on campus. I submitted my concern that it is not fair that site stewards protect members that are not in class teaching. And I have the support as they assured me that any member who is reprimanded for not being in class will not be protected by the union and should not even report the matter to them.

The issue of unionism was also raised by Mr Mtolo. This is what he said:

The problem is with unionism, when people are opposing everything. Even when we introduced class visits, we had to involve the unions first and explain that we are not policing lectures but it is the management responsibility to ensure that quality teaching and learning is taking place inside the classrooms.

Mr Ramneek added that open ended relationships with staff members helps in to deal with issues around his staff members. This is what he said:

Not all misconduct must be dealt with through the formal disciplinary process. It is critical that a manager has an open relationship with the staff, whereby, they sit and assist the lecturer who has committed a misconduct.

Mr Ramsay had this to say:

I had a staff member who used to come to work under the influence of alcohol. After the formal disciplinary process on campus, he was referred to the Employee Assistance Programme (EAP) under the Human Resource Department which is responsible for providing counselling to staff. My duty as a senior lecturer is to identify the misconduct and issue a verbal warning. If it continues, the campus refers the matter to relevant college officials.

The above extracts indicate that it is critical to discipline staff members with the intention to develop an employee and to prevent future occurrence of the offence. Senior lecturers at their

management level can guide, counsel and discipline the lecturers, depending on the nature of the offence. The mentioned misconducts by the participants are likely to impact negatively on lecturer performance and subsequently affect students' performance. Collaborative approach is critical when dealing with a group of professionals (Bush, 2011). It is good to be involved in decision making than to be informed about the decision. Senior lecturers are expected to act in line with the Collective Agreement 1 of 2013 which is the Generic Contract of Employment for Post Level 1 Lecturers Appointed in the Further Education and Training Colleges. The Collective Agreement regulates conditions of service, disciplinary codes and procedures and other related matters. According collegial model, it is critical to work with the employee when addressing a misconduct (Bush, 2003). The employee is likely to follow a plan that was developed collaboratively by the supervisor and the employee.

In summarising this theme, the key findings that emerged reveal that senior lecturers are caught up on the administrative role which compromises the quality of time spent on other duties like teaching and learning. This claim is supported by research conducted by Leithwood (2012) that effectiveness of departments' heads depends on the time they have in discharging their managing duties and carrying out their teaching duties. The claim that labour unions interfere in operational issues such as staff absenteeism and late coming is in contrast with findings by Leithwood (2016). Participants alluded to the fact that they needed to be developed in various aspects in order to perform their duties effectively.

4.4 Chapter summary

In this chapter, I discussed the findings derived from the data generated through semi-structured interviews and documents reviews. The profile of the participants was outlined. The qualitative data analysed was presented in three themes that directly responded to the research questions. This is done with a view to indicating the extent to which data generated successfully addressed the key questions that guided the study. The following chapter presents the study summary, conclusions and recommendations of the study.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter (Chapter Four), I presented descriptive account of analysed and interpreted data elicited from the participants during interviews and documents that were reviewed. This is the final chapter of this dissertation, and it gives a summary of the study, the conclusions made and the recommendations. The aim of this chapter is to present the conclusions drawn from the findings presented. I begin by providing a summary of the study, and this is followed by the presentation and discussion of the conclusions.

5.2 Study summary

The study focused on exploring management role of senior lecturers in Technical Vocational Education and Training (TVET) colleges. The objectives were to explore how senior lecturers in TVET colleges understand their management roles; how they execute these roles and; to explore challenges (if any) that they encounter in executing their management roles. Chapter One introduced the current study and outlined the background, the purpose, the significance of the study, the research questions, as well as the study objectives. Chapter Two presented a literature review and theoretical framework that underpins the study. Chapter Three provided a detailed discussion about the research design, paradigm, and methodology of the study utilised to generate data. This chapter also explained how the participants were sampled; how issues of trustworthiness were done, and ethical issues were attended to. Chapter Four presented and discussed the findings using themes that emerged from the process of analysing data. This chapter (Chapter Five), presents and discusses the conclusion made after analysing the findings presented in Chapter Four. Conclusions are followed by the presentation of the recommendations directed to various stakeholders.

5.3 Conclusions

The most conventional normal way of bringing a study to its conclusion is to present conclusions that a researcher reaches after analysing the findings. The conclusions made are drawn from the findings and are meant to provide answers to research questions, the discussions and literature (MacMillan & Schumacher, 2014). Maree (2011) posits that the conclusions should be based on tested findings from the data generated. The conclusions that are presented here are drawn from findings that were presented under each theme as discussed in Chapter Four. There are three conclusions reached and these are discussed under the following headings (a) Senior lecturers' understandings of their management role as managers at TVET colleges; (b) How senior lecturers execute their management roles; (c) Barriers that senior lecturers encounter in their management roles.

5.3.1 Senior lecturers' understandings of their management role as managers at TVET colleges

The findings have indicated that the study participants had a clear understanding of their management roles and responsibilities as senior lecturers despite the challenges relating to the lack of clear policy regulations guiding their operations. The findings have also pointed to the existence of inconsistencies in their operations. Two conclusions can be made from these findings. The first is that they all understood the centrality of their role instructional leadership role. For instance, they understood it to be their main function to manage curriculum delivery as they are the first line managers in the campus management hierarchy. As part of instructional leadership responsibilities, they understood that they have to create conditions for their academic staff that are conducive for effective teaching and learning in the college environment. Senior lecturers placed teaching and learning at the core existence of the campus, and that they are the key role players in ensuring effective teaching and learning. This is a critical understanding if one is an instructional leader.

The second conclusion to make relates to understanding of their leadership role and their position in the hierarchy. For instance, when it comes to the procurement processes, as senior lecturers, they did not have any role other than to make requisitions and wait for the responses of the finance

department. Their power to influence procurement processes were very limited if at all they could influence the pace of acquisition of materials and equipment.

5.3.2 How senior lecturers execute their management roles

Participants in this study advocated that the senior lecturers perform management roles as per the sub-themes discussed in the preceding chapter which are (a) role to supervise staff, (b) role to monitor teaching and learning, (c) senior lecturers acting as ‘internal auditors’ to ensure quality teaching and learning, (d) role to enforce implementation and compliance of policies pertaining to teaching and learning and (e) leadership role of senior lecturers.

Senior lecturers described their role as supervising and managing staff under their span of control. They were all aware that as managers, their first role is to administer, manage and direct the work of the staff to ensure that teaching and learning takes place effectively. This finding is supported by Holt and Young (2011); Wanzare (2016) that the purpose of supervision is to focus on teachers and students to ensure that quality teaching is achieved. Senior lecturers as middle managers conduct class visits and Walk-about to ensure that teaching and learning is actually taking place. The findings show that all the participants alluded to the fact that monitoring is conducted with the intention to identify gaps. Also, Weber (1996) affirms that monitoring teaching and learning assist in identifying strengths and weaknesses of educators. Monitoring gives lecturers an opportunity to improve their capabilities, even those with years of experience.

The third findings is that senior lecturers have the responsibility to ‘act as internal auditors; to quality assure the processes around the development of ICASS mark. Sony, Karingada, Baporika (2019) supports this finding that quality management is not aimed at employees but in customer satisfaction as well. Also, the findings have shown that the senior lecturers play a critical role in enforcing the implementation and compliance of policies pertaining to teaching and learning.

Another finding reveal that senior lecturers are leaders in various ways and have adapt their leadership practices according to situations. This view is affirmed by Bush et al. (2019) that it is crucial to adapt leadership to context. Some participants viewed their leadership as providing

support, being exemplary as well as fostering collegiality. Scholars such Harris and Jones (2017) support this finding that middle managers play a critical role since they have direct and positive influence on teachers. Javidi et al (2017) support the view that school leaders do not only influence the performance of educators but that of the students as well.

One major conclusion to draw from the findings described in the above three paragraphs is that the participants were acutely conscious of their role as leaders in the most fundamental way, and about instructional leadership is particular. Issues relating to the supervision and monitoring the work of academic staff, and preparing the environment for effective teaching and learning, all form a fundamental component of Weber's Theory of instructional leadership. In fact, all five domains of Weber's Theory have been addressed by the leadership activities of the participants. Various sections of Chapter Four have clearly shown how the participants monitored teaching and learning, and all their activities are consistent with the principles of instructional leadership as advocated by Weber (1996). In the next section, I part special attention to the barriers that tended to inhibit the effectiveness and efficiency of the participants as they provided leadership in their respective campuses.

5.3.3 Barriers that senior lecturers encounter in their management roles

In leading and/or managing people and institutions, there is bound to be some challenges that come their way, and may undermine or comprise the good work that people doing. The same scenario emerged in the findings of this study. For instance, while there is evidence that senior lecturers successfully performed their management responsibilities, the study has also revealed that they encountered significant barriers that posed challenges in discharging their duties as managers. The first relates to the perennial challenge that has faced numerous institutions in the country, South Africa, namely, the issue of inadequate resources, and this was highlighted by all the participants. All the resources that were in short supply were fundamental to the TVET colleges' functioning, namely, the teaching. One conclusion to make from their experiences, is that the participants were clearly frustrated by the lack of these basic resources pertaining to teaching and learning, especially consumables for conducting practical assessments for vocational subjects. To be fair to them and their frustration, it is inconceivable that senior

managers in an institution can enrol students at their institutions, but then fail to provide basic equipment and consumable items that students require to learn. Another conclusion to be made in the regard is the resilience shown by the senior lecturers that persisted to work under the conditions that at times, appeared to be unfavourable to effective teaching and learning. These participants had to stand between lecturers and senior management and ensure that curriculum delivery continue despite these challenges.

The second finding relating to the barrier that senior lecturers encountered is a lack of professional development for themselves as leaders and managers. Their testimonies suggest that they were put in deep end with less support to assist them cope with the demands of their responsibilities. The findings have shown that there was a very limited management training that was provided to the senior lecturers. It emerged that they were promoted to management positions without being fully equipped with all the necessary skills needed to manage staff, students and instruction. Even after they had assumed duties as line managers in their respective departments, there is no evidence to suggest that they received any tangible professional development support from the institutions. Mampane (2017) suggests that there is a close relationship between the kind of training that managers receive and the enhanced performance in their duties.

One key conclusion I can draw from these findings is that the participants were not only resilient as I have already mentioned in the previous section, but that they were creative, innovative and committed to the provision of effective and efficient curriculum delivery for their students and departments. They demonstrated their innovation and creativity by finding their own ways around the challenges they faced. For instance, two participants stated that they relied on networking with their counterparts within their campuses or from other campuses for support. This indicates that they did not rest on their laurels and wait for senior management to provide training for them. This is an important finding for the study which shows that there is value in networking, as senior lecturers saw themselves as valuable resources and that as such, they can learn from one another instead of waiting for external support. My view supported by this conclusion is that resourcefulness is an important ingredient for organisational success.

Another barrier that emerged from the study was that senior lecturers did not have enough time to handle both administrative and instructional duties. Bush (2011) attest to this phenomenon arguing that members of the management team are working within the high stake of accountability frameworks as per DHET rules and regulations. Therefore, their administrative roles have intensified. It emerged that while they focused on administrative responsibilities, instructional duties suffered. Senior management positions come with extended responsibility and it is the responsibility of the incumbent juggle with all responsibilities for the effective functioning of the organisation. One example of additional workload on the senior lecturers is the whole notion of human resources management whereby, they have to handle disciplinary issues of staff, as well as, the issues of staff welfare that the participants had to deal with without any guidance and training. One final conclusion to make here is that there is a critical need for human capital development for senior lecturer that is multifaceted in order to ensure that they have requisite skills to handle all the diverse challenges they face. Having such skills might assist in efficient time utilisation and early identification of specialised personal problems of staff and quick referral to relevant departments within the higher education sector.

5.4 Recommendations

Based on the findings of the study the following recommendations are suggested.

Recommendation One

The findings have indicated that senior lecturers in the study did not feel adequately supported by senior management of their respective TVET colleges. They struggled to mobilise basic resources to facilitate teaching and learning processes. The conclusion made is that the participants, nonetheless, had an acute awareness of their instructional leadership demands, and demonstrated resilience in their leadership. The first recommendation is directed at the participants themselves. They need to multiply their innovation and creativity such that they rely on other alternative measures such as networks. It is pleasing that the participants did not rely on their senior managers, but kept on pushing themselves in terms of identifying local and internal capital that can assist solve their challenges.

Recommendation Two

It was noted from the findings that to a large extent, senior lecturers are promoted having no management qualification as a requirement. It is therefore suggested that college senior management supports them by providing ongoing interventions whether formal or informal. One cannot rely on experience only when managing and leading people and instruction.

Recommendation Three

I noted with concern that TVET colleges are not receiving enough attention from researchers. Researchers have explored school management and leadership. However, there is scarcity of literature that focuses on TVET colleges in the South African context. More studies are needed that would focus particularly on college leadership and management, particularly, instructional leadership issues.

5.5 The implications of the study

The aim of the study was to understand the management role of senior lecturers in TVET colleges. The case focused on three colleges out of nine colleges in the Province of KwaZulu-Natal. However, it is noted that the findings and conclusions did not only provide insights into the management roles and responsibilities, but, they further identified some of the barriers faced by senior lecturers in their day-to-day duties. The implications of the study relate to the need for policy guidelines for departmental heads. The other implication for the study casts some doubts about instructional leadership tendencies and inclinations for instructional leadership of senior managers who, from the perspectives of the participants, did not adequately support curriculum delivery efforts of the departmental heads.

5.6 Chapter summary

This chapter presented conclusions and made recommendations. However, the chapter began with a summary of the entire study. This was followed by the presentation of conclusions that were organised according to headings that speak directly to the research questions. In discussing the conclusions, each section began with an overview of the findings, followed by the presentation of the conclusion. Although the use of literature is not supposed to happen in this chapter.

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