

UNIVERSITY OF THE
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**A CAPACITY BUILDING STRATEGY FOR MANAGING CURRICULUM DELIVERY
IN SELECTED TVET COLLEGES**

By

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Education (UNIZUL)**

**Dissertation submitted in partial fulfilment of requirements for the degree
DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES**

In

Higher Education Studies

At the

Faculty of Education

University of the Free State

Bloemfontein

2023

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DECLARATION

I, Sanele Jerome Mlotshwa (Student Number: 20183202206), hereby declare that this dissertation entitled "***A capacity building strategy for managing curriculum delivery in selected TVET colleges***", is my own independent work and all sources that have been used in this dissertation are indicated and are acknowledged by means of complete references. I also further declare that this work has not been submitted previously in parts or entirely for examination for a degree at any institution.

I hereby cede the copyrights of this thesis to the University of the Free State.



28 November 2023

Signature

Date

DEDICATION

I dedicate this study to my wife, my children and my family for their support during my study. I wish they could see the value of education through my dedication to education and follow suit.

To my dearest wife, Mrs Nompumelelo MaMbatha Mlotshwa, this is your PhD too, my baby. If it were not for your encouragement and support when I felt depressed and overwhelmed, I would not have gone this far.

To my late parents, Mrs Alexia MaZuma Mlotshwa (*uManamana intombi kaMsongi wezinsimbi kaMafahleni kaMsholozzi kaNxamalala*) and Mr Jacob Masokana Mlotshwa (*uNyakaza esikhaleni umfokaSahluko kaMabinzana kaMsizi, uMahlombe ohlanya, uMahlombe ahlula imendlela*), thank you for instilling discipline and love for education in me and constantly reminding me that with God nothing is impossible.

I also dedicate this to my godfather, Mr Nelson Magwaza Mlotshwa and his late dearest wife, Mrs Duduzile MaDlamini Mlotshwa, who saw me in ashes after the death of my parents and took over as my real parents. This is absolutely a product of their sweat.

Lastly, I want to dedicate this study to my late brother, Derrick Thamsanqa Mlotshwa and my late friend, Mr. Daniel Bhekizenzo Mabuyakhulu, who both passed away during COVID-19 in 2021.

ACKNOWLEDGEMENTS

My sincere gratitude to the following:

- Thank God Almighty for granting me the wisdom, determination, and courage to embark on this productive academic journey. Indeed, “This is the Lord’s doing, and it is marvellous and wonderful in my eyes”.
- I also express my heartfelt gratitude and thanks to my supervisor, Prof. NJP Teis and my co-supervisor, Prof. MM Nkoane, for their overwhelming support throughout this journey. Thank you so much for giving me a sense of hope and courage to embark on this journey. Their polite and professional approach is one of the best in the world.
- To my beautiful wife, Mrs. Nompumelelo MaMbatha Mlotshwa. Thank you, Mthiya, for being my pillar of support and for believing in me.
- To my children, for their support and understanding when I had no time to spend with them, Mcebo Gift, Nongcebo Sinothando and Philile Venentia. Thank you so much.
- To my family, my late big brother, Thamsanqa Derrick Mlotshwa, Sibongile Rivonia Mlotshwa and Sipho Eric Mlotshwa. Thank you immensely for your unwavering support.
- A very special thank you to my close friend and colleague, Doctor Nompumelelo Mthethwa, for always being an inspiration and a support system to me. Your contribution, guidance and support in this journey have been amazing and unconditional. Thank you very much, my friend, my sister and my mentor.
- To my former colleague, a friend and a big brother, Dr TP Zakwe. Thank you for your valuable contribution throughout this period.
- My former Principal, the late Mrs Edista Khethiwe Mjiako, played a big role in motivating me to strive for the best in life.
- To all my study mates in Newcastle, thank you immensely for your advice and the strategies we shared during our writing sessions.
- My co-researchers, thank you for your dedication and commitment.

ABSTRACT

The study aimed to formulate a capacity-building strategy in managing curriculum delivery in selected TVET colleges.

A number of objectives were devised to direct the study; the main objective was understanding the need to develop a capacity-building strategy for managing the delivery of the curriculum. The other objectives were exploring strategies to develop a capacity-building for management of curriculum delivery, determining the conditions that were required for a capacity-building strategy in managing curriculum delivery, identifying the threats that could arise to hinder the development of a capacity-building strategy for managing curriculum delivery, and formulating the indicators that could be used to enrich the management of a curriculum delivery in selected TVET colleges.

Critical emancipatory research (CER) was identified by the researcher as a theoretical framework that could support the achievement of the stated objectives of the study. CER is more about empowerment, which is in line with this study. Hence, the researcher proposed the adoption of CER as the perspective that would best address the challenges. The researcher argued for a collaborative research approach, conducted by a team of researchers in collaboration with suitable co-researchers, who emerged during the research process. This qualitative research approach incorporates the best aspects of team-building in TVET colleges. Using data collected by our research team, the researcher showed how we had operationalised CER to formulate a capacity-building strategy for the management of curriculum delivery in selected TVET colleges. Participatory Action Research (PAR) was used, as it addressed the participation, emancipation and working with real challenges to bring about change in the community. As per the principles of PAR, the researcher worked with the co-researchers collaboratively to find solutions to the challenges curriculum managers encountered. Data generated through the use of PAR was analysed using Critical Discourse Analysis (CDA). The empirical analysis, interpretation of data, discussion and determining the findings resulting from interventions, were made with CDA.

In the first part of the study, reflections were made through the use of PAR, looking at the needs to develop a capacity-building strategy for the management of curriculum

delivery, which resulted in the absence of a collaborative team. The second part of the study identified the components of the solutions as strategies to be used to develop a capacity-building strategy for managing curriculum delivery in TVET colleges. The solutions predicted by the co-researchers to curtail the challenges, were discussed. Numerous findings concerning the challenges were compared with the results of the previous research studies, reported in the literature review, such as teamwork, teaching and learning resources, participatory decision-making, career development, blended learning, technology, collaborative involvement, active stakeholder engagement, collaborative teams, networking and monitoring, technology-based learning, and stakeholder development programs.

This research project is distinctive in understanding the strategy to be implemented successfully by a collaborative team to create a collaborative environment in TVET colleges. In conclusion, the study argues that capacity-building can never be done by an individual, but only by working as a team having a collaborative relationship, where all stakeholders are engaged and able to partake in the decisions and are involved collectively.

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ABBREVIATIONS/ACCRONYMS

AR	Action Research
BL	Blended Learning
CBDM	College-Based Decision-Making
CBM	College Based Management
CBST	College-Based Support Team
CC's	College Councils
CDA	Critical Discourse Analysis
CDMT	Curriculum Delivery Management Team
CER	Critical Emancipatory Research
CET Act	Continuing Education and Training Act
CFST	Child and Family Support Team
CMTs	Campus Management Teams
DDG	Deputy Director General
DH	Departmental Head
DHET	Department of Higher Education and Training
DPAs	Deputy Principals' Academic services
ELRC	Education Labor Relations Council
FAI	Free Attitude Interview
FET	Further Education and Training
ICT	Information & Communication Technology
IDP	Integrated Development Planning
KZN DoE	KwaZulu Natal Department of Education
LEPD	Lecturer Education and Professional Development
LMS	Learning Management System

MoEVT	Ministry of Education and Vocational Training
MTs	Management Teams
NCLB	No Child Left Behind
NEET	National Eligibility cum Entrance Test
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PAR	Participatory Action Research
PCK	Pedagogical content Knowledge
PGCE	Post-Graduate Certificate in Education
PQM	Programme Qualification Mix
QCTO	Quality Council for Trades and Occupations
SADC	South African Development Community
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SETAs	Sector Education and Training Authorities
SLE	Sustainable Learning Environment
SLE	Sustainable Learning Environment
SMT	Senior Management Team
SWOT	strengths, weaknesses, opportunities and threats
TPACK	Technological Pedagogical Content Knowledge
TVET	Technical and Vocational Education and Training
UNEB	Uganda National Examinations Board
USA	United States of America
VET	Vocational & Educational Training

CHAPTER 1 :

OVERVIEW OF THE STUDY

1.1 INTRODUCTION/BACKGROUND

The study aimed to develop a capacity-building strategy for managing the delivery of curriculum in selected TVET colleges. Capacity-building includes activities directed at upgrading technical and professional skills and establishing and/or strengthening infrastructure in the health, education, and social sectors, usually with financial, as well as technical and professional, assistance from donor nations and non-governmental organizations (Oxford Dictionary, 1995).

According to Han, Li, Feng, Luo and Gupta (2021), management is put in place to direct business, agriculture, society, the environment, and personal life by applying practices in such a way that it would benefit current and future generations.

Howard, Carroll, Owens and Langston (2020) argue that curriculum management is how lecturers and administrators collaborate to create, develop, design, review, approach, assess and refine the learning content to achieve the desired student outcomes. Therefore, this study aimed to develop a capacity-building strategy for the management of curriculum delivery in selected TVET colleges.

1.2 PROBLEM STATEMENT

The problem that informed this study was a lack of defined roles for capacity building developers, regarding the management of curriculum delivery and the development of appropriate strategies in some TVET colleges (Mashigo, Javani & Babatunde, 2021). The process of curriculum management is a dynamic process of design, development, implementation, monitoring, and review. From the previous research conducted it appears that curriculum management is not happening in a systematic way but it is characterised by reactive responses to local needs. Such responses appear to be uncoordinated as in the case of some TVET colleges where the formal systematic process engaged by other colleges seems not to have filtered down to lecturers at the call phase. Thus TVET colleges need to build internal capacity for curriculum management inclusive of lecturers and industries. The use of the terms relevant and

responsiveness within the curriculum management context must be seen as two sides of the same coin rather than two mutually exclusive concepts. For the curriculum to respond to the needs of the economy and the country it needs to comprise relevant content. One factor that might contribute to the high failure rate in TVET colleges, was the ineffective management of curriculum delivery in the education and training system. Some colleges in the identified region struggle to place their students in industries for employability, because of the non-responsive curriculum.

1.3 THEORETICAL FRAMEWORK: CRITICAL EMANCIPATORY RESEARCH AND LITERATURE REVIEW

This study was framed on Critical Emancipatory Research (CER), because it emphasised the talks of intensity elements among all partners. CER originated in 1923 and 1924, with Max Horkheimer (1895-1973) facilitating the development of the Institute of Social Research in Frankfurt School, Germany (Heller, 2002). The Institute's scholars saw belief systems as obstructions to human liberation and built their theories on the basic strategies of Sigmund Freud and Karl Marx, but never claimed to have developed a comprehensive way to deal with analysis. Friedrich Pollack, Herbert Marcuse, Leo Lowenthal, Theodor Adorno and Max Horkheimer collaborated to clarify the connection between activity (practice) and information (hypothesis), bringing about an accentuation of conversation and liberation in shaping critical theory's techniques (Lefete, 2018). CER was appropriate in this study as it would permit the researchers to explore the administration of educational plan conveyance in TVET colleges. Fornari and Fonseca (2020) contend that CER utilises a basic freedom approach that enlightens co-researchers of their legitimate privileges and functionally changes networks. While the specialist in positivism is restricted to information assortment and understanding through a targeted approach, focusing on realities, the scientist in CER is the facilitator, and the analyst and co-researchers are intuitively connected to and impact each other. The researcher picked CER, because the researcher and co-researchers are viewed as equivalents when contrasted with positivism, which sees the co-researchers as objects, and CER promotes praxis.

1.4 PRELIMINARY LITERATURE REVIEW

This study highlighted many challenges to curriculum delivery, encountered by Management Teams (MTs), policymakers, other practitioners and stakeholders (Ghavifekr, Abd Razak & Kenayathulla, 2021). The "global character" of contemporary education has become evident in educational policy and discourse, as well as in the practice of teaching development education and education for sustainable development.

Maylor (2021) argues that the challenges of managing curriculum delivery in the United Kingdom includes dramatic demographic changes, policy changes, the effects of globalisation on education, emerging technologies and concerns surrounding refugees and immigration for both college settings, lecturers and managers.

Monday and Mallo (2021) investigated the adequacy of qualified lecturers and infrastructural facilities to see how they influence curriculum delivery in Nigeria's higher education. Lecturers are essential in curriculum planning, development, and, most importantly, delivery. However, they are not involved in policy formulation, even though they are expected to deliver the curriculum. The problem of unqualified lecturers, especially specialist lecturers in areas like ICT and technical subjects, exacerbates the problem of translating the curriculum documents into reality.

There was a lack of quantity and quality lecturers, especially qualified professional lecturers with proper pedagogic training, at all levels in the education sector in Mozambique. In addition, high levels of illiteracy, poor rural college infrastructure, and low salaries for lecturers, are some of the many challenges facing education in Mozambique (Rhongo & da Piedade, 2021).

Inadequate lecturer preparation and lack of resources needed, negatively impact the successful management of curriculum delivery in the Eastern Cape (Chabalala & Naidoo, 2021). Plausible explanations for these challenges could include colleges adapting their curriculum and instructional practices to consider demographic changes, facilities and infrastructural developments, contextualisation of cultures, and programs to accommodate and meet the needs of a diverse student body. Makina and Kadzere (2022) assert that the government should employ an adequate number of qualified subject specialists. The South African Qualifications Authority (SAQA, 2017) supports lifelong learning for lecturers that "includes learning behaviors and obtaining

knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability".

Considering the roles in the management of curriculum delivery in selected TVET colleges, the Commonwealth Education Ministers (Commonwealth Secretariat, 2015) reinforced the centrality of education for building resilience and preparing the next generation of Commonwealth citizens. The ministers more recently highlighted the pivotal role of education in managing curriculum delivery and driving sustainable development goals (Haolader, Foysol & Clement, 2017), highlighting the need for a strategy to manage curriculum delivery in TVET colleges. Threats that could impede the management of curriculum delivery in TVET colleges are reluctance to change, lack of funding, power relation dynamics, and non-participation of stakeholders in education (Arcidiacono, Bova, Ben-Uri & Melfi, 2022). Educational leadership, lecturers and community relationships are critical elements of college change, hence the commitment to the College Councils (CC) and an attempt to improve the quality of education delivery through structured democratic organisation and development. However, there is limited understanding (and innovation) about how "working together" improves learning (Noetel, Griffith, Delaney, Harris, Sanders, Parker, del Pozo Cruz & Lonsdale, 2022)

1.5 RESEARCH AIM AND OBJECTIVES

1.5.1 Research aim

This study aimed to develop a capacity-building strategy for the management of curriculum delivery in selected TVET colleges.

1.5.2 Research objectives

- To identify the need to develop a capacity-building strategy for managing the delivery of curriculum in selected TVET colleges.
- To explore strategies to support the management of curriculum delivery in selected TVET colleges.

- To investigate existing strategies to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.
- To identify plausible threats that could hinder strategies' success to capacity-building for the delivery of the curriculum in selected TVET colleges.
- To explore best practices for a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

1.6 RESEARCH QUESTIONS

Based on the above objectives, this study sought to answer the following key research questions:

- Is there a need to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges?
- What are the strategies existing to develop a capacity-building strategy for managing curriculum delivery in selected TVET colleges?
- What conducive conditions could enable a capacity-building strategy for managing curriculum delivery in selected TVET colleges?
- What are possible threats in developing a strategy for capacity-building for managing the delivery of curriculum in the selected TVET colleges?
- What are the best practices to enrich the curriculum managers on capacity-building in the managing of curriculum delivery in the selected TVET colleges?

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research design

Participatory Action Research (PAR), as a qualitative research approach, can indeed be seen as a design approach that promotes active involvement and collaboration among researchers, co-researchers and stakeholders. PAR goes beyond traditional research methods by actively engaging the community or group being studied in the research process itself. It empowers co-researchers to identify and address problems, develop solutions and create positive social change.

In a design context, PAR allows for a more inclusive and democratic approach to problem-solving. It recognizes that those directly affected by a particular issue often possess valuable knowledge and insights that can contribute to the design and implementation of effective solutions (Fahlberg, 2023). By involving co-researchers as co-creators, PAR helps ensure that the solutions developed are relevant, sustainable, and address the real needs of the community (Cornish, Breton, Moreno-Tabarez, Delgado, Rua, de-Graft Aikins & Hodgetts, 2023).

PAR, as a design approach, encourages open and ongoing dialogue, collaboration, and shared decision-making. It embraces the diversity of perspectives and experiences within a community or group, fostering a sense of ownership and collective responsibility. This approach can enhance the effectiveness and impact of design interventions, as it draws upon the collective wisdom and expertise of those involved (Franquesa-Soler, Jorge Sales & Silva-Silva Rivera, 2023).

Overall, participatory action research as a design approach, emphasizes the importance of active participation, inclusivity, and empowerment. It recognizes that solutions are more likely to succeed when they are developed with, rather than for, the people they aim to benefit. By engaging co-researchers as co-creators and problem-solvers, PAR can lead to more innovative, contextually appropriate, and sustainable design outcomes.

1.7.2 Research paradigm

A transformative paradigm enabled the researcher to analyse the phenomenon under investigation from different perspectives, end-to-end with a theory of choice on the following philosophical levels: i.e., ontology, epistemology, axiology, praxeology, and discursive praxis (Phelps, 2021). This study was located within the qualitative research design and located within a transformative paradigm, aiming to change the present status quo.

It is a research approach that emphasizes collaboration between researchers and the co-researchers or community being studied. The goal of PAR is to empower the community and promote social change through the active involvement of all stakeholders in the research process (Van Lieshout, Scholtes-Bos, Van der Horst-Graat, Van Holsteijn & De Vries, 2023). It recognizes that the people affected by a

particular issue are experts in their own lives and can contribute valuable knowledge and insights (Bröer, Veltkamp, Ayuandini, Baillergeau, Moerman, de Sauvage, Banik, Luszczynska, Rito, Mendes & Klepp, 2023).

In PAR, researchers and co-researchers work together to identify research questions, design the study, collect and analyse data, and interpret the findings. This collaborative approach ensures that the research is relevant, meaningful, and useful for addressing the concerns and needs of the community. It also promotes inclusivity, as it gives a voice to those who are often marginalized or underrepresented in traditional research (Somnuke, Punpocha, Punikhom, Panitrat, Nivatpumin, Thanakiattiwibun, Ramlee, Thongkaew & Siriussawakul, 2023)

By engaging in a participatory and action-oriented research process, PAR aims to not only generate knowledge, but to also create positive social change and empower those involved (D'Ambruso, Mabetha, Twine, Van Der Merwe, Hove, Goosen, Sigudla, Witter, VAPAR/Wits/Mpumalanga Department of Health Learning Platform, 2022). It is a powerful tool for fostering collaboration, building relationships, and promoting a more equitable and just society.

1.7.3 Research approach

This study was deemed to fit perfectly within the qualitative research design, because issues under investigation would be explored in-depth. This study adopted a Participatory Action Research (PAR) approach as a methodological approach. PAR was used as a methodological technique that aligns with the emancipatory and transformative paradigm (Keahey, 2021). Although nearly all social research has some form of social change as motivation, only PAR has change and action as an embedded and critical element of its approach (Ballonoff Suleiman, Ballard, Hoyt & Ozer, 2021).

1.7.4 Scientific instrument

The researcher used the Focus Group Discussions (FGDs) as the research instrument to collect and collate data. The researcher further used the Free Attitude Interview (FAI) technique, whereby one question would be posed to initiate a conversation with the co-researchers (Colom, 2021; Protzko & Colom, 2021).

1.7.5 Population

The general population of this study was lecturers in TVET colleges. The co-researchers were selected from three (3) different TVET colleges. In this study, a blend or mixture of three (3) good performing TVET principals, three (3) CC members, Departmental Heads, and Post Level 1 lecturers were the population. The researcher also interviewed subject specialists. The co-researchers were informed beforehand by the principal researcher about the nature of the discourses in this study, to make them feel comfortable and have a constructive contribution to the study. They were also informed about a convenient venue. The coresearchers would remain anonymous. (see 4.10). Pseudonyms would be used.

1.7.6 Sampling

A sample of purposeful sampling was used to select 19 (nineteen) co-researchers (stakeholders) targeted in this study.

1.7.7 Data collection

Data was collected by using minutes, observations and discussions. Together with the co-researchers, the researcher was involved in a group discussion in a convenient common venue to navigate the challenges in curriculum delivery being addressed using interviews and questionnaires. The co-researchers reflected on their present experiences of the college environment and their future expectations. Data gathered was recorded on an audio recording device and later transcribed, with the researcher and co-researchers' consent to allow a review of progress and adjustment of the plan, if required and to enhance the monitoring and evaluation of the delivery of the strategy (Kanyamuna, Kotzé & Phiri, 2019). Questions were clarified if needed and were be followed by a reflective summary to preclude any digression from the proposed focus and redirect and refocus the research's co-researcher's train of thought.

1.7.8 Data analysis

Critical Discourse Analysis (CDA) was used as an analytic tool or as a strategy to make sense of the data generated or collected. This data was further analysed through

three levels, i.e. the textual, discursive praxis and social structural levels (Van Dijk, 2009:65). The data generated was recorded, transcribed, and analysed with the consent of the co-researchers for meaning-making and structure. The data was analysed along the constructs advanced in this study. Analyses were based on intellectual elements, advanced both at the theoretical and empirical level and also drawn from reviewed related literature and empirical findings.

1.8 VALUE OF THE RESEARCH

This study would contribute to the intellectual gap identified in the discourses that include stakeholders in the management of curriculum delivery in the TVET colleges. The intellectual contribution of this study might add to the identified gap and might further bridge the challenge of employability of TVET graduates, due to the non-responsiveness of the curriculum to the immediate societal needs. This study is important, as it intends to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges. The Department of Higher Education Science and Innovation (TVET Branch), in particular, would benefit immensely from this study's contribution to collaboration between the critical stakeholders in the curriculum delivery process.

1.9 ETHICAL CONSIDERATIONS

The directives outlined by the University of Free State for research were observed. The researcher applied for ethical clearance from the Ethical Committee of the Faculty of Education. Permission was then sought from the DHET, Deputy Director General (DDG) for the TVET branch at the National Department of Higher Education and training to conduct research at the identified colleges. The college principals, MTs, and CC's were fully informed about the research and invited to participate in the study. All co-researchers signed consent forms, assuring them of the confidentiality of the information they share, and the steps taken to ensure anonymity, including the use of pseudonyms. They were informed of their right not to respond or withdraw from the study at any time without incurring any penalties. The co-researchers were treated with respect and equal at all times (see 4.9.2).

1.10 CHAPTER DIVISION

CHAPTER 1: An overview of the study

This chapter provided an overview of the study and orientation or blueprint on curriculum management involvement in developing curriculum in TVET colleges.

CHAPTER 2: Theoretical framework

This chapter discusses the various theoretical frameworks and the framework chosen for the research.

CHAPTER 3: Review of related literature

Chapter 2 reviews the relevant literature on capacity-building for curriculum managers in selected TVET colleges.

CHAPTER 4: Research design and methodology

This chapter explores the study's research design and methodology.

CHAPTER 5: Data presentation, analysis and interpretation

Chapter 5 presents a detailed data analysis and data interpretation.

CHAPTER 6: Findings, recommendations, suggestions for future research, limitations of the study and conclusions

This chapter synthesises findings, recommendations, a summary of the study, and suggestions for future research.

CHAPTER 7: Presentation and discussion of the capacity building strategy for managing curriculum delivery in selected TVET colleges

The final chapter discusses the strategy formulated for curriculum delivery in TVET colleges.

CHAPTER 2 : THEORETICAL FRAMEWORK: CRITICAL EMANCIPATORY RESEARCH

2.1 INTRODUCTION

This chapter gives an orientation on the theoretical framework that informs this study. The study aimed to develop a capacity-building strategy for managing the delivery of curriculum in selected TVET colleges. The chapter starts with a discussion of CER and its underlying principles as a theoretical framework. This theoretical lens allows the researchers to answer the research questions, using the objectives and constructs developed. Furthermore, the researcher explores the relevance of CER as the chosen theoretical framework through a review of its origin, the associated formats, epistemology, ontology, axiology, and how the theory informs the roles of the researcher and co-researchers, as well as the meaning of specific terms of relevance for the study.

2.2 THEORETICAL FRAMEWORK- CER

The framework through which the researcher viewed the phenomenon was Critical Emancipatory Research (CER). This participatory theory emancipates the oppressed and supports social change as determined by the study of social structures, oppression, and freedom, as well as control and power (Lefete, 2018). As a transformative process that brings about practical changes to communities, this chapter deals with its historical background and objectives, formats, ontology and epistemology, the roles of the researcher, and the relationship with co-researchers. There is also a focus on rhetoric in critical emancipatory theory, a definition and discussion of the operational concepts, and related literature on the practices internationally, in Africa, the South African Development Community (SADC), and South Africa. The related literature is presented following the study objectives, while summarising the theoretical and conceptual theories to develop a strategy to capacity-building for managing the delivery of the curriculum in selected TVET colleges.

CER was chosen as a lens through which to examine a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges, because the researcher and co-researchers are regarded as equals, unlike positivism, which

regards the co-researchers as objects. In addition, in the framework of positivism, the researcher's function is confined to gathering and interpreting data using an objective methodology, typically resulting in observable and measurable research findings (Tingley, Lamoureux, Pugliese, Geraghty, Kronick, Potter, Coyle, Wilson, Kowalski, Austin & Brunel-Guitton, 2020), whereas in CER the researcher is the facilitator, and the researcher and co-researchers are interactively linked to each other and influence one another. In positivism, the researcher relies on the status quo and the studies are descriptive, whereas CER aims to transform the status quo. CER uses a human rights approach that informs co-researchers of their legal entitlements and brings practical changes to communities (Arciprete, Biggeri & Ciani, 2022).

CER is a participatory theory that emancipates the oppressed and supports social change as determined by the study of social structures, oppression, and freedom, as well as control and power (Lefete, 2018). The study considered and argued for the choice of CER, based on the historical background and its objectives, as well as its formats, ontology, epistemology, the roles of the researcher, the relationship between the researcher and co-researchers, and the rhetoric in critical emancipatory theory.

2.3 HISTORICAL ORIGIN OF CRITICAL EMANCIPATORY RESEARCH

Numerous assumptions have been made regarding the origins of CER, however, some scholars concur that it originated from the critical theory of the Frankfurt School and arose in Germany in 1923 with the formation of the Institute of Social Research in Frankfurt (Omodan & Dube, 2020). However, other scholars associate the origins and development of critical theory with a Marxist think-tank that was funded by the wealthy son of a German millionaire, who helped the Frankfurt School to create a groundbreaking brand of philosophically oriented radical social science (McLaughlin, 1999:109). According to Klikauer (2023), the leader of the Frankfurt School was Max Horkheimer, whilst Xolisil and Bekithemba (2021) believe that critical theory was first hinted at by a German philosopher, Emmanuel Kant, in 1871.

Despite uncertainty about who initiated the idea and founded it, as well as its exact origins, it is strongly associated with the Institute of Social Research in Frankfurt, which was established in 1923 at the University of Frankfurt, and the philosophers who founded the college, were Horkheimer and Adorno. Critical theory was developed to

challenge the oppressive status quo, injustice, and subjugation that shaped the lives of European nations at that time, particularly the Germans. The Frankfurt scholars required tactics to disrupt the maintenance of the existing state of affairs, given their collaboration with philosophers, economists, and psychoanalysts. Their main objective was to conscientize society so that they could allow social transformation by embracing social justice (Mkhize & Shembe, 2022).

Initially, critical theory originated in sociology, as well as in literary criticism, and it was described as critical theory, because it sought to liberate or emancipate people from the circumstances that enslaved them. It is oriented toward critiquing and transforming society. In addition, it is concerned with types and forms of authority and injustice. Delanty and Harris (2021) assert that critical theory always endeavours to solve practical problems, including basic social problems of the society by critical thinking, through using the knowledge that is free from superstition, as well as prejudice. We cannot solve problems within different stakeholders unless we find out the basic problems faced by stakeholders. Therefore, critical theory has the potential to eradicate unnecessary oppression, as well as the capacity to emancipate the disadvantaged, voiceless and oppressed from the constraints of unnecessary domination in all its forms (Neocleous, 2021). CER was developed by Jürgen Habermas, who was influenced by the Marxist perspective on economic and social questions (Garlitz & Zompetti, 2021). CER developed from two general periods. The first period began in 1923 with the establishment of the Institute of Social Research in Frankfurt Germany, under the leadership of Max Horkheimer (Higgs, 2020). Moreover, Slater (2020) pointed out that the Frankfurt School, being a left-wing collective, drew its philosophical foundations from various traditions, including Marx's examination of socio-economic conditions and class structure, Habermas's concept of emancipatory knowledge, and Freire's transformative and emancipatory pedagogy.

Tabron and Thomas (2023) assert that none of the Frankfurt School theorists ever claimed to have developed a unified approach to criticism, even though the theorists portrayed the critical methods of Sigmund Freud and Karl Marx. Critical theory is renowned for its advocacy that ideology is the primary obstacle to human emancipation. Therefore, Leo Lowenthal, Friedrich Pollack, Herbert Marcuse, Theodor Adorno, and Max Horkheimer became united in their commitment to explain the relationship between action (practice) and knowledge (theory), and it resulted in an

emphasis on reflection, discussion, and emancipation that eventually became useful in forming critical theory's methodology (Tarr, 2011).

CER, following the Frankfurt College philosophers and through communicative action theory, challenged Comte's views of knowledge, which were based on the experience of the five senses (Kaczmarczyk, 2023) and which progressed through three stages. In the first, a theological stage, faith is a prerequisite for knowledge of reality. Only those who could relate to their creator through faith, were in a position to retrieve true knowledge. The second, a metaphysical stage, highlights the adoption of specific beliefs for reasoning and logical thinking as ways of accessing knowledge. Lastly, a positivistic stage, emphasises that knowledge might be gained from information relating to observable experiences. Therefore, only those who engage in scientific observations would gain true knowledge, according to Habermas (Rendtorff, 2023).

The second period began when Habermas tried to reinvigorate critical theory politically, by giving it a new foundation in communicative theory (Tyson, 2023). However, Habermas asserts that critical theory is interested in knowledge, which enables humankind to achieve subsistence, autonomy, and self-determination. Critical theory can be used as an instrument to transform any social structure to improve the quality of life. In addition, the development of communicative reason or communicative rationality, advances the goals of human emancipation as humans have an emancipatory interest in knowledge, which enhances the possibilities of freedom. Furthermore, Habermas anticipates hope for the future if a deliberative democracy-reliant organism, based on the equal rights and obligations of citizens, replaces the representative democracy-reliant nation-state.

Moreover, Stanford Encyclopedia (2015:7) states that Habermas strongly articulates a conception of real democracy that shifts the goal of critical social theory from human emancipation to the primary concern with democratic institutions, stakeholders particularly, as the location for the realisation of the ideals of freedom and equality. Critical theory is interested in those social facts and circumstances that constrain the realisation of the ideal democracy. The democratic, rational, and transformed stakeholders would be able to overcome circumstances of oppression, power struggles, inequality and domination; co-operation, transparency, teamwork, collaboration, and democratic decision-making accompanied by equality would eventually be the daily practice and norm. Therefore, critical theory does not delve into

explaining, comprehending and the interpretation of society, but it always seeks to transform and emancipate humankind from oppressive and slavery circumstances. It is not only interested in knowledge that enables humans to achieve subsistence, autonomy and self-determination, but it helps to develop critical consciousness, which results in the transformation of the individual, milieu and society at large (Abraham, 2023), as the study aimed a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

The mandate of the Frankfurt Scholars was clear: to change oppressive structures by engaging in research. This research served as "cross-fertilization of barely inaugurated research methods and approaches" (Tavera-Ruiz, Martí-Herrero, Mendieta, Jaimes-Estévez, Gauthier-Maradei, Azimov, Escalante & Castro, 2023), aimed at conscientising the populace, who had to discover their oppressed state and move towards derailing, unearthing, and castigating practices that have a negative bearing. The efforts of the Frankfurt Scholars, through research did not go unnoticed, and led to most of the scholars being exiled (Mills & Burston, 2022). However, even this retaliation did not derail the mandate; to the contrary, the school grew in exile, especially under Max Horkheimer (Kautzer, 2023). The mandate of the struggle was to question and analyse the historical and social conditions of crisis, aiming to replace them with conditions that promote emancipation (Rashid, 2023). The way CER shapes college relations are based on social transformation. The researcher concurs with Mncube, Ngema and Mkhasibe, (2023), that CER seems to be one of the most potent means of creating conditions under which distorted consciousness can be subverted and a positive academic identity cultivated.

The study used CER to examine the participation of lecturers and their participation could be improved in terms of democratic and collaborative participation underpinned by equity, representation of all stakeholder groups, participation in active responsible roles, rational discussion, tolerance, collective decision-making and transparency (McMahon & Milligan, 2023). CER was adopted, because it empowers the less advantaged, gives voice to the voiceless, and frees man from all unnecessary domination, oppression, and restrictive traditions that restrain them from the opportunities to fulfil their needs and wants (Raelin, 2021). It also has the potential to increase the consciousness of the lecturers about the social injustice practiced within

different stakeholders and in the society at large to involve them to scrutinize it and transform the college management concerning curriculum management. Oswald, Bussey, Thompson and Ortega-Williams (2022) assert that CER provides a framework for approaching research as a change-oriented form of engagement that seeks not only to study and understand society, but also to critique and change it and that is also the reason why the researcher opted for it.

CER assisted in confronting and subverting the ideologies of superiority and inferiority that exist in colleges, because of politics and power (Patil, 2022). To redress the ideologies of superiority and inferiority, the researcher collaborated with the co-researchers to enable them to identify their weaknesses and challenge the preservation of the oppressive status quo in curriculum management for the achievement of social transformation within the college governing structures and society at large. Elizondo (2022) contends that CER creates collaborative relationships, and participative environments and promotes the critical thinking, which results in the identification of conflictive situations, and then carrying out action against the oppressive elements of the reality. In the study conducted by Dube (2016), regarding the conflict among people with different religious backgrounds, he concluded that when relations are anchored in social justice, hope, and respect of differences, CER has the impetus to minimise conflict as it is likely in the college governing structures where social injustice is conspicuous and is practised.

According to Barbieri, Micacchi, Vide and Valotti (2023), CER is the best theoretical framework when it comes to fighting for educational reform in the governance of educational institutions and for promoting social justice. Therefore, CER is appropriate to critique and emancipate lectures in different departments as stakeholders in TVET colleges, that are oppressed, voiceless, disadvantaged, empower the powerless and entrapped in domination or dependence systems and transform the structure and society to adopt, as well as practise democracy and social justice. Critical studies on different stakeholders are desirable, because of their impetus in highlighting weaknesses in current thinking, as well as taking the research forward and in emancipating the affected different stakeholders by providing social justice, equality, hope, shared responsibility and active participation of all governors, irrespective of their socio-economic status, academic qualifications, gender, race and standing in the community (Lu, 2022). It also creates enough space for all different stakeholders to

engage fruitfully in deliberations and for their voices to be heard, as well as that they feel a sense of belonging to the governance of the college. Therefore, CER is used to enable college communities, together with the stakeholders to transform, emancipate and promote social justice and equality within and beyond different stakeholders.

2.3.1 Steps of CER

CER consists of three main steps, namely, the interpretive, the analytical and the educative (Malebese, 2019). The purpose of these steps is to strategize the research process. During the interpretive phase, co-researchers are encouraged to evaluate the information that is provided against their daily experiences, feelings and emotions during critical reflection, which fosters self-awareness and, in turn, has the potential for change and social engagement (Lewanowski-Breen, Ni Shuilleabhain & Meehan, 2022; Grossman, Wineburg & Woolworth, 2000). It also allows co-researchers' unique voices to be heard, because they are given the opportunity to direct their own input. Hence, during the interpretive phase, the researcher makes an effort to understand the meaning that the co-researchers had created their own worlds and experiences. The way they made sense of their experiences and other people's behaviour could only be understood in light of their specific interests (Goodyear-Smith & 'Ofanoa, 2022). The critical analytical phase encourages critical examination of social issues generated (Smagorinsky, Tobin & Lee, 2019). The focus is on the essence of the problem and the co-researchers' voices carry indigenous meanings and experiences. Chen (2023) maintains that the aim of this phase is to help all the stakeholders involved, especially co-researchers, understand how to interact with their personal, affective investment in textual reception, so that they could personally relate to the matter of the management of curriculum delivery. Therefore, the team analysed the co-researchers' interests, ideologies, power and legitimacy that would work in a teaching and learning situation (Sgarz, 2021). Attention was be given by the dedicated team to the underlying meanings that reflect the way co-researchers understand the related topics and to the patterns that emerge from the analysis of information (Denscombe, 2021). Lastly, in the educative phase, the researcher and co-researchers took a clear position regarding intervening in hegemonic practices and served as advocates to expose the material effects of marginalised stakeholders, while offering alternatives (Rowe, 2021). In this way, they encouraged all co-researchers to

promote creative and constructive actions that address the social realities discussed in or outside lecture halls, through a variety of transformative practices, using different modalities (Rowe, Martin, Buck & Mabingo, 2021). The team analysed information from the analytical phase to make sense of the findings and formulated a socially inclusive way of the management of curriculum delivery in TVET colleges with an intention to capacitate lecturers. All the stakeholders involved became empowered and emancipated through the knowledge and skills that they gained during this stage, and they were able to employ it in the formulation of a strategy. Involving co-researchers enhanced their awareness of their roles in the management of curriculum delivery in TVET colleges and allowed them to explore how their perceptions are shaped, which explains why the anticipated strategy needed to intersect with all three the phases discussed in this section (Bin, Islam, Gu, Spector & Wang, 2020).

2.4 OBJECTIVES OF CRITICAL EMANCIPATORY RESEARCH

CER creates the space for all lecturers to participate in different stakeholders with the intention of shaping the college governing structure, in order that the stakeholders promote the best interests of TVET colleges and to ensure its development through the provision of quality education for all co-researchers at the college, as per Section 20(1)(a) of the South African Schools Act No. 84 of 1996 as amended (hereinafter SASA). CER's objective was used in the study as it confronted social injustices in society, inequality and domination with the objective of emancipating, empowering discursive praxis and politically transforming society. Nkoane (2012:99) asserts that CER examines relations of dominance, discrimination, control and oppression with the intention of transforming the status quo through the advancement of social justice, equity, liberation and democracy. In addition, it lets the members of marginalized, oppressed, dominated and disadvantaged groups to get full control on the knowledge production about themselves (Arciprete et al., 2022). In addition, CER was used, because it possesses the potential to empower the disadvantaged, powerless, voiceless and oppressed stakeholders in terms of being able to take an active agent role in social change (Humphries, Mertens & Truman, 2020). Moreover, it provokes tangible change in the real world of domination, marginalization, oppression and exclusion (Hammond, 2019:1), and it results in concrete and practical changes in the lives of the oppressed, marginalized, dominated, excluded and disadvantaged.

Prior to democratization of education in South Africa, college boards and college committees played a supportive role with restricted powers and functions in terms of different stakeholders (D'Eatough, 2020), and some of the stakeholders inherited the practice, which CER critiques and challenges with the aim of transforming the legacy. For the promotion and advocating change, CER exposes and probes traditional power assumptions, supremacy, held-about relationships, groups, communities, societies, and organizations (Browne, 2020). McKenzie (2020) maintains that CER brings about social conditions free from fear and domination by creating conditions for individuals' self-emancipation, since the study advocated for a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

However, CER opposes any particular practices that undermine the rights of individuals, groups or the society, as well as conditions which dehumanise people and render others as sub-humans, who are susceptible to abuse by the strongest members of society (Setshedi, 2022; Madimabe, 2020). However, it concerns itself with registering the progressive emancipation of individuals and society from oppressive forces, such as dominant discourses and ideologies, as well as structural economic forces (Dryzek, 2000:21). In fact, such stakeholders, who happen to be victims could be empowered through capacity-building by providing introductory training if they are newly elected or by providing continuing training, using funds appropriated for the purposes (Section 19 (1) of SASA). Nevertheless, CER sensitizes and empowers communities and institutions, as well as encourages social transformation and inclusive policies.

In many instances CER breaks through the norms that are firmly established in the institutions, such as stakeholders and which have been created and constructed by people. However, CER aims at abolishing social injustice and it covers the distribution of power in equal situations, whilst emancipation focuses on social change, freedom and release, both in the process of the research and in the transformation of the society itself (Ramírez Elizondo, Quintana Zavala, Sanhueza Alvarado & Valenzuela Suazo, 2013:424). In addition, CER provides the space for public participation to deal effectively with the issues of social injustices, inequality, dominance, oppression, being voiceless, power struggles and an oppressive status quo. The provision is made with the intention to improve relations, and to create conditions for transformation of the

society, based on the principles of social justice, hope, respect, transparency, equality and equity.

CER always intends to emancipate people from the restrictions of unnecessary domination in all its forms, since the constraints are man-made and can be abolished and should be abolished (Habermas, 2018). It also challenges the existing social and material relations with the aim of assisting the oppressed, marginalized and disadvantaged to self-identify a reformulation of the situation, which would support their interests and removes imbalances (Alexander, 2010:604). In addition, it recognizes the social reality of the affected with the aim of provoking a systematic change that would lead to transforming the practice and structures through the empowerment and the transformation process, creating collaborative relationships (Ramírez Elizondo et al., 2013:425). It confronts the social practice through the techniques and strategies of change. In addition, it enables the marginalized governors to investigate their own realities and reflect on their conditions.

However, it involves the disadvantaged, powerless, marginalized and oppressed in developing their capacity to act successfully within the existing systems and structures of power to critically analyse, resist and challenge structures of power (Scoggins, Booth, Fletcher, Fork, Gonzalez, Hale, Hawley, Roy, Bilger, Bond & Burns, 2022). It also assists to improve the capacities of the marginalized and oppressed to develop skills, improve their problem-solving attitudes, increase their chances of self-determination, and to gain more influence on decision-making processes (Arciprete et al., 2022). Therefore, CER empowers the marginalized, powerless, oppressed and dominated to be brave enough to address and challenge power issues. It also empowers co-researchers, in this case lecturer governors and other different stakeholders, to become responsible active governors, who are fully involved in the day-to-day administration, management and governance of the colleges. In addition, it exposes the workings of power in such a way that the oppressed, marginalized, dominated and powerless governors see and understand how power operates and they can eventually address its influence (Biesta, 2020:90). Furthermore, it is strongly linked to the empowerment processes, as the self-awareness is the key condition for the achievement of equal opportunities and participation in the decision-making mechanisms of the society.

Therefore, CER assists different stakeholders to gain more than adequate insight into the power relations and authority, which constitute their situation. Through the researcher and the co-researchers, CER makes visible what is hidden for the marginalized, oppressed, powerless and dominated different stakeholders, who consequently become independent and autonomous. Eventually they think for themselves, make their own judgements and draw their own conclusions in terms of emancipating themselves, since the truths and knowledge have been revealed to them. Through CER, the oppressed, marginalized, powerless and disadvantaged different stakeholders would be able to examine, identify, circumvent and subvert assumptions and oppressive practices of some of the stakeholders. However, CER projects a future reality, which is superior, just, equitable and safe, compared to the current situation, which is full of oppression, domination and marginalization (Verduijn & Berglund, 2020).

Basov, Simet, van Andel, Mahlomaholo and Netshandama (2020) assert that human beings have been voiceless in our educational institutions, because of politics and power, which in most instances, are oppressive and which result in ideologies of superiority and inferiority that have to be confronted and subverted. Therefore, CER uncovers various power relationships and constraining forces in the different stakeholders, which limit some of the different stakeholders to contribute and participate actively in all the activities of the stakeholders. Furthermore, it develops an awareness of oppressed, dominated, disadvantaged, powerless and marginalized governors' power in challenging and changing dominating power structures. Moreover, it clarifies what is wrong with current social reality, identifies the actors needed to transform it, and provides both clear norms for criticism and attainable practical goals for social transformation.

Stahl and Stahl (2021) contend that CER changes reality and supports emancipation. In addition, CER is used to raise critical consciousness, which would lead to the working together of the researcher and co-researchers to develop knowledge and understanding of the root cause of undesirable situation and environment (Chikasha, 2021; Dube & Hlalele, 2018; Nkoane, 2012:98), which the study aimed for in developing a strategy to a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges. However, another reason for working together, is to formulate the strategy to deal with undesirable situations and shortcomings, as

well as to marshal support to effect changes after the identification and analysis of the challenges that hinder active participation in different stakeholders. On the basis thereof, they co-create the programme or the agenda for the whole project from the beginning. Tshelane (2018) contends that the extremes of social injustice, inequality, confrontation, domination, oppression, side-lining, power struggles, language barriers, social class, gender, low educational levels, interracial strife and lack of hope in different stakeholders, can be abolished through interaction with college communities. Therefore, CER makes the communities and especially different stakeholders to be aware of and understand democratic practices that should be applied in different stakeholders in an institution, as well as to understand and anticipate the undemocratic practices that may rear its head now and then, which then have to be rooted out. CER is used to assist stakeholders to transform, emancipate and promote social justice and equality within the structure and the college community at large. Since CER has tenets that differentiate it from numerous fields of research and its association with emancipation, empowerment and producing knowledge that can be of benefit to the voiceless, dehumanized, and marginalized, it suited the study. However, the focus is on active participation of lecturer governors and their emancipation, as well as social justice in terms of different stakeholders.

2.5 FORMATS

CER plays a meaningful role in changing the world and humanizing it, since it requires the understanding of the current regressive trends to be resisted and a vision of a better society and modus operandi to move towards (Borras Jr, Moreda, Alonso-Fradejas & Brent, 2018). Social problems often result from groups in society, which are constrained by social structures and processes that they themselves construct and maintain (Murray, Domina, Petts, Renzulli & Boyland, 2020:2229). Therefore, CER empowers people who are voiceless, marginalized, oppressed and disadvantaged, through the promotion of a critical understanding of human rights. In community-based research, CER is feasible, as it can assist people from communities with few resources to conduct a study that can improve services, fights against barriers and promotes their empowerment (Darling-Hammond & Oakes, 2021:6). In addition, it is a

transformative process, because it orientates, critiques, emancipates and improves the conditions of humanity.

However, the purpose of using CER in the study, was to work with co-researchers to generate more knowledge in terms of democratic values, principles and social justice beyond their indigenous knowledge, in order to initiate and implement change in different stakeholders. Therefore, CER would stimulate and encourage stakeholders to become more critical, imaginative, innovative, argumentative, visionary and reflective as different stakeholders (Esau, 2013:2). In addition, it proposes solutions to correct injustices and emancipate the disadvantaged (Albury, 2015:256). Since the study focused on the lecturer governors' participation in different stakeholders, CER would therefore necessitate transparency, as well as avoid minoritising the lecturer governors in such a way that they remain voiceless or marginalized. Moreover, it would evoke deeper thinking about participation in different stakeholders, as it has significance for stimulating lecturer governors' enthusiasm for learning and active participating in different stakeholders.

However, Youdell and McGimpsey (2015) argue that CER is too concerned with understanding and intervening in the equalities that are experienced by girls and women, and it has resulted in the development of feminist emancipatory research. Feminist emancipatory research aims at emancipating women from various forms of domination, side-lining, exclusion, chauvinism, marginalization and oppression, which exist in institutions and social structures, such as the college council in particular. It leads to gender equity in different stakeholders. The situation is complex with great inequality, due to unequal power relations. However, feminist emancipatory research provides a critique of existing power relations and institutional practices that condone the domination, oppression, marginalization, and exclusion of women in decision-making (Kaijser & Kronsell, 2014:419).

Olivier (2021:16) contends that CER is used to understand the issues related to disabled people for no other reason than contributing to the combat of their oppression. Therefore, this has contributed to the development of emancipatory disability research. Even though some of the Sustainable Development Goals directly addresses the inclusion of People with Disabilities in the development processes, CER is considered as one of the most innovative and inclusive approaches to collect information on disabled persons (Gábos, Ciani, Tomka & Biggeri, 2021:49).

Emancipatory disability research assists the disabled people in understanding the essence of their world and contest their social exclusion. According to Barnes (2021:296), emancipatory disability research is about methodical demystification of the processes and structures, which create disability. In addition, it is the self-empowerment of disabled people. Moreover, it can have a significant impact on their empowerment, the policies that touch their lives, and the ongoing struggle for a more equitable and just society.

2.5.1 Justification for the choice of CER

CER is a political and moral social science, designed to change society for the better (Battiste, Chomsky, Denzin, Fine, Gill, Grande, Hall, Lather, Leonardo, Lincoln & McLaren, 2018). It developed from Habermas's notion of a perfect discourse setting, where communication is free from distortion, validity claims are respected and endorsement of knowledge is produced through education (Watson et al., 2008:69). However, emancipation is achieved through gaining knowledge, leading to individuals' overall development (Denzin & Lincoln, 2011:710). More importantly, it is also achieved when all the stakeholders involved in socially inclusive learning communities, gain self-understanding and recognise that their inputs are valued (Denzin & Lincoln, 2011:717). Therefore, such participation and collaboration ensure communicative interaction between researchers and the co-researchers and, as a result, they empower one another. After so many years since CER was first proposed, critical emancipatory researchers still maintain its adeptness at disrupting and collectively challenging the status quo, and to provoke highly charged emotions of all types (Kincheloe, 2008:95). Kincheloe (2008:96) further maintains that colleges should incorporate some type of knowledge base, values and social relations in their curriculums, which would lead to individuals' overall development. Furthermore, emancipatory values are vital, considering the social systems in which inequality of power exists in relation to opportunity, authority and control of human liberation – the unequal power relations and conceptual deceptions that exist in real social systems are often ignored (Harrison & Watson, 2012:68; Denzin & Lincoln, 2011:718). CER, however, is committed to working towards human emancipation and facilitating the development of full human potential through equal participation in social systems in a

capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges (Kincheloe, 2008:99).

2.5.2 Philosophical stances of CER

2.5.2.1 Epistemology of CER

Sabir and Naveed (2021) assert that epistemology involves understanding 'how one can acquire knowledge' and entails an exploration of how knowledge is generated, the criteria used to distinguish between good and bad knowledge, and the representation or explanation of truth. The meaning of epistemology, as viewed by the creators mentioned above, was discussed from the focal point of CER. This study was characterised by close collaboration between the researcher and the co-researchers, as it was based on solving real-life challenges of the role of different stakeholders in the management of curriculum delivery. To develop equal, participative, representative and active college management, the researcher had to understand and link their knowledge and power (Mokwebo, 2021). Knowledge was conceived as a tool that could be used by the researcher and co-researchers to emancipate Senior Management Teams (SMTs) from bondage, domination, suppression and oppression. The co-researchers and the researcher worked together and shared ideas and experiences to develop a strategy to a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges. As Marek-Kolodziej and Lapunka (2020) contend, exploring the implications of decision-making in college management can lead to a rich discussion of issues related to the meaning of objectivity and trust. CER equipped college management and other stakeholders with knowledge and democratic skills and practices to encourage and motivate them to participate actively, confidently, effectively and co-operatively in college management, and so contribute to decision-making. The knowledge gained by college management was intended to assist them in controlling social processes that touch them and their lives to the degree that they would become producers of their social life in its totality by overcoming the current false totality.

Bradbury and Reason (2001, as cited in Chevalier and Buckles, 2019) contend that engaged research involves striving for practical outcomes and generating new forms of understanding. They emphasize that action devoid of reflection and comprehension

is blind, and theory lacking practical application is meaningless. Likewise, Jennings, Bond, and Hill (2018) argue that life-world knowledge should be complemented with critical or emancipatory knowledge, which emphasizes concerns related to justice and domination, resistance, praxis, intervention, and, most importantly, emancipation. CER recognises indigenous knowledge and the power of the sacred, including “the relationship between the researcher and co-researchers” (Jennings et al., 2018:112).

2.5.2.2 *Ontology of CER*

Variouly defined as what exists in the world (Hutton & Heath, 2020) and what is genuinely occurring (Steinberg & Down, 2020), ontology can be used to provide a standpoint on CER. For example, Campanella (2009, as cited in Shangase, 2013:13) asserts that CER neutralises power imbalances and fosters collaborations between the researcher and co-researchers. Meanwhile, Finlay and Hopkins (2019) argue that reality is moulded by values related to ethnicity, culture, gender, social dynamics, and politics. Therefore, realities are socially-constructed and constantly subjected to internal influence. CER encourages socially-constructed reality by those who are affected (Martens & Carvalho, 2017), or as Nkoane and Phori (2019) contend, urges co-researchers to collaborate and co-operate, geared towards addressing their problems and needs.

Given that knowledge is both socially constructed and swayed by power relations from within society, CER strives to address issues of social justice and marginalisation of some stakeholders, who should play a role of different stakeholders in the management of curriculum delivery in secondary colleges. Once the co-researchers realise that their ideas are not aligned with their experiences, they challenge the incongruence with the aim of transformation. Through their encounters and experiences gained in daily activities, they are thus better able to define their problems or challenges and liberate themselves, particularly as CER empowers them with the ability to better their positions in society (Davis & Ozanne, 2019). The relevance to this study lies in designing and assessing existing programmes and policies to find solutions of assistance in fostering a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

2.5.2.3 Axiology of CER

Killam (2013) contends that axiology is rooted in philosophical beliefs about values, concepts and the nature of knowledge. It addresses the nature of ethical behaviour. The axiology of CER stresses the importance of being forthright with values and the critical theorists find it impossible to keep values out of the research. In addition, it involves defining, evaluating and understanding that all humans have dignity, which must be respected, and they have a fundamental human right, which must also be respected. Therefore, CER interrogates values and assumptions, exposing domination and injustice, as well as challenging conventional social structures (Al-Ababneh, 2020). It also deals with power differences within social structures, how they damage society and how they can be changed.

Since the researcher values the co-researchers and do not regard them as objects, the researcher therefore respects and protects their dignity. The researcher and the co-researchers uphold the fundamental rights of co-researchers, such as to make choices, privacy, moral obligations, fair and just treatment, as well as equality and equity. CER confronts injustices in society with the intention of emancipating, empowering and politically transforming the society. Furthermore, it seeks to address oppression, conflict, marginalization and disempowerment at whatever levels and struggles, so as improve the participation of different stakeholders, as well as to promote human rights and increase social justice (Kivunja & Kuyini, 2017:35 in Masuku, 2021). CER is used to raise critical consciousness so that the researcher and co-researchers work together to develop understanding and knowledge with regard to the root cause of an undesirable situation and nature, in order to formulate and marshal support to effect change (Nkoane, 2012:98 in Tsotetsi & Mahomaholo, 2015). Santoro, Bertoldi, Giachino and Candelo (2020) contend that stakeholders who are dominated by inequalities and injustices need to challenge them, in order to disrupt the status quo so that transformation, emancipation, social justice and equality are promoted. CER places emphasis on social and power structures for emancipating and empowering the human subjects in a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

2.6 ROLES AND RELATIONSHIP OF RESEARCHER AND CO-RESEARCHERS INFORMED BY CER

The initial step in establishing the researcher's and co-researchers' working relationship is the identification of the suitable and relevant co-researchers, followed by securing their agreement to be part of the study (Algeo, 2013:1). In addition, a deep level of trust needs to be established and well nurtured for the sustenance of the relationship so that it can last for the whole duration of the study. Davis, Bowes, McLaughlin, Hsu, Gazaway, McElroy-Heltzel, Van Tongeren, and Hook (2022) maintain that trust is fundamental to the research and accompanied by honesty, together with respect as the pre-conditions of the search for truth.

For the realization of the strategy for the improvement of participation by different stakeholders, the relationship between the researcher and co-researchers should be built on the understanding and acceptance of the principle of power difference, including the notion that their diverse experiences, knowledge and cultures make a difference that results to the mutual acceptance of one another (Steinberg & Kincheloe, 2010:140-141 in Smyth, 2020). In addition, it is built upon a transaction involving values and properties as both the researcher and co-researchers are linked interactively and influence one another. As they work together, their relationship results in mutual trust, care and the development of teamwork. Therefore, the researcher does not dominate the co-researchers and the relationship that exist is not oppressive. In addition, the researcher is integrated in the community, not as a wise individual or expert, but as an equal, who learns from the community and realize their real feelings (Elizondo et al., 2021:135).

In addition, the researcher and co-researchers are both subjects in the dialectical task of unveiling reality, critically analysing it and recreating the knowledge (Gupta, Singh & Duraiappah, 2019:325). However, the co-researchers are involved in the research process and the researcher does not carry out transformation on behalf of co-researchers, but with them (Alharahsheh & Pius, 2020). CER is also interested in the recognition of psychological cognitive, moral, political and social reality of both the co-researchers and the researcher, with the objective of focusing on the understanding of the group to provide a systematic change, which transforms the practice and structures, through the empowerment (Ramírez Elizondo et al., 2013:425). Dialogical relations of equality between the researcher of and co-researchers are promoted.

Co-researchers are given the voice within stakeholders so that they can be involved in a candid engagement with the powers that be and bring about transition, which would result in a transformation of the structure. During the research process, the group of co-researchers is not a simple object of observation and manipulation, the object is transformed into a subject of knowledge and subject of change. Their justice-relevant conditions for participation would generate institutional and structural transformation, necessary to create the form of a democratic and collaborative different stakeholders' space (Pickering, Coolsaet, Dawson, Suiseeya, Aoki Inoue & Lim, 2022). Co-researchers' voices would be used to shape stakeholders' goals and priorities for the benefit of the college community and society at large.

To promote social justice, the co-researchers would be involved in the decision-making that affects their lives and the community, as they better understand community needs (Pezzoli, Kozo, Ferran, Wooten, Rangel Gomez & Al-Delaimy, 2014:12). This is based on the procedural justice, which includes having a right to know about the injustice and unfairness the communities are exposed to, and inclusive processes for community members to participate in the policy process and governance of decision-making. However, the focus is on the openness and transparency with minimal influence from the researcher or not at all, since the study requires the co-researchers' input in improving the role of different stakeholders in the management of curriculum delivery in selected secondary colleges.

As the study is based on critical emancipatory research, the relationship between the researcher and co-researchers is founded on an egalitarian relationship. Therefore, it challenges domination that may take place and calls for the participation of all different stakeholders whose lives are affected. In addition, it challenges the researcher's control of the research and dissemination of knowledge (Swartz, Nyamnjoh & Mahali, 2020). Moreover, it closes the gap between intellectual knowledge and social action with the intention of empowering co-researchers so that they become agents of change (De Mauro, Amendola, Angeletti, Gabrielli & Eleuteri, 2021). CER has empowerment as the objective, which is anchored in the moral right of the marginalised to own and control knowledge produced by the co-researchers (Baker et al., 2004). It also gives a voice to the oppressed, in this case, the different stakeholders, and removes imbalances. However, CER brings about freedom, a radical social agenda of equality and self-determination to the co-researchers.

Tsotetsi and Omodan (2020) contend that the relationship between the researcher and co-researchers is built on trustworthiness, a common purpose, vision and actions that aim to improve and change the status quo. The relationship is based on the principles of hope, social justice, freedom, equity and peace for the oppressed, marginalised, dominated and suppressed stakeholders. Therefore, CER permeates the co-researchers with the power to challenge oppressive structures that reinforce processes of social exclusion and marginalisation (Bass, Bonawitz, Hawthorne-Madell, Vong, Goodman & Gweon, 2022). However, CER leads the different stakeholders to take responsibility for their own emancipation from the dictates of irrationality, injustice, exclusion and marginalisation (Nxumalo, 2021). CER empowers the researcher and co-researchers to change the status quo, as they possess the ability to constructively and cooperatively challenge the inequities and dislocate non-democratic practices.

The researcher's and co-researchers' relationship is characterised by their willingness to share views, experiences and ideas with the aim of realising the objectives of the study. Their relationship is not based on one person who knows everything, while the others know nothing, but is circumnavigated by a transaction involving values and properties as they are interactively linked and influence one another. Even though the researcher and co-researchers take into account the differences between them, they still work collaboratively as equal partners to maintain sovereignty and responsibility (Campanella, Kirshner, Mendy, Landa-Posas, Terrazas Hoover, Lopez, Porrás-Holguin & Estrada Martín, 2022). The researcher supports co-researchers to become meticulously involved in identifying issues that lead to their exclusion, marginalisation, oppression and domination, since CER recognises multiple realities, as well as the bounteous ways in which people, who are beleaguered, find their voices.

Furthermore, it also promotes the need for active solidarity between the researcher and the people who want to change oppressive societies (Dhungel, Lama, Khadka, Sharda, Sherpa, Limbu, Limbu, Rai & Shrestha, 2019). Therefore, the challenge is for different stakeholders to participate in the creation of a counter-domination alternative, since they are experts in their own experiences and the researcher learns from them about their own primacies. However, the researcher regards co-researchers as agents capable of analysing their own situation and designing their own solutions. By working with the researcher, the generation of information and knowledge would result in

transformative impacts, whilst the researcher has a responsibility to model respectful engagement with co-researchers (Penner-Williams, Diaz & Worthen, 2019:157). Co-researchers work in partnership with the researcher in ways that respect their human dignity.

CER upsurges the social power, confidence, independence and capacity of individuals to actively and effectively participate in different stakeholders. Moreover, CER encourages building critical consciousness and understanding among the co-researchers, researcher and all persons involved in the research, as well as promotion of critical understanding of human rights and respect of laws and regulations related to that. In terms of CER, the researcher's role is to avoid being captured by a permanent bias, but to facilitate self-empowerment, emancipation and to build a working partnership that would generate mutually beneficial outcomes (Abramson, Ahuja, Barr, Brussee, Carnevale, Cassin, Chhaparia, Clark, Damoc, Dudzik & Georgiev, 2020).

2.7 RHETORIC USED IN THE STUDY

In CER, there is a deliberate avoidance of employing language and concepts that dehumanise individuals, reducing them to objects, subjects, figures, numbers, or sub-humans. This is done to prioritise language that reflects the significance of cultivating relationships built on mutual trust, humility, and care (Tshelane, 2020). The researcher and co-researchers should use language that respects others as equal human beings, therefore, ideas and phrases that are incompatible with the values of CER, must be avoided. Bradbury, Glenzer, Ku, Kjellström, Aragón, Warwick, Traeger, Apgar, Friedman, Hsia and Lifvergren (2019) state that, unlike positivism, which regards people as mere subjects, CER involves people as co-researchers. The research partnership should be democratised, allowing co-researchers to comprehend and transform their circumstances through the research process (Lynch & Sargent, 2020:635).

Bijker (2022) argues that CER enhances the problem-solving capacity of co-researchers, fosters skill development, increases their prospects for self-determination, and amplifies their influence on the operations and decision-making processes of organizations and institutions. In this context, co-researchers engage

actively within their surroundings, refraining from perceiving themselves merely as figures or objects. Within the framework of critical theory, every individual is considered significant, operating under the assumption that our identities are shaped by the societies from which we emerge (Foulger, Graziano, Schmidt-Crawford & Slykhuis, 2020). This treatment influences the co-researchers to take ownership of their problems and work as a team towards finding a solution. In this way, inherent power differences between interviewees, the interviewer and respondents are dismissed.

Tshelane (2022) contends that CER advocates social justice, team spirit, equality, peace and hope, changing people's emotions and mentality, liberating them and meeting their real-life needs. It also enables them to address the need for representation, participation, shared decision-making and equity to realise effective co-operation. According to Kellner and Gennaro (2022), it enables the co-researchers to appreciate equality and equity, as well as their social classes concerning democratic practices. This suggests that all different stakeholders must be equal and active co-researchers in the decision-making processes, with equal opportunities to air their views and participate in the management of curriculum delivery in selected secondary colleges. In doing so, society is transformed, and equality and equity are accomplished.

CER advocates team spirit, social justice, peace, hope, equality, and changes people's minds, as well as emancipates them and meets their real-life needs (Tshelane, 2022). Therefore, the propensity of using language and concepts that belittle people to objects, figures and sub-humans, is circumvented. The language that is used is considerate of the importance of building relationships of mutual trust, humility and care (Tshelane, 2020). The researcher and co-researchers should use the language that respects others as equal human beings. CER involves people as co-researchers, unlike positivism, which regards them as objects (Sharp & Balogh, 2021). However, CER postulates that co-researchers are scholars, who should be treated with respect. Therefore, the use of derogatory concepts, words and language and which are also inconsistent with the values and principles of CER, should be avoided at all cost.

The critical theory regards and treats every human being as important, as they are moulded by the society they come from (Henriksen, Jordan, Foulger, Zuiker & Mishra, 2020), and the treatment influences the co-researchers to own their problems and

work as a team in finding solutions. CER enables the co-researchers to appreciate equality, equity and their social classes, regarding democratic practices and participation in different stakeholders (Rivinen, 2020). Therefore, different stakeholders must be equal and actively participate in all the activities of the college. In addition, they must have equal opportunities for airing their views and share decision-making and this would result in the emancipated, transformed and equal society, and stakeholders in particular, that ensure a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

2.8 DEFINITIONS OF OPERATIONAL CONCEPTS

The following operational concepts are defined and discussed to ensure understanding of their meaning within the context of this research.

2.8.1 Capacity-building

Capacity-building are activities through which vested parties (individuals, organizations, communities, or nation-states) develop the ability to effectively take part in politics or other forms of collective action. The underlying assumption is that it enhances appropriate skills and attitudes (Encyclopaedia Britannica, 2023).

Capacity-building includes activities directed at upgrading technical and professional skills and establishing and/or strengthening infrastructure in the health, education, and social sectors, usually with financial, as well as technical and professional, assistance from donor nations and non-governmental organizations (Oxford Dictionary, 1995).

Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world (UN, 2021).

According to the researcher, capacity-building is the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. An essential ingredient in capacity-building is transformation that is generated and sustained over time from within; transformation of this kind goes beyond performing tasks to changing mind-sets and attitudes.

2.8.2 Management

David and Hill (2020) argue that the core of the education process lies in overseeing the curriculum and the interconnected management of teaching and learning. Watson, Steketee, Mansfield, Moore, Dalziel, Damodaran, Walker, Duvivier, and Hu (2020) contend that curriculum management is designed to tackle this issue. To do so,

[It is] making transparent to staff what is taught, how it is taught, when it is taught, the scope and sequence across the lifespan of a course, and any problems associated with these elements. When the curriculum for a course is brought together in a central repository and presented as a whole, it is possible to spot gaps and overlaps. This provides a platform for all staff responsible for developing and delivering it to collectively plan and make decisions about how a more seamless outcome can be achieved (Steketee et al., 2020).

Sung and Kim (2021) state that principals, in their managerial role, oversee a set of planning, implementation, evaluation, and feedback systems that necessitate the autonomy and accountability of college members. To initiate this process, the college must independently define its educational objectives, acquire personnel, educational materials, and financial resources, and distribute them among the college members for effective utilisation (Ichino, Rustichini & Zanella, 2022). Management can then enhance the effectiveness and creativity of the college. Principals, senior managers and classroom lecturers are tasked with promoting learning and ensuring the implementation of the prescribed and informal curriculum to ensure that aspects of curriculum management, such as planning, evaluation and monitoring, are met. This ensures effective ways of managing teaching and learning, which are the central task of managers in any educational organisation.

The afore-mentioned definition aligns with Hrivnak (2019), who characterises curriculum management as encompassing four stages: planning, teaching, assessing, and evaluating curriculum objectives. However, these definitions lack specific details regarding what is being planned, implemented, monitored, and evaluated in the curriculum management process (Hrivnak, 2019). Zuze and Juan (2020) identify several crucial parameters that contribute to enhanced student outcomes in curriculum management, such as time regulation, monitoring and support for planning delivery concerning curriculum coverage, procurement and management of books and stationery, and the quality of tests and result monitoring.

Maringa (2016) argues that curriculum management involves planning, developing, monitoring, and reviewing the educational program of the college to ensure alignment with its goals and the appropriate allocation of resources. Hoadley et al. (2009) stress that it encompasses the management of systems, procedures, and people to ensure effective teaching and learning and to foster increased levels of student achievement.

2.8.3 Curriculum delivery

Curriculum is the expectations for what will be taught and what students will do in a program of study. It includes teacher-made materials, textbooks, and national and state standards. Curriculum is the gathered information that has been considered relevant to a specific topic (Oxford Dictionary, 1995).

The South African curriculum is a series of guidelines and educational aims that lecturers follow in order to teach children from when they start school in Grade R, right through to the FET (Further Education and Training) stage (Twinkl, 2023).

Curriculum is about co-researchers, about what is to be learnt and the society whose purpose the college serves. Chatterjee, Wheeler, and Otoo (2021) state that curriculum refers to the planned experiences provided to students under the guidance of the college. Mulenga and Mooya (2021) emphasise the societal influence on the conception and delivery of the curriculum, defining it as the distilled thinking of society on what it aims to achieve through education. The curriculum tends to mirror society itself, reflecting its goals, values, and priorities. It clearly outlines the knowledge considered important and useful by society, identifies valued physical and mental skills, and adopts approved methods. Aliu, Kadir, and Isma'il (2021) present a more specific perspective, defining curriculum as a blueprint comprising subject themes, topics, performance or behavioural activities, content or subject matter, and students' activities. Whether from the broad or narrow perspective, it is evident from the foregoing that a curriculum material has four interrelated parts. According to the researcher, curriculum is a standard-based sequence of planned experiences, where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

Curriculum delivery is an on-going process, which starts with the issuing of policy at the national level by the DBE. This is followed by the procurement and delivery of resources and the provision of support systems to colleges by provinces and districts (Oxford Dictionary, 1995).

Curriculum delivery is a strategy by which a curriculum enables students to achieve their learning goals. The processes involved in curriculum delivery are teaching, learning support, advice, guidance, interaction, mentorship, participative and collaborative learning (Vidya Bharati Mahavidyalaya, Amravati, n.d.).

Lecturers build lessons that include simulations, experiments, case studies and activities to deliver curriculum. This interactive approach intertwines curriculum and practical experiences that immerse students in learning. The curriculum process provides an opportunity for lecturers to be creative and put their unique stamp on the classroom experience (Meir, 2018).

According to a researcher, curriculum delivery ensures that there is a balancing act of teaching diverse students. This also ensures effective assessment for the college, effective college-based professional development for lecturers, the effective use of teaching time, and how students work together and support one another for mutual benefit in curriculum delivery in Amajuba College.

2.8.4 TVET colleges

“TVET” stands for Technical and Vocational Education and Training, and this is exactly what TVET colleges aim to provide. TVET is a term used around the world and it is the part of the education system that combines education, training and skills development (Isa, Mohd & Yasin, 2023).

Technical and vocational education and training colleges are broadly characterised by programs spanning levels 2–4 on the NQF, situated at the convergence of General and Higher Education and the practical aspects of the workforce (White Paper 4). According to the law, these colleges are designed to facilitate students in gaining knowledge, practical skills, and applied vocational and occupational competence, enabling them to pursue employment, a vocation, occupation, trade, or higher education (Raby, Legusov, Addae, Martel, Mou & Wood, 2023). While the focus of TVET colleges must remain at the core vocational and occupational training role and

identity of colleges, and national plans for the college sector must also find ways to address the enormous social challenge of providing opportunities for young people who are not in employment, education or training (NEETs).

The need to find systemic ways of increasing the scale of provisioning of programmes that support income generation and access to sustainable livelihoods in a systematic manner, including workplace exposure for NEET youth to ensure that they access experiential learning, is not only a responsibility, but an obligation. The unemployed represents an important target group for the National Skills Development Strategy and the National Development Plan and therefore for TVET colleges (Chauke, 2023). It is vital that the skills of unemployed youth be upgraded, in order to facilitate their transition into active employment and life-long learning and to grow the skills pool from which employers can recruit. It is our responsibility to contribute to this goal, else we are not fulfilling our mandate as a public college. The single greatest impediment that inhibits investment, job creation and economic growth in South Africa, is the shortage of relevant skills. To address the above, it is crucial that government and its educational institutions assume responsibility to assist and support communities trapped in the Second Economy to gain access into the economic mainstream (Ndlovu & van Wyk, 2023).

The courses offered at TVET colleges have both theoretical and practical components. This means that students will learn both the theoretical knowledge and the practical skills needed to be successful in their chosen field.

TVET colleges are an alternative to universities for students, who want to enter the workforce without getting a traditional degree. They offer vocational and practical training in a wide range of subjects, from engineering and construction. to hospitality and business.

2.9 CHAPTER SUMMARY

This chapter reviewed the literature on best practices around the world by means of a theoretical framework, namely CER. Furthermore, the researcher was able to analyse the practices in terms of the formulation and implementation of a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges from internationally, Africa and South Africa. I also indicated reasons for my preference for

CER, as opposed to other research paradigms, such as positivism, in the transformation of the status of different stakeholders in colleges that provide public education, by allowing the college teams to jointly identify the problems that exist within and outside the structures, and seek solutions to the identified problems.

CHAPTER 3 : REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

This chapter reviews the existing literature for relevance to the study to provide a contextual and conceptual foundation. The chapter, therefore, provides the epistemological view and an extensive review of the literature relevant to the design and to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges, informed by best practices locally, regionally and internationally. The literature in this study review, research questions and research objectives, which are further developed into sub-themes to review construct.

To begin with, the researcher reminds the readers of the aims of the study for which the review tries to put the existing literature in perspective. In this chapter, research objectives were explored looking at the need to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges; to explore strategies to support the colleges in designing this strategy to support effective teaching and learning. It also investigates existing strategies to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges to augment individuals' ability across the curriculum in TVET colleges in preparation for readiness, and the conditions that would enable these strategies to work. It also aims to anticipate the threats to emerging strategies to develop a strategy to a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges, formulate risk-management systems; and formulate the indicators of success (or a lack thereof) of the role of different lecturers in the management of curriculum delivery in TVET colleges.

This section reviews the literature to design and develop a strategy to a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges. Okoli and Schabram (2010) assert that a literature review offers insight into what current research indicates on a particular subject. Mosia (2016) agrees, affirming that the purpose of a literature review is to establish a context for the research, justify the study, identify gaps in prior research, and demonstrate how the research contributes to the existing body of knowledge (Mosia, 2016).

3.2 THE NEED TO DEVELOP A CAPACITY-BUILDING STRATEGY FOR MANAGING THE DELIVERY OF THE CURRICULUM

This section reviews literature on the challenges that colleges encounter in developing a strategy for capacity-building in managing the delivery of the curriculum in selected TVET colleges. The topics discussed below are: Support and team building; Lecturer-student ratio and qualified lecturers; Alignment of curriculum delivery and assessment, Instruction and assessment; Inadequate parental and stakeholders' involvement.

3.2.1 Support and team building

According to SASA, Section 16 A (3), the principal has to support the curriculum manager to enhance the role in the management of curriculum delivery. A lack of support from the team hinders management of teaching and learning. The team has to create synergy, encourage multi-disciplinary work, promote a sense of achievement and equity, support a more empowered way of working together and encourage collective performance among the staff (Stringer, 2013:11). The team building theory emphasises quality circles, best practices, and continuous improvement in a team. It is a theory that mainly hinges on reliance on teamwork (Olum, 2004:19). It also emphasises flattening of the management pyramid and reducing the levels of hierarchy. It is all about consensus management, involving more people at all levels in decision-making. Van Deventer and Kruger (2011:17) argue that collaboration encourages a team that is dedicated, which creates a positive climate where teaching and learning can take place effectively, by involving all the stakeholders. Van Deventer and Kruger further illustrate the importance of a team being expected to produce results in a collaborative environment by creating a team that can foster management of curriculum delivery in a college where the study was conducted. (See 4.10)

According to White Paper 6 of July 2001, the effective implementation of policies and guidelines emphasises the establishment of teams from the college, region, and national, e.g., the College-Based Support Team (CBST) and Curriculum Delivery Management Team (CDMT). It is the principal's role to form a team that is responsible for the implementation of curriculum delivery. The team has to clarify ways of working together by fostering flexibility and responsiveness, promoting a sense of achievement and ownership, belonging, motivating a willingness to achieve a common goal,

tracking students' performance, keeping records of meetings, and providing information on student achievements. The team also needs to support provisioning of curriculum delivery, and ensure that all efforts of addressing the role of different stakeholders in managing curriculum delivery matters are adhered to, improve on planned programmes, and develop a college ethos in a manner that reflects democratic and inclusive practices. All team members must have clear roles and responsibilities, which have been delegated in a fair and equitable manner. Stoerger (2008:5) alludes to the collaborative theory as a learning situation, which involves two or more individuals with shared common educational experiences that collaborate, cooperate, compliment and encourage teamwork. According to Mullins (2004:527), certain tasks are better performed through the combined strengths and efforts of individuals working together in sharing a solid commitment to performance. In addition, teamwork is a better way of working if the principal manages it well.

3.2.2 Lecturer-student ratio and qualified lecturers

This is a major factor affecting the development and delivery of the curriculum in Nigeria. The lecturer-student ratio is quite high, thus, it becomes difficult for lecturers to handle and control activities efficiently in their lecture classes (Edem & Okon, 2008). By this, the curriculum is rendered useless or of less importance. In the first place, the recruitment of staff in any organization is quite challenging (Ekpo, 2010). In the case of recruiting, lecturers' knowledge is not just considered, but also the skill to impart. It is quite unfortunate that less consideration is given to the level of knowledge possessed by those admitted to study education courses, as with medicine and some other courses. Some students who fail to meet the cut-off point in some faculties and departments outside education, are eventually pushed to education through the admission offered to them. This is done in a bid of wanting to ensure that several people are raised as lecturers for the nation. Unfortunately, it goes a long way in destroying the lecturer education program. Hence, Udofot (2005) puts up an argument that those admitted to study education in Nigeria are academically poor. This is supported by Omojuwa (2007), when he states that the number of those admitted to study education in recent times has dropped, while the majority would have abandoned the place if they had better alternatives. This contrasts with the Finnish society where lecturers are expected to possess a minimum of a master's degree. This

would be possible mainly because the Finnish government endeavours to make the profession attractive to members of the public. Lasaa (2000) stresses that in the United Kingdom, the character of the lecturer is put into consideration before he/she is employed and made to teach the students, because they are considered the custodians of knowledge and can influence students faster than anyone.

Every profession tries to pride and position itself as being indispensable. Medical doctors believe that medicine is the best, like engineers see engineering as the best. Unfortunately, lecturers do not seem to perceive the teaching profession as the best profession. At this point, it becomes important to note that the teaching profession in Nigeria must first be professionalized to ensure that happenings there are of professional standard (Maduewesi, 2005). It is expected that the moment this is achieved, it would help reduce the number of less concerned students, who are not pleased and proud of their chosen career. Oneachu (2011) holds the view that trained facilitators are needed in the realization of this feat.

Every day in South Africa, tens of thousands of college students are taught by lecturers who are not qualified to do the job (Czerniawski, 2011). There are, according to a 2022 statistical study released by the education department, about 13,375 lecturers across the country (Guyen & Sulun, 2017).

The Department of Higher Education revealed that in 2022 the DHET had 3500 unqualified or under-qualified lecturers last year, 57% of the total number of such lecturers nationwide.

The feedback also indicated that six regions nationwide had over 3000 lecturers lacking proper qualifications, particularly affecting subjects such as mathematics, sciences, technology at all levels, and African language teaching (Ngamesha, 2013). At the national level, the Department is dedicated to addressing the shortage of lecturers through diverse initiatives (Gross, 2018). These include the Funza Lushaka Bursary Scheme, which focuses on mathematics, sciences, technology and African languages, and the appointment of foreign lecturers qualified to teach scarce skills. Naviwala (2016) argues that this means that, every day, lecturers stand in front of a class without the necessary skills to teach the subject that they are teaching. It might disturb the future of students, who have to be taught by lecturers, who are not qualified. We urgently need qualified lecturers in colleges (Hargreaves & O'Connor, 2018; Khan,

2017). The DHET KZN region is particularly taking aim at how the poorer, more rural, parts of the Province were worst hit. Deprived of a high-quality education in the foundational subjects of Mathematics and Science, individuals are bound to remain ensnared in the cycle of poverty (Lumadi, 2020). According to Klug, Schultes, and Spiel (2018), there is no better teaching tool than trained lecturers in lecture halls when it comes to properly educating students.

At times, the problem was not that lecturers were not qualified, it was that they were being made to teach the wrong subjects (Xenofontos, 2016). There are lecturers who are qualified to teach a subject, but they are allocated to a different subject and that is misallocation of resources (Francis et al., 2019). This was largely because of a change in syllabus, with lecturers not being properly trained to meet the new requirements and criteria. Rossi, Pavey, Macdonald and McCuaig (2016) agree that the solution was to re-establish specialist lecturer training facilities, much like dedicated medical colleges. Wronowski (2018) argues that there needs to be dedicated colleges for education and universities that give theory and teaching practise and also that we need more lecturer development for those who are in the system. An international norm is that lecturers must spend 120 hours [a year] on lecturer development (Sato & Haegele, 2017).

3.2.3 Alignment of curriculum delivery and assessment

Valid educational assessment requires significant overlap between the assessment and the curriculum measured to ensure the decisions made based on test results are defensible. As the Standards for Educational and Psychological Testing state, “Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests” (Murphy, 2012). In educational assessments related to NCLB, the proposed uses of tests include evaluation of students’ current proficiencies and their progress with respect to state-defined performance standards. Thus, an evaluation of the appropriateness of the state test for such purposes involves consideration of both the test content and the state standards. To understand students’ performance on the test, the instruction received by the students must also be considered. Because alignment research considers all three of these aspects, it provides validity evidence for evaluating not only the tests, but also the curriculum and the instruction.

Webb (2002:1) argues that alignment is the degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward student learning to what they are expected to know and do. La Marca (2000:2) further describes alignment as the degree to which assessments yield results that provide accurate information about student performance regarding academic content standards at the desired level of detail, to meet the purposes of the assessment system. La Marca et al. (2000) add that in an aligned educational system, the assessments must allow students to demonstrate their knowledge and skills with respect to the expectations set out in the curriculum frameworks so that proper interpretations of their performance can be made. Martone and Sireci (2009) describe alignment as a means for understanding the degree to which different components of an educational system work together to support a common goal. According to Webb (2007), to estimate curriculum alignment, the Taxonomy Table is used with analysis of a group of objectives, as well as a variety of instructional activities. Examining instructional activities, one has to ask questions like, 'what is the student supposed to learn from their participation in the activity? What knowledge is to be acquired or constructed? What cognitive processes are to be employed? (Webb, 2007). Such questions require both lecture room observation and an interrogation of the instructional activities. The definition applied in this study is that which understands alignment, in broader terms, as the degree to which assessments yield results that reflect the student performance, regarding academic content standards at the desired level of detail to meet the purposes of the assessment system.

According to Brown, Bull and Pendlebury (2021), assessment is taking of a sample of what students do and making inferences and estimating the worth of their actions. Cross, Mungandi and Rouhani (2002) point out that assessment criteria provide evidence that the students have achieved specific outcomes. Government Gazette No 29467 of 2006, describes assessment as the process of collecting, analysing, and interpreting information to assist lecturers, stakeholders and other stakeholders in making decisions about the progress of students. Assessment in Wiggins (2021) is described as comprehensive and multisided analysis of performance, which must be judgment-based and personal. According to Webb (2010), assessment is an overall process to ensure alignment between learning objectives and lecture room practice. Webb (2010) further describes assessment as a form of clinical analysis and prediction

of performance. This argument further states that assessment should be carefully designed to cover the learning areas and assessment standards of the learning program or area or subject and it must also ensure that it assesses a variety of skills. One important aspect of assessment is that it should be appropriate to the age and the developmental level of the students in that particular level.

According to Webb (2002:1), alignment is an important attribute to the education system. Webb (2002) further argues that curriculum alignment requires a strong link between curriculum standards and assessment, curriculum standards and instructional activities and materials, and assessment and instructional activities. The question that follows directly from these statements, is why different stakeholders should be concerned about curriculum alignment, since they are not responsible for the assessment. It seems like the focus has shifted from the concern that students learn as a result of their college experience to what they know and can do, regardless of the source of knowledge or skill (Burstein & Winters, 1994). According to Webb (2007), proper curriculum alignment enables the understanding of the differences in the effects of college on student achievement. Another reason for the importance of curriculum alignment, as stated by Webb (2007), is that poorly aligned curriculum results in underestimating the effect of instruction on learning.

Roblin, Schunn and McKenney (2018) argue that the goal of a well-designed curriculum should be to ensure that students have a range of opportunities to gain the knowledge, skills, and abilities required by the standards. While standards describe what students are intended to learn, curriculum describes how they are intended to access the knowledge, skills, and abilities embedded within the standards. According to Shepard (2019), alignment is ensuring that the specified curriculum is consistent with enabling students to reach the milestones outlined in the standards. A curriculum that is aligned with standards, is a curriculum that ensures that students have the opportunity to access the content and skills outlined in those standards (Shepard, 2019). Through administering assessments that are carefully aligned to standards and curriculum, lecturers can gain an understanding of how student learning is progressing. According to Glatthorn, Jailall and Jailall (2016), curriculum assessments must be aligned to content and to level-specific standards to assess whether or not a student has gained the knowledge, skills, and abilities described in the standards. Shavelson, Young, Ayala, Brandon, Furtak, Ruiz-Primo, Tomita & Yin (2008) confirm

that it is important to note that if curriculum is aligned to standards, and if assessments are aligned to standards, then the assessments - not only large-scale summative assessments, but also lecture room formative processes and any other assessments that may be administered - must also be aligned to curriculum. This comprehensive alignment ensures that lecturers would be able to gather information related to the specific area(s) of the curriculum that students are engaging with (O'Keefe, Rafferty, Gunder & Vignare, 2020). It is imperative that this study aimed to capacitate management of curriculum delivery in TVET colleges.

3.2.4 Stakeholders' involvement

According to Muller and Kerbow (2018), in order for the college to be well-managed, the principal must be aware of the fact that when stakeholders are interested and involved in students' education, it can have a profound effect on students at college if all parties are engaged. Stakeholders are the College Council, DHET (Department of Higher Education and Training), UMALUSI, QCTO (Quality Council for Trades and Occupations), SETAs (Sector Education and Training Authorities), NSF (National Skills Fund), NSFAS (National Student Financial Aid Scheme), industries, organised labour, lecturers, as well as students. College management teams have to improve colleges and strengthen collaboration with stakeholders (Masha, 2017). Stakeholders are obliged to support the interests of the college and to strive to ensure development and quality of education for more motivated students in a college (Neuenschwander, 2020). The CET Act clearly states that stakeholders should be actively involved in their students' education (ELRC, 2003, 96 - B-12). Colleges require advocacy to coordinate resources and services for communities and students. Stakeholders' collaboration with the college is of great importance as, without the stakeholders' support, the college would not function properly (Núñez, Suárez, Rosário, Vallejo, Valle & Epstein, 2015). The social justice theory provides a way of assigning rights and duties in the institution (Bosu, Dare, Dachi & Ferti, 2011:35). An effective college principal, as curriculum manager, can use the social justice theory to engage stakeholders by building community support, engaging students and the community in curriculum topics and discussing potential improvements to the curriculum delivery, as well as engaging lecturers in more culturally relevant teaching strategies and practices in improving colleges (Dematthews & Mawhinney, 2014:193). According to Noman,

Awang Hashim and Shaik Abdullah (2018), the principal must know the community in which he or she is working since, in managing people, the principal is managing all different stakeholders, including the lecturers, students, community and other departments with which the college is working, in order to prevent early college leavers. Alhosani, Singh and Al Nahyan (2017) argue that stakeholders have to support the principal, lecturers and staff members to create a two-way communication and include families as co-researchers in decision-making, governance and management of curriculum delivery for the benefit of the college.

3.3 STRATEGIES TO DEVELOP CAPACITY-BUILDING FOR MANAGEMENT OF CURRICULUM DELIVERY

3.3.1 Teamwork

Mustafa, Glavee-Geo, and Rice (2017) define teamwork as the degree to which team members exhibit a positive disposition toward collaborative work. Such a viewpoint indicates the extent to which an individual is willing to work with others in a collaborate way (Fransen, Kirschner & Erkens, 2011). Teamwork is widely endorsed as improving individual efforts and performances in a team (Hurst et al., 2017; Mohammed & Angell, 2004:1016). Team members share their willingness to be involved in the teamwork and collaborate with other teams. Teamwork encompasses a collection of interconnected knowledge, skills, and attitudes that team members need to possess to operate cohesively as a team (Changping, Changwei, Bo & Xiuping, 2010 in Mthethwa, 2019:80).

As per Fobiri (2015), teamwork is the capacity to collaborate toward a shared vision, enabling ordinary individuals to achieve remarkable results. He emphasises the widely recognized positive impact of collective action for the success of teamwork in any organization or institution. Teams empower individuals to enhance self-efficacy and reap greater benefits from collaborative efforts as a group (Fobiri, 2015). Key components of these skills encompass "leadership, situation monitoring, backup behavior, and communication" (Séin-Echaluce, Blanco, García-Peñalvo & Conde, 2015:519). They assert that the role of team leaders is crucial in fostering collaboration and coordination within team dynamics. Notably, lecturers express a lack of engagement from their team leaders in the planning process (Séin-Echaluce et al.,

2015:519). According to Hu and Linden (2015:1104), when lecturers operate in isolation, it hinders their ability to share skills and knowledge, which could significantly contribute to mutual improvement in teaching and learning. This limitation also extends to their capacity to formulate a strategy for building capabilities in managing curriculum delivery in selected TVET colleges.

The imperative for teams to collaborate is crucial, fostering profound learning through interaction, problem-solving, dialogue, cooperation, and collaboration (Tseng, Morris & Tang, 2015). Scarnati (2001:5) defines teamwork as a cooperative process enabling ordinary individuals to attain extraordinary results. Tarricone and Luca (2002) elaborate on a team having a shared goal or purpose, where members can cultivate effective, mutual relationships to reach collective objectives. Teamwork hinges on individuals collaboratively working in an environment of cooperation to attain shared team goals by exchanging knowledge and skills (Tarricone & Luca 2002:56). George (2003) characterizes a team as a group of people with complementary skills actively collaborating to achieve a common purpose for which they collectively hold themselves accountable. In essence, teamwork transpires when stakeholders collaborate towards a shared objective, utilising their skills effectively to attain common goals (George, 2003:184).

This concept underscores the axiom which encourages teamwork: “two heads are better than one”. As indicated by Gibson and Cohen (2003:82), collaborative teamwork enhances customer service among stakeholders. When faced with challenges such as unclear objectives, communication issues, lack of trust, and a deficient vision within the team, concerted efforts are needed to address these issues. Teamwork empowers stakeholders to devise coordinated strategies for managing curriculum delivery, addressing learning and behavioural challenges (Oyetunji, 2009:107). Consequently, students with learning difficulties would receive the necessary support. The networking of a team fosters advocacy, education, and collaboration (Lacerenza, Marlow, Tannenbaum & Salas, 2018:517; Bacon & Causton-Theoharis, 2013:683).

There is also a lack of a supportive environment (Ministry of Education and Vocational Training [MoEVT], 2014, as cited in Mohammed & Nyinondi, 2016). That is why the team is needed to ensure that there is a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

3.3.2 Participatory decision-making

Different stakeholders in education require ongoing capacity-building in participatory decision-making to ensure that they can perform their duties and responsibilities effectively and efficiently. Tsoetsi, Van Wyk, and Lemmer (2008:397) argue that enhancing the capacity of lecturers is crucial through appropriate training. This training should ensure a clear understanding of their roles and responsibilities. According to Mc-Ewan, (1997:68, as cited in Maile, 2002), The decision-making process should rely on brainstorming, the nominal group technique, mind mapping, and the Kiva technique, all designed to promote active and cooperative participation among members. Clase, Kok and Van der Merwe (2007) have stated that newly elected management teams need to be trained in terms of the content and conditions of the CET Act and what their respective duties and responsibilities would entail.

The College Development Committees, together with College Development Associations, have the greater voice and power for the improvement of their active participation in college management (Samkange, 2013). College management must be capacitated in terms of democratic practices and developed in college management to eliminate unequal participation of community constituencies. They have to be trained in college management, laws, and related policies. According to Samkange (2013), parent management should be discouraged from limiting its participation and contributions. For instance, in Zimbabwe, community-level capacity-building and the building of partnerships between community stakeholders and members of college management are desired for the realisation of active participation and cooperative college management.

In Kentucky, USA, the College-Based Decision-Making (CBDM) councils work effectively and collaboratively and can make decisions (Lemmer, 2003). To build lecturers' confidence and encourage more participation in the decision-making processes, the councils have established a community relations committee, developed a key communications network, initiated an information hotline, and provided orientation and training for lecturers. Lecturers are more enthusiastic about CBM councils (Din, 1997) as they improve the quality of decision-making.

Learning is not static, but dynamic and it is not restricted to an externally imposed direction of learning. Thus, helping an individual to actualize self-direction in learning,

is a potential model for enhancing information literacy skills and learning outcomes (Mbagwu, Chukwuedo & Ogbuanya, 2020). Self-directed learning is certainly not a new educational goal, but seems to get more attention again in many countries (Boekaerts, 1997). Self-directed learning is by no means a clear and well-defined concept. Authors from different traditions and positions have different ideas about the scope and meaning and possible educational implications (Straka, 2000). While self-directed learning may be generally tied to the demand of 'lifelong learning', and lifelong learning may unanimously be stressed as a demand of modern society in the 'World Initiative on Lifelong Learning', a shared initiative of national and multinational business, educationalists and international organisations, like UNESCO and the OECD (Longworth & Davies, 1996; Stewart & Ball, 1995), lifelong learning is propagated for a variety of reasons (Bolhuis, 2000). The first, rather narrow, argument may be called an internal educational argument: students on the lower college levels should be prepared for the next educational levels (vocational and/or higher and adult education), where they need to study more independently. The assumption is that it is best to reach the highest possible level of education, to which the idea of lifelong learning adds the requirement of continuing educational participation throughout life. The focus here is on acquiring the skills that are helpful in the kind of learning that is organized in educational settings. The following arguments include learning outside educational settings, where the broader stakeholders are featuring a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

3.3.3 Blended learning

As education progresses in the digital era and in the Fourth Industrial Revolution, integration of an online component with face-to-face teaching and learning has become the norm in the educational environment and this integration has to be adopted in VET education. This is possible, because of emerging technology, artificial intelligence, and the internet of things. As technology emerges, new pedagogical approaches are developed and the role of the teacher will change to provide quality, collaborative and flexible education (Shin, Park & Lee, 2018).

With the advent of blended learning, educators have found it to be more effective than traditional e-learning in terms of keeping contact with the students and making classes

interactive (Boelens, Voet & De Wever, 2018). Use of modern learning platforms, such as Google Classroom, Zoom, Whiteboard, Integrated Virtual Learning Environment, social media and Learning Management System (LMS) is still gaining popularity amongst students, but further advocacy needs to be implemented for the successful rollout in the VET sector. Google Classroom and Teams Teaching can improve group dynamics and ensure pace, ease of access and collaboration (Heggart & Yoo, 2018). Online interactions increase students' practical skills in case of technical courses (Wilson & Greig, 2017) and foster a positive attitude towards the use of interaction (Aristovnik, Keržic, Tomaževic & Umek, 2016) and satisfaction with interactive learning (Lee et al., 2017).

Studies have shown that apart from using the LMS, many VET institutions have embraced emerging platforms for conducting blended learning, such as Google Classroom and social media, like Facebook (Islam, Sarker & Islam, 2022). Facebook has gained popularity as a social media platform, but the LMS may be a more effective tool for encouraging students to develop coherent arguments and apply course content in other contexts.

All pedagogical strategies begin with the lecturers and their ability to strategize and incorporate blended learning into the classrooms. They have a significant role to manage both face-to-face and online components of student learning and to create innovative strategies that need to be adopted for successful implementation of blended learning (Huang, 2019). The first strategy is to have lecturers present on the online component, which motivates students to successfully complete their work (Schechter, Kazakoff, Bundschuh, Prescott & Macaruso, 2017).

3.3.4 Collaborative involvement

Collaborative involvement, as described in the literature, is an active and supportive participation where individuals act as partners and allies to lecturers in both formal and informal aspects of student education (Vereijssen, Srinivasan, Dirks, Fielke, Jongmans, Agnew, Klerkx, Pinxterhuis, Moore, Edwards & Brazendale, 2017:110). Chindanya (2011) agrees that stakeholder involvement entails an understanding and awareness of college activities, recognizing the interplay between parenting skills and students' success, and a commitment to consistent communication with lecturers

regarding student progress. Three crucial aspects of the relationship between the college and stakeholders are participation, partnership, and cooperation (Alhosani et al., 2017:845).

As per Anyiendah (2017), there is a contention that students experiencing socio-economic disadvantages encounter notable challenges in their learning journey. These challenges may encompass college absenteeism due to a lack of essential college resources, taking on responsibilities such as caring for siblings as stakeholders search for food, and even engaging in minor jobs to augment the stakeholders' income. In addition, there is usually only minimal involvement in their education by their stakeholders. Njagi, Migosi and Mwanja (2014) point out that most stakeholders are faced with trying to satisfy the demands of their socio-economic conditions, leaving them with too little capacity to support their students' academic endeavours at home. In these circumstances, it is quite challenging for the lecturers to teach the students successfully. Lecturers and stakeholders justify their inactions and lack of success by convincing themselves that all the responsibility and power are vested with the college (Njagi et al., 2014:152).

Stakeholder involvement includes many aspects, like attending the college meetings and functions, assisting students at home with college work to support their progress, motivating them to use study time, monitoring and assisting with homework and coaching (Settles, 2011:14). According to Keetanjaly, Abdul Kadir, Su Luan and Abdullah (2019), stakeholders' involvement has a major impact on the quality of teaching and learning in colleges. The lecturers and stakeholders have critical roles to play in their students' education (Mannathoko & Mangope, 2013:9). The government in South Africa wants stakeholders to be involved in their students' education, because they support the premise that improved performance results from effective stakeholders' involvement (Ziduli, Buka, Molepo & Jadezweni, 2018:7).

The expectation of stakeholders, students and lecturers, regarding stakeholders' involvement may be inappropriate; all three groups may work at cross purposes. For instance, some lecturers expect the stakeholders to help their students with homework, while the stakeholders may be incapable of doing that. As a result, stakeholders, lecturers and students get frustrated. Stakeholders and lecturers blame each other for the lack of help by the lecturers so that stakeholders can play a meaningful role in their students' academic careers, and this criticism is caused by

poor communication (Siririka, 2007:81). The college must tell stakeholders what the stakeholders' involvement should be and inform them about their expectations (Zoppi, 2006:13). The involvement of stakeholders is also affected by the attitude of the lecturers, whereby stakeholders are perceived as uneducated and poor. Therefore, they would not be involved in education of their students (Parhar, 2006:2). The stakeholders are not given the opportunity to learn how to help their students with college work (Ye & Jiang, 2014).

As indicated by García and Thornton (2014), recent research indicates that involving stakeholders in the learning process contributes to enhanced student performance, decreased absenteeism, and the restoration of stakeholders' confidence in their students' education. Students with supportive stakeholders demonstrate higher academic achievement, improved test scores, enhanced social skills, and better behaviour. Stakeholders should consider becoming members of the college council, involving themselves with their students' academic performance and making use of opportunities to attend stakeholders' meetings to obtain more insight of the performance of their children (Garcia & Thornton, 2014:1).

Stakeholders can participate through follow-ups with their students' subject lecturers to pinpoint areas where the students are encountering challenges in their education (Clinton & Hattie, 2013:324). According to Thomas (2016), attending their students' sporting activities would also motivate them and improve their overall performance. According to Llamas and Tuazon (2016:59), it puts the stakeholders at ease when the college system requires their involvement. The strong collaboration of stakeholders and college authorities is also beneficial for the performance of the college.

On the other hand, ineffective communication between the college and lecturers can hinder stakeholders' involvement that frustrates and confuses stakeholders. The college can influence stakeholders' involvement (Desforges & Abouchaar, 2003:43). According to Singh, Mbokodi and Msila (2004:303), low-income stakeholders sometimes work in more than one job, which makes it difficult for them to help their students with their homework, due to a lack of time. It becomes even more of a problem when they are called to college for specific issues, because it could jeopardise their jobs if they take time off to attend college meetings. The college and lecturers can obstruct the parents' participation by involving them in negative issues. They may find college contacts meaningless, artificial, unsubstantial and uncomfortable. The

stakeholders expect the colleges to explain the issues and its expectations of them; if the colleges fail to communicate their expectations to them, it creates a barrier (Zoppi, 2006:1; Desforges & Abouchaar, 2003:5). The scenario above is stressful for the lecturers as they are required to produce good academic outcomes without any supportive results from the stakeholders (Singh et al., 2004:304). Ntekane (2018:5) notes that this predicament is exacerbated by the fact that some stakeholders lack proficiency in reading and writing and can only communicate in their mother tongue, rendering it challenging for them to aid their students with their homework. Stakeholders are discouraged by rigid requirements from the colleges for assistance to their students in acquiring English as their second language and experiencing effective reflective thinking positively in lecture halls.

3.3.5 Conducive conditions for capacity-building strategy in managing curriculum delivery

3.3.5.1 *Teaching and learning resources*

According to Mohamed, Saud and Amhad (2018), the place of training people should be given the priority of constant attention. Training and retraining is an essential key that should not be neglected in every aspect of academics, including personnel and facilitators. One of the major goals of lifelong learning, informed by physical resources, is to ensure that all stakeholders in the management of curriculum delivery are well-equipped to play their meaningful roles, informed by the latest information required for their specific roles. Most studies revealed a need for training and retraining of different stakeholders, which emphasises lifelong learning. Another reason why training is needed, is to keep different stakeholders abreast and to be masters of their work (content knowledge), methods of teaching, and strategies they could employ to make teaching and learning interesting and engaging in a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

3.3.5.2 *Careers development*

Eales, Haddaway and Webb (2017) argue that to date, the need for innovative and thoughtfully designed training has not been seen as a priority by the evidenced synthesis community, and we propose that, although not traditionally thought of as

part of stakeholder engagement, training and capacity-building are an inherently important component of systematic evidence (Eales et al., 2017:8). Eales et al. (2017:8) further maintain that due to active careers development required, training would be the most effective if done in a workshop or face-to-face class situation. Eales et al. (2017) contend that implementing innovative approaches to human resource training is essential to cultivate an organization with well-informed and skilled human resources. There need to be clear, well-communicated goals and visions that all the stakeholders can accept, as well as the action items required to achieve the visions. Local stakeholders must be closely involved in a partnership to effectively pursue the goals, activities and results (Eales et al, 2017). Besides improving teaching skills, professional development is very important for lecturers' careers.

In professional careers like teaching, life-long learning is needed to maintain the professionals' skills levels and stay abreast of new developments in their professions. This can be accomplished in various ways, from further formal classroom educational training to workshops or on-the-job coaching (Fischer & Konomi, 2007). The most frequent form of ongoing training is refresher courses through formal, short courses by occupational groups. Cheetham and Chivers (2001) emphasised the importance of informal learning in acquiring additional knowledge. They viewed learning as a complex process, and said that employees are often not even aware of what they have learned and where they have acquired the knowledge.

There are several learning theories that we can call on to structure our professional learning, including behaviourism, cognitive approaches, mixed approaches (combining behaviourist and cognitive principles), constructivism, discovery learning and theories of adult development.

“Life-long learning is only possible where employees have systematic and valid information about their capabilities, that is to say, if they are able to form accurate self-perceptions, to carefully identify the qualities they need for future career success, and if they are able to adapt their behaviour accordingly” (van der Heijde & van der Heijden, 2006).

The Lecturer Education and Professional Development (LEPD) program, implemented with funding from USAID, supports training in college lecturers in Kenya. Samson and Gungul (2014) argue that the Kenyan Government, is supportive of a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

3.3.5.3 Technology

The world is very rapidly transitioning towards a global knowledge economy and education is the gateway through which this transition can be effectively achieved. This is further achieved with sufficient use of the technological advancements made in the educational sector. The role of technology in curriculum delivery in education has revolutionized the learning process and incorporating technology into curriculum delivery, offers a dynamic, as well as collaborative learning experience to students. The students in classes are labelled as Gen Z students and technology means not only quick access to a broad spectrum of knowledge for them, but also an interesting way of learning.

As education progresses in the digital era and in the Fourth Industrial Revolution, learning will be adaptive and individualized to meet the needs of individual students. This is possible, because of emerging technology, artificial intelligence, and the internet of things. Technology has made search, storing, retrieval, transmission, gathering, dissemination, and reception of knowledge easier, cheaper and faster. With technology, the students, rather than the lecturers, are at the centre of learning; they develop their knowledge base and create an understanding of the world by being active students (Anagün, 2018).

There are many forces that are placing a sense of urgency on the education system to transform itself for the future, which will drastically change the role of the teacher. Some of these forces include the Fourth Industrial Revolution (Schmidt, 2017; World Economic Forum, 2017), innovative pedagogies (Maldonado et al., 2018; Suárez, Specht, Prinsen, Kalz, & Ternier, 2018), information explosion due to the increasing use of the Internet (Berry, 2018; Hinzen & Schmitt, 2016), lifelong learning, artificial intelligence (Schmidt, 2017), and the move to open education resources (McGreal, 2017).

As technology emerges in the Fourth Industrial Revolution and new pedagogical approaches are developed, the role of the teacher will change to provide quality, flexible education. In order for technology to be used as a strategy, the lecturer would need to adapt their thinking patterns and become an adept technologically driven, 4IR teacher. The lecturer would need to make the following changes:

Be comfortable working in a virtual environment; Provide support of students regardless of location and time; Keep up with emerging learning technologies to use in education; Have a basic knowledge of artificial intelligence; Share effective learning practices with other lecturers; Integrate augmented reality, virtual reality, and mixed reality to give students a real-life experience; Use multimedia technologies to deliver learning materials in a variety of formats; Create high quality digital learning materials; Select appropriate digital learning resources to maximize learning; and use an appropriate pedagogical approach to match the technology (Ally, 2019).

Koehler and Mishra (2006) built on Shulman's (1986) work on Pedagogical content Knowledge (PCK) and added the dimension of using technology to produce effective teaching and learning. TPACK is a form of knowledge that has emerged from the interaction of content, pedagogical and technological knowledge and is vital for curriculum delivery. TPACK, according to Koehler and Mishra (2009), forms the basis of effective teaching with technology. When educators integrate their knowledge of content, pedagogy, and technology, they bring TPACK into their teaching and may apply a unique combination of the three elements to suit specific contexts, necessitating cognitive flexibility. The focus now will transition to the appropriate pedagogical approach that could be used to enhance curriculum delivery. Technology is on an upward trajectory and lecturers need to keep abreast of all advancements and be in the position to interchange pedagogies as the need arises.

3.3.5.4 Active stakeholder engagement

Active stakeholders' engagement requires effective management of curriculum delivery with a strong leadership across the system, beginning at DHET national office and culminating in the lecture room (English, 2019). Curriculum leadership and management is an essential function of the entire DHET, and all leaders and managers at the national office and in the regions must play their role (Tapala, 2019). There is a need for a dedicated team that would ensure curriculum delivery in TVET colleges is efficient. Teamwork is widely endorsed as improving individual efforts and performances in a team (Hurst et al., 2017; Mohammed & Angell, 2004).

Prospective members express their willingness to engage in teamwork and collaborate with other teams, drawing upon a set of interconnected knowledge, skills, and attitudes

necessary for effective team functioning (Changping et al., 2010). Mustafa et al. (2017) defines teamwork as the degree to which members exhibit a positive attitude towards collaborative work. This perspective signifies an individual's openness to collaborative work with others (Fransen et al., 2011:1106). According to Fobiri (2015), teamwork is the capacity to collectively strive towards a common vision, enabling ordinary individuals to achieve extraordinary results. He emphasises the widely recognised positive impact of collective action as a driving force for successful teamwork in any organization or institution. Collaborative efforts with lecturers and college communities are crucial for providing a detailed definition of intended student achievements. It is imperative that head office officials, regional managers, subject advisors, principals, SMTs, and lecturers assume roles as curriculum leaders and managers (Sharp & Walter, 2012).

According to Wahyudin (2010), Deputy Principals' Academic services (DPAs) are responsible for the curriculum management at the college level; they must task the lecturers with curriculum work, obtain their support and provide for their needs.

They must ensure curriculum coverage, conduct regular student assessments, manage textbooks and stationery, and act as mediators between the regional office and the college on curriculum matters (Wahyudin, 2010). The DPAs and lecturers play a central role in delivering and managing the curriculum within the college. Snyder, Bolin, and Zumwalt (1992) argue that lecturers serve as intermediaries between the curriculum and intended outcomes, often receiving instructions and supervision to ensure compliance. Lecturers at different levels of the organizational structure must fulfil their assigned responsibilities to contribute to the effective management of the curriculum. According to Cardno and Collett (2003), regional managers should possess knowledge of current curriculum and assessment practices and be advocates for dynamic and forward-thinking curriculum leadership. As per Stephen (2018), subject advisors should visit colleges to offer guidance and mentorship in their specialized fields, reviewing students' written work and requesting evidence of curriculum coverage. The regional office is responsible for monitoring and evaluating curriculum implementation to ensure coherence and alignment in the system, as well as developing common assessments that meet learning targets.

Teams empower individuals to enhance their capabilities and reap greater benefits from collaborative work undertaken as a group (Fobiri, 2015). Key components of

these skills encompass leadership, situation monitoring, backup behaviour, and communication. The role of team leaders is critical in facilitating collaboration and coordination within team functioning (Séin-Echaluce et al., 2015). Notably, lecturers highlight a deficiency in the involvement of their team leaders in the planning and discussion of students' performance through the management of curriculum delivery (Séin-Echaluce et al., 2015).

The CET Act 16 of 2006 mandated the establishment of structures of college management in all colleges to ensure that lecturers, students and non-teaching staff participate actively in college management. The new system of education is based on the fundamental principles of democracy, equality, non-discrimination, unity, representation, equity and participation of stakeholders (Menashy, 2018). By its enactment of the CET Act, the government aimed at fostering democratic college management to promote issues relating to democracy, including rational discussion, tolerance, and collective decision-making (Mncube & Mafora, 2013:14). However, democratic college management is not without its challenges. According to Sebba, Byers and Rose (2018:58), colleges need to discuss central issues, such as student involvement, reporting to stakeholders, self-advocacy, recording and assessment, group work and differentiation and relationships with other professionals, which would determine how the curriculum is eventually delivered. The DHET encourages lecturers in their colleges to excel in the management of curriculum delivery.

3.3.6 Threats for development of a capacity-building strategy for management of curriculum delivery

3.3.6.1 *Resistance to change*

The theories which are inseparable from this challenge are: planned behavioural theory, commitment theory, trans-theoretical theory, and the change theory. Planned behavioural theory is best, because of engagements with co-researchers that can make individuals engage in self-introspection, examine their attitude, behaviour and the way in which they perceive the role of different stakeholders in the management of curriculum delivery in TVET colleges. Engagement in the above theory can lead the individual stakeholder to develop a positive attitude, take self-responsibility, speak about what bothers him/her and be able to take risks (Mullin, 2004:45). Commitment

theory would be appropriate, because the individuals would be obligated by decisions to implement policy as legislations. Trans-theoretical theory is also appropriate, because in the self-contemplation phase, the stakeholders would be aware of the problem. During the next phase, i.e., the preparation phase, they would intend to take action, which would be followed by commitment and self-liberation (paradigm shift).

Lastly, the change theory implies that change can only succeed with the active involvement and support of all different stakeholders and when they facilitate change, thus it can also be appropriate. According to Gous, Eloff and Moen (2014:538), principals are important in managing the paradigm shift needed to transform colleges into becoming inclusive. There are still some individuals who resist change and discourage inclusive practices. The word “attitude” indicates that some principals have not yet been transformed. They think that implementing an inclusive approach is a waste of time and that the performance standards of students would drop if they allow different stakeholders to play their roles in the management of curriculum delivery. Most scholars state that principals’ attitudes and behaviour can directly influence, not only the success of change, but also how well participation is accepted by the rest of the college community (Praisner, 2000:40). I concur with Sirotnik and Kimball (2004:22), who argue that college principals play a critical role in colleges and that it is of the utmost importance that they be prepared so that a vision, favourable to inclusion of all stakeholders, can be sustained. Employing Ubuntu in all that we do would help the team to understand others, instead of judging them to strengthen the capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

3.3.6.2 Monitoring

In situations where the curriculum is well-communicated, poor delivery monitoring can also have negative effects. Curriculum planners are expected to take into consideration the monitoring of its delivery. Thus, planning, designing, delivering and monitoring should be simultaneously catered for as they are inextricably intertwined and inevitably affect each other. Briggs and Sommefeldt (2006) state that curriculum monitoring is a major task saddled on the principals of colleges. In other words, without the principals performing their responsibilities as and when due, curriculum delivery

may be difficult or impossible. Hence, Kobola (2007) avers that principals are to be involved in decision-making processes during curriculum planning. He explains that by so doing, curriculum delivery would be achievable.

3.3.6.3 Workforce competence

Lack of resources is a challenge that affects curriculum delivery, notably human resources, such as lecturers, administrators, technical personnel and librarians. These are harmonized with other material resources to produce quality educational output. The academic staff undertakes research and teaching, while the technical, administrative and unskilled staff render supporting services (Alan, 1993). Human capital is the key element and indispensable asset for gaining a competitive advantage in educational institutions, while training is an important technique for its actualisation (Ofojebe & Chukwuma, 2015). The extent of skills, competency, and ability of the human resources of an institution, influences its ability to achieve its specified goals and objective to preserve its attained positions (Hartani, 2015).

Meanwhile, workforce competence and pro-activeness are proportional to the extent to which institutions would achieve their missions and to compete favourably with others. Tertiary education institutions need sufficient quantity and quality of skilled workforce to function effectively, and the physical equipment and facilities are only complementary resources. Olakunle (2001) posits that human resources would always remain the most productive capital in any institution, no matter the size or type, whilst Mkpa (1991) argues that no educational institution is superior above the quality of its personnel. Thus, the quantity and quality of people working in colleges are crucial to accomplish their missions and objectives (Mnadu, 2017).

The definition of educational resources should not be unnecessarily narrow or limiting, as it should cover everything that can be used as educational tools. For this study, resources refer to textbooks, the material used to realise deliverables, tools, electronic devices and mechanical equipment used to manipulate materials when actualising curriculum delivery (Gaotlhobogwe & Dube, 2014). Colleges in rural areas are negatively impacted by the context of being remote and in relatively underdeveloped communities, affecting the provision of quality education. As a result, many of these colleges do not even have the necessary physical resources and basic infrastructure

for sanitation (Mulford & Johns, 2004), much less for water, roads, electricity and or ICT technology. The poor socio-economic status of stakeholders in these rural areas leaves the students at a disadvantage. Because of financial constraints, provincial governments cannot provide rural colleges with the needed financial support to contribute to the provision of quality education. Also, the educational authorities cannot provide the much needed physical or human resources, which places a severe burden on the limited resources of the stakeholders, who are expected to supply their students with necessities, such as stationery and cleaning materials. The stakeholders in rural South Africa are mostly manual labourers with a low level of education, who do not prioritise education. As such, they cannot sponsor the additional items that lecturers require, which impacts negatively on teaching and learning (du Plessis & Mestry, 2019). This context must be taken into account in this study, therefore, sought to develop strategies for a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

According to Adedeji (1998), "Time is a unique resource and is considered as one of the scarce resources known to man." Time may very well be considered the most precious of all the resources, due to the limited time given to all of us. Time utilisation involves the appropriate allocation of time to various stages and tasks within administrative activities. The allocation of working hours aims to achieve a balanced distribution of time with other resources and serves as one of the criteria for evaluating effective college administration (Usman, 2016:32). In the college system, time is regulated through the adherence to a timetable, making time management a crucial tool for organizational effectiveness in achieving set objectives and goals (Ugwulashi, 2012). Effective time management is, therefore, one of the essential elements in curriculum delivery.

3.3.6.4 Financial resources

The threats that were anticipated by the co-researchers were monitoring, commitment, human and financial resources and students who do not want to learn. Ansong, Eisensmith, Okumu, and Chowa (2019) argue that there is a necessity for region-specific initiatives to eliminate obstacles hindering the fair distribution of educational resources among gender and socioeconomic groups. The concerns with human

resources include resistance to change, discrimination, biases, hiring practices and socialisation, as well as internal factors in lecturers, such as lack of self-confidence, as well as negative self-perception (Abebe, Barocas, Kleinberg, Levy, Raghavan & Robinson, 2020). Levchenko and Haidoura (2015) maintain that “education is directly determined by the adequacy of the financial support, and the development of innovative potential of the domestic higher education”.

Uko, Umosen, and Caleb (2015) assert that the primary challenge facing education in less developed countries is the inability to effectively coordinate and manage available resources. This managerial inefficiency is suggested to have predictive effects on lecturers' job performance, leading to low student performance in public examinations (Uko et al., 2015). Factors contributing to poor lecturers' job performance include, but are not limited to, staff shortage, insufficient funding, lack of employee motivation, substandard work environments, and inadequate physical facilities (Muraina, 2015). Effective financial management by college administrators could foster collaboration, team spirit, and excellence in job performance among lecturers, addressing issues such as poor staffing, financing, infrastructure, communication, human relations, and decision-making procedures (Olakanmi & Vassileva, 2017:65). Additionally, there is a deficiency in support systems to encourage career advancement and secure job opportunities (Duckworth, Farrell & Rigby, 2016). The threats anticipated, which are presented in this study are a reluctance to change, monitoring, commitment, human and financial resources and students, who do not want to learn.

3.3.7 Best practices to enrich management of curriculum delivery

3.3.7.1 Collaborative team

Based on the above view, colleges need to be governed based on important democratic principles and practices, informed by the basic principles of equity, participation and representation, with all stakeholders actively participating in deliberations that deal with matters pertaining to college management in an effective cooperative manner, and in accordance with the constitutional principles of cooperative management. Saleem, Khanchi, Potgieter, and Arif (2020) argue that these principles encompass ensuring effective, transparent, and accountable governance, consulting on matters of common interest, and adhering to agreed

procedures irrespective of the socio-economic standing, racial divide, gender, class, educational level, and ethnicity of the members of the college management team. She contends that cooperative college management is an interactive approach in which all stakeholders are represented, participate actively and take co-responsibility for the effective operations of their colleges.

3.3.7.2 Networking and mentoring

As per Eskici (2019:63), the term "sustainable" traditionally denotes something capable of enduring for an extended period into the future. Where educational interventions are concerned, a Sustainable Learning Environment (SLE) is one that works well enough in practice to justify its continued implementation (Sterling, 2001). This implies that the SLE not only enhances learning immediately, but also well into the future. Assessing SLEs using the sustainability standard therefore, requires that both present and future benefits are fully considered. Effective lecturers look for all possible opportunities to enhance the roles of different stakeholders to increase opportunities for learning. The classroom itself should also be considered as a valuable resource. The students and lecturers spend most of their time in college lecture halls, and they must nurture a conducive environment and atmosphere that is suitable for learning (Leicht, Heiss & Byun, 2018). Developing a classroom environment that is sustainable and conducive to learning "is a process that entails staging the physical space, getting the students to cooperate, creating a communal environment, and finally maintaining a positive classroom climate and culture" (Nhlapo, 2019:91).

To create a sustainable classroom environment conducive to learning, you must start with the physical space. All aspects of the room must contribute to creating the right atmosphere that encourages participation of all relevant stakeholders in the education system (Donsa, 2017). Attention should also be given to the layout and arrangement of the desks or tables, the positioning of ICTs and even posters on the notice boards and walls. According to Häkkinen, Järvelä, Mäkitalo-Siegl, Ahonen, Näykki and Valtonen (2017:27),

"In modern lecture halls the tables and desks are usually not fixed, allowing for various seating arrangements. Take time to draw up a seating plan based on how you expect

to deliver the curriculum. If you'll give a lot of instruction, it's ideal to have any students who have difficulties closer to you so that they have greater access to the lesson. If you'll require your students to take part in collaborative activities, you can arrange the classroom so that you have maximum visibility of all groups, which may then be clustered around the classroom as appropriate."

All this cannot be an autonomous decision, but requires involvement and input of other stakeholders in the dedicated team (Mulenga, & Mwanza, 2019). The researcher and co-researchers may have to make some seating changes to address disruptive behaviour, keeping disruptive students closer and incentivising them by allowing them to move back if their conduct improve. The researcher could also invite students closer to a focus area for viewing activities until the completion of the activity. The desks should be appropriate for the physical size of students.

According to Dubey, Gunasekaran, Childe, Fosso Wamba and Papadopoulos (2016), the furniture and equipment that must fit into the classroom, should be chosen to be sustainable. They further argue that one should consider the position of the electrical outlets, which devices would connect to them, where the chalkboard or projector screen is positioned and whether students would have a clear view of it, as well as where the desk for the lecturer should be to provide maximum observation and encourage good behaviour. Ultimately, students with special needs frequently demand additional attention. For example, a student with visual impairment or behavioral issues may need to be positioned in the action zone, situated at the front and middle of the class (Dubey et al., 2016:631).

One needs to consider what resources are regularly required and where the documents and supplies would be kept. All stationary, filing systems and book storage must be well-organised and easily accessible. The display areas and focal points must be well-organised and arranged to stimulate the students' interests in topics that amplify subjects in the curriculum. Activities are typically interactive and must be fun for the students. If space permits, the class should also have a reading space (Lee, Morrone & Siering, 2018:96). The wall space should not be distracting and should be oriented towards enhancing student morale and learning. One effective method is to have a well-organised display of student work. Displaying student work not only uplifts morale but also encourages a sense of ownership of the classroom (Yannier, Hudson, Wiese & Koedinger, 2016). Lynch (2016) contends that bulletin boards contribute to a

tidy and appealing classroom appearance and serve as a learning resource by featuring key facts or facilitating student interaction. Interactive bulletin boards refer to boards that engage students in activities reinforcing the class objectives.

Ngubane (2018) recommend that the cooperation of the students would be required to keep the classroom neat and organised, which may sometimes be a challenge. The lecturer should lay down the ground rules for his or her class, and enforce it, with consistency. After that, the lecturer should also practice class changes with the students, always keep them fully occupied, and correct undesirable behaviour. Ensuring high academic standards also contribute to keeping order. It is essential to have a well-structured plan for each minute of the day with the aim of keeping students engaged in a productive lecture hall (Ngubane, 2018).

The lecturer should instil a sense of community with students by creating a learning community in a sustainable environment. The lecturer should strive for a profile where he is a caring, sustainable lecturer and the students trust him as a caring lecturer. To be trusted as a caring lecturer, the caring should extend to all aspects of teaching, including dealing with conflict in a fair way and mundane aspects, such as paying attention to the curriculum, doing assessments fairly and participating in the society where the college is situated. You must inspire the students to be respectful and caring towards each other, because this promotes a positive sustainable learning environment and can improve the collaborative learning and augment the participation of different stakeholders in the management of curriculum delivery in a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.

3.3.7.3 *Technology-based learning*

Employees who want to continue to participate effectively in the 21st-century's technology-based, knowledge society in their careers, need to participate in continual voluntary learning and development to stay abreast of the new development (Jansen in de Wal, van den Beemt, Martens & den Brok, 2020). The necessity for lifelong learning and self-development in careers has been put forward by the European Union in the Lisbon Agreement (Kaleja & Egetenmeyer, 2017). Collin, Van der Heijden, and Lewis (2012) characterise lifelong learning as encompassing all systematically

organised education and training activities in which individuals participate to acquire knowledge and acquire new skills for their present or future employment. The goal is to enhance earnings and improve job and career opportunities, even in different fields.

Lifelong learning can manifest itself in various forms: from formal educational courses to learning through everyday work practices. In its most easily recognized form, lifelong learning is perhaps the updating of knowledge by means of formal, short courses by occupational groups, such as, for instance, doctors, lawyers and lecturers. Usually these groups have their own institute and it may be that membership and a practising certificate issued by this institute, is a prerequisite for practising. Lifelong learning is often compulsory and monitored by the institute (Tumwesigye, Onen & Musaazi, 2020).

Implementing interactive learning features, like quizzes, simulations, gamification, video-based learning, use of AI tools, and so on in an educational curriculum, can improve the motivation, performance and achievements of students.

TVET colleges have learning management systems that are used to enhance distance education, as well as assist in teaching students at the campus. Utilisation of these models assists in classroom delivery. In order to be an effective educator with technology, lecturers need to utilise further pedagogical practices, like the flipped classroom approach. A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having students complete readings at home and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom approach, students watch online lectures, engage in quizzes, use AI, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom, with a mentor's guidance (Lacopo, 2020).

3.3.7.4 Stakeholders' development program

According to Brown and Duku (2008),

“The broad masses of people, regardless of socio-economic standing or racial divide, would have a say in the decisions that directly or indirectly impact the college

communities, and issues of democracy and social justice would be advanced as well as strengthened.”

Moreover, encouraging stakeholders' participation, and listening to them, as well as giving them greater power and responsibility, can foster cooperative management (Chen, 2018). The core values associated with democracy, such as tolerance, respect for others, participation, freedom of expression, the sharing and disseminating knowledge, and valuing equity and equality, need to be nurtured and enhanced. On a practical level, managements create conditions that promote and nurture democracy and social justice.

Continuous stakeholders' development is vital, since the education system is ever changing, and college lecturers need to undergo continuous development (Nguyen, Graham, Mrklas, Bowen, Cargo, Estabrools, Kothari, Lavis, Macaulay, MacLeod & Phipps, 2020). Datnow (2020) recognises ongoing collaborative development as a requisite condition for fulfilling the three dimensions of development. Additionally, Datnow (2020) contends that continuous collaborative development promotes growth at three levels: personal, social, and occupational. According to Estaji and Ghiasvand (2022), lecturer development is a lecturer training approach that aims at improving lecturers' teaching methods, their ability to direct teaching to meet students' needs, and classroom management skills. Huang, Huang and Bosch (2021) indicate a significant relationship between stakeholders' development and performance in the classroom.

The concepts that are taught hardly relate to everyday life, and lecturers go to classes without lesson plans. Consequently, teaching focuses on cramming to pass national examinations and does not enhance the development of higher order thinking-skills (Uganda National Examinations Board [UNEB], 2012, as cited in Tumwesigye et al., 2020). Uncovering factors that enhance the quality of teaching and learning is critical to improve a country's overall education quality. Tumwesigye et al. (2020) advise educational planners and administrators to emphasise proficiency development to bring about the desired classroom behaviour from lecturers. Malunda, Atwebembeire and Ssentamu (2021) argue that in the 1960s, Uganda's education system was among the best on the African continent. Teaching focused on developing students' competences and fostered higher order thinking-skills. Graduates at different levels of education were equipped with adequate skills, tailored to the job market (Malunda,

2020). Many students in Nigeria, completing secondary college under the system, was among the best on the African continent. Teaching focused on developing students' competences and fostered higher order thinking-skills. Graduates at different levels of education were equipped with adequate skills, tailored for the job market (Malunda, 2020). The Department of Training and Development (T&D) within the Ministry of Education and Skills Development in Botswana, is mandated to provide proficient development to lecturers in college subjects across the curriculum. The majority of lecturers do not participate in development activities (Botswana Examinations Council, 2017).

Moorosi, Bantwini, Molale and Diko (2020) argue that,

“Failure to successfully implement the various curriculum reforms to date in South Africa result from the fact that attention has been focused on the educational change desired, and that training in the way in which curriculum change ought to be delivered and implemented, has undergone neglect.”

It is further argued by Mehale, Govender and Mabaso (2021) that

“Continuous development of all lecturers is the cornerstone for meaning, improvement, and reform. Thus, as curriculum reforms continue, so also must the capacity to invest constantly in the adequate proficiency development of lecturers to enable them to transform their teaching, and to adjust appropriately to the mandated reforms.”

3.4 CHAPTER SUMMARY

This chapter examined the literature on different scholarly materials in the literature review. So, it is important to use strategies that are suited to the learning activities and environment of the individual student. In this process, interactive activities are important across the curriculum, since they attract the students' interest and help them to assimilate in-depth knowledge in most aspects of different college curricula.

CHAPTER 4 : RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The study aimed to develop a capacity-building strategy for managing the curriculum in selected TVET colleges. This chapter presents the methodology and design processes that were applied to obtain and process data from the co-researchers to support a capacity-building strategy for managing the curriculum in selected TVET colleges. The chapter further presents Participatory Action Research (PAR) as the selected approach and explains the research design and methodology used to achieve the aim and objectives of the study. It integrates the theoretical concepts set out in Chapter 2 with the empirical data that was generated. In this chapter, the researcher examines PAR as an approach, its historical origins, relevance to the study, the various forms of action research, the objectives and formats of PAR, ontology, epistemology, the role of the researcher and the co-researchers and rhetoric/language used. Moreover, it focuses on identifying and establishing interventions, observes continuing entries, establishes a team, presents the profiles of the co-researchers, identifies a common vision, develops a SWOT (strengths, weaknesses, opportunities and threats) analysis, identifies priorities, engages in strategic planning and discusses the implementation plan.

4.2 PARTICIPATORY ACTION RESEARCH APPROACH

To formulate strategies to enhance the curriculum delivery for curriculum managers, PAR was used to address power-sharing and deal with real challenges, as well as being a means to obtain information. It focuses on the interventions that were put in place by the researcher, together with the co-researchers to explore the challenges and possible solutions as identified by them. As per Lenette (2022), Participatory Action Research (PAR) is a qualitative investigation characterized by democratic, equitable, liberating, and life-enhancing principles. It gives voice and directives in generating data (Shamrova & Cummings, 2017).

In practice, PAR is emancipatory and shapes the interaction between the community and the researcher. Its philosophy acknowledges the idea that individuals have the

right to determine their own development, emphasising the importance of local participation in analysing solutions that are shared, and empowering local people with authority and control. This approach is aimed at achieving sustainable development (Gibson, Willis, Merrick, Redley & Bail, 2022). This study aimed to devise innovative strategies collaboratively to aid principals and establish programs for enhancing curriculum management. Lenette (2022) defines PAR as a process involving fact-finding, action, and reflection, leading to further inquiry and action for the sake of bringing about change. The main reason for choosing PAR in this study, was that it acknowledges the co-researchers' contribution to the research, which is both practical and liberating. Principals were aware of what was happening in curriculum management, because it happened in their daily lives.

Crabbe (2022) asserts that Participatory Action Research (PAR) is a dynamic process, and as a method of social investigation, it involves taking action to address a problem or engage in social action. The primary objective of PAR, given its participatory nature, is to understand and document the entire phenomenon from an individual's perspective (Greenland, Saleem, Misra & Mason, 2022). By situating the research in a school, grounded knowledge was generated through the researcher's collaborative relationship with the co-researchers. This involves the people who experience challenges and understand the behaviours that occur as a result of experiences (Greenland et al., 2022). In this study, the co-researchers shared experiences to find solutions to the challenges faced by principals in colleges. As per Lenette (2022), PAR seeks to uncover a profound truth, striving to examine phenomena in their natural context and endeavouring to understand or interpret them based on the significance that individuals attribute to them.

Lenette (2022) additionally mentions that Participatory Action Research (PAR) concentrates on the complete human experience and meaning, allowing for the exchange of information between the researcher and co-researcher, thereby providing them both the chance to share and collaborate. Employing PAR involves establishing public spaces where co-researchers and researchers can reshape their understanding of how political, social, economic, and familial contexts in communities may influence daily life (Mcintyre, 2008). It emphasises the role played by the researcher and co-researchers. The collaboration aims to share and learn from one another to enhance

the curriculum management of the principals. All the co-researchers are invited to share their knowledge and expertise in the process.

PAR talks to the objectives of this study, which were to understand the need for strategies to enhance the curriculum management of the principals, to explore possible strategies that might be suitable to support the principals in curriculum management, to investigate existing strategies used to enhance the principals' roles as curriculum managers and to adapt the conditions to optimise the chance for selected strategies to work. The intention of the research was also to anticipate the threats to emerging strategies chosen, to enhance the role of principals and to formulate risk management systems. Finally, the intention of the research was to formulate indicators of success in enhancing the role of principals in curriculum management. The main focus was on the experience and knowledge, coming up with solutions together, and formulating strategies to enhance the curriculum management of the principals.

4.3 HISTORICAL ORIGINS OF PAR

PAR started as Action Research (AR), which was designed to address the challenges in societies to bring about change. When the researcher identifies the need to bring about change, one has to take into account the people's concerns and incorporate it in the research to bring about change. PAR is concerned with social change (Ronen, 2020). As per Kemmis (2022), action research is a type of self-reflective inquiry conducted by co-researchers within a social (including educational) context. The objective is to enhance the rationality and justice of their own social or educational practices, deepen their comprehension of these practices, and gain insights into the situations in which these practices unfold. The PAR practices are carried out to see the world from another's perspective through a process of discovery and exploration that is intensely experienced. Armstrong, Flynn, Salt, Briggs, Clarke, Vines, and MacDonald (2023) additionally assert that action research strives for complete collaboration among all co-researchers involved in socio-political changes, emphasizing a dedication to local contexts.

Kurt Lewin (1944) was the initial proponent of Action Research (AR), and after originating in Europe and the USA, it gained global prominence (D'Ambruso et al.,

2022). The process involves a sequential cycle of planning, action, observation, and evaluation of the action's outcomes (Grimwood, 2022). By addressing issues of segregation and discrimination, AR assists individuals in resolving problems and instigating change while scrutinizing the effects of these specific changes (Summak, 2022). According to Lewin (1944), AR diverges from traditional empirical-analytic and interpretative research.

This study analysed power differences, based on gender and addressed complex human and social issues (Adebola & Tsotetsi, 2022). Lewin posited that individuals would exhibit greater motivation towards their work if they participated in decision-making processes shaping the workplace (Matiti, 2022). As asserted by Grimwood (2022), collaborating to bring about change and comprehending its implications entails planning actions, implementing those plans through their own actions, systematically observing the process, and evaluating their actions based on evidence as a foundation for subsequent planning and action through self-reflection. According to Goi, Hakeem, and Law (2022), more 'actionist' approaches to action research in community development were initially practiced by H.G. Moreno, such as working with prostitutes in Vienna at the turn of the 20th century, while Steven Corey introduced AR in education in the USA following Lewin's published work.

The initial wave of PAR aimed to advance social justice by establishing conditions conducive to empowerment (Vaccarino-Ruiz, Gordon & Langhout, 2022). As highlighted by Grimwood (2022), PAR originated from community activism. Moreno introduced the terms inter-action research and action research (MacDonald, 2012). As early as 1913, Moreno employed group participation and the concept of co-researchers in community development initiatives.

The inception of the second generation of PAR took place with researchers at the Tavistock Institute in the UK, recognizing its practicality and paving the way for critical and emancipatory action (Kemmis, McTaggart & Nixon, 2019). Nevertheless, Morales (2019) contends that PAR can be traced back to Paulo Freire, who emphasized the significance of critical reflection for personal and social change. The third generation displayed a more critical stance towards AR and advocated for participatory research as an alternative philosophy of social research linked to social transformation in the Third World. Its foundations were rooted in liberation theology and neo-Marxism, grounded in community development (Kemmis et al., 2019).

PAR has three key components, namely “people, power and praxis” (Abram, Awenat, Byrne, Fin, Finlayson, Foat-Smith, Galarza, Haddock, Jackson, Lee & Melia, 2020).

Rallis and Rossman (2000) assert that PAR is centred around people, as the critical inquiry process is shaped by and addresses the experiences and needs of those engaged. It revolves around power, a crucial element in shaping reality. As outlined by Kemmis and McTaggart (2007), PAR is distinguished by shared ownership of research projects, community-based analysis of social issues, and a focus on community action. It is also responsive to the needs and perspectives of individuals, employs qualitative interpretative modes of inquiry and data collection, and, consequently, serves as a capacity-building approach.

The fourth-generation emerged through the connection between Critical Emancipatory Action Research (CEAR) and PAR, which was triggered by social movements in the developing world. The activists during that time included Paulo Freire, Orlando Barda, Ajesh Tandon, Anisur Rahman, and Ad Marja Swartz, North-American and British workers. Originating in the USA and extending its influence globally, PAR currently holds a more prominent position in the realms of management, education, and economic development (Kemmis & McTaggart, 2007). Operating as a subset of AR, PAR involves the systematic collection and analysis of data to instigate action and effect change by generating practical knowledge (Gass, Hallows & Russell, 2020). It constitutes a process of fact-finding and action aimed at bringing about change. Lenette (2022) suggests that it is a potent approach encompassing terms such as PAR, participatory research, community-based participatory research, and various other forms of participatory inquiry.

As per Masondo (2017), PAR emancipates research from conventional prescriptive methods and aims to decentralize traditional research. It facilitates the exchange of information between the researcher and co-researchers, providing both parties an opportunity to share and acquire knowledge (Mthethwa & Nkoane, 2019). It is democratic, requires people to apply practices, ideas and assumptions, encourages critical analysis and requires co-researchers to reflect on their experiences (Mohr, 2020). It is a process identified by Vivona and Wolfgram (2021), as having seven components:

“The first acknowledges that the problem originates in the community itself and is defined, analysed and solved by the community. Secondly, the ultimate goal of PAR

research is the radical transformation of social reality and improvement in the lives of the individuals involved; thus, community members are the primary beneficiaries of the research. Thirdly, PAR involves the full and active participation of the community at all levels of the entire research process. The fourth encompasses a range of powerless groups of individuals: the exploited, the poor, the oppressed, and the marginalised. The fifth is the ability to create a greater awareness in individuals' own resources that can mobilise them for self-reliant development."

Additionally, PAR can create a greater awareness of individuals' own resources that can mobilise them towards self-reliant development and facilitates a more accurate and authentic analysis of social reality. In conclusion, PAR allows the researcher to function as a dedicated co-researcher and learner within the research process (Billies, Francisco, Krueger & Linville, 2010). Freire's rendition of PAR, on the other hand, empowers the impoverished and marginalized sectors of society by addressing issues related to literacy, land reform analysis, and community matters. Freire underscored the importance of critical consciousness in fostering social change and challenging educational dynamics rooted in dominance and power (Summak, 2022). Understanding the origins of PAR contributes to appreciating the significance of empowering others through knowledge acquisition. MacDonald (2012) regards PAR as a mechanism for enhancing and enlightening social, economic, and cultural practices, essentially involving individuals with diverse power, status, and influence collaborating on thematic concerns.

4.3.1 Objectives of PAR

As outlined by Malebese and Tlali (2020), the intent of PAR is to promote capacity-building, community development, empowerment, access, social justice, democracy, and equity. It facilitates freedom, transformation, participation, and instigates enduring change. According to Mason (2015), the primary goal of PAR is to comprehend and record the entire phenomenon from an individual's perspective, striving for deeper insights while endeavouring to make sense of the reality being investigated.

4.3.1.1 *Improvement in the community*

PAR is value-oriented and seeks to address issues of significance in communities, among people, and in the places in which they participate (Borda, Reason & Bradbury, 2006). It empowers and seeks to improve the community in which the study is being conducted. This is regarded as of great importance, as it is where the co-researchers live and share ideas, enhancing mutual understanding, based on a common language.

4.3.1.2 *Foster capacity building and empowerment*

PAR enabled the researcher to investigate the challenges, solutions, conditions and threats that principals encounter as curriculum managers. As per Chandra (2016), empowerment involves being endowed with authority and actively engaging in the economic and political frameworks of society to contribute to decision-making processes. It is practical and collaborative, with co-researchers engaging in the process of investigating practices that are taken for granted to improve their social lives and examine the structures. This study intended to change the principals' commitments by dealing with the problems collaboratively. However, it sought to promote sharing and learning, while acquiring knowledge from the experience of co-researchers.

4.3.1.3 *Community development*

PAR holds relevance in this study as its objective is to instigate social change with specific actions as the primary goal (Ngwenya & Ngwenya, 2018). As noted by Loewenson, Laurell, Hogstedt, D'Ambruoso, and Shroff (2014), PAR confronts the escalating social inequalities. In a similar vein, Brydon-Miller and Maguire (2009) assert that PAR challenges prevailing structures of power and opens avenues for the creation of innovative and effective solutions to the challenges encountered by colleges and communities.

4.3.1.4 *Transformation*

PAR's objective is to transform and bring about change in society, including the liberation and emancipation of women (Lenette & Nesvaderani, 2021). The study's

focus on enhancing the role of principals as curriculum managers, made PAR suitable as it deals with human subjects, who are oppressed and marginalised, respecting human knowledge and experiences. The human subjects were nurtured, supported and empowered, as advocated by the Child and Family Support Team (CFST), thus producing good results, while the role of the principals was enhanced (Krieger, Floren, Feron & Dorant, 2021).

4.3.1.5 Participation and sustainable change

PAR is a social practice, which suggests that no individuation is possible without socialisation (Kemmis & McTaggart, 2007). It is a process in which people understand, examine and re-evaluate their situations, intending to improve or change. According to Juujärvi and Lund (2020),

“Participatory research works on the assumption that oppressed people themselves are fully engaged in the process of investigation. They participate in a process of developing research questions, designing research instruments, collecting information, and reflecting on the data in order to transform their understanding about the nature of the problem under investigation.”

The purpose is to bring about societal-level change.

4.3.1.6 Social justice

PAR encourages the co-researchers to reflect on their experiences for social justice to occur. It is emancipatory, critical, reflexive, and is a process that encourages transformation. Furthermore, it strives to be transformative, encompassing both theoretical and practical dimensions. Positioned as a political process, it aligns with community action and the pursuit of 'social justice,' actively addressing structural inequalities (Ereura, 2010). The focal point is collaborative engagement, partnering to investigate the social, economic, and political facets of education. It underscores the pivotal role educators and their students can assume in shaping a more equitable, democratic, and just society (Kemmis, McTaggart & Nixon, 2014).

4.3.1.7 Democracy and freedom

PAR is emancipatory and therefore aims to liberate, empower and provide freedom for all those who are oppressed. It is democratic, thus enabling the participation of all people, and acknowledges that they are equal and life-enhancing. Democracy implies that all decisions are made through the consent of the people and are geared towards their interests. This does not happen for one person or party, but all people or parties concerned (Prinsloo, 2020).

In this study, PAR enabled the SMT and all stakeholders to be authentic co-researchers in issues of mutual concern in colleges, with a selected population of 46, learning to share power and shift control as authentic co-researchers in the PAR process and so change the nature and reform the colleges and education (Brydon-Miller, Kral & Ortiz Aragón, 2020).

4.4 FORMATS OF PAR

The formats of PAR in relation to the development of society, are discussed below.

4.4.1 Defusing gender binaries

PAR recognises that all people deserve to be treated equally and respectfully. Section 9 of the Bill of Rights of South Africa states that “1) Everyone is equal before the law and has the right to equal protection and benefit of the law. (2) Equality includes the full and equal enjoyment of all rights and freedoms” (RSA, 1996). This study aimed to design strategies on the management of curriculum delivery in TVET colleges, striving for equality, as defined by Nieuwenhuis, Beckmann and Prinsloo (2007) in terms of opportunities, equality of results and equality of treatment for all. PAR emphasises the equal treatment of the co-researchers and treating them with respect. South African society is structured in terms of social groups, rather than racial groups (Unterhalter, 2003), and so made up of individuals. PAR recognises that knowledge comes from society, therefore, the CER agrees with PAR that to know something about the group of people who are marginalised, one should start with them, since they know the situation.

Feminism is concerned with the empowerment of women and encourages them to make their voices heard in decision-making. It also promotes giving women positions in the structures of power to ensure equality to improve the community as a whole.

As per Bryceson (1995, as cited in Sharp, Briggs, Yacoub & Hamed, 2003), empowering women with the ability to generate a cash income can enhance their standing within their families and, more broadly, in the community. Rowlands (1997:111, as cited in Sharp et al., 2003) highlights that the most significant form of empowerment emanates from within, involving a transformative process where self-perceptions and understandings are challenged, enabling women to contemplate alternative ways of existence. PAR advocates for the equitable treatment of co-researchers as agents for change.

4.4.2 Promotion of democracy

Democracy requires equal treatment for all. While working with the co-researchers, the researcher ensured they were all treated equally (Reitzes, 2009), especially since they “owned” and were pivotal to the study. While using PAR, all were free to voice their ideas and experiences and analyse the data collaboratively and coherently. If anyone felt like withdrawing from the study, he or she was free to do so, in keeping with the principles of democracy and the ethical guidelines.

4.4.3 Sensitivity to social constructs

Social constructs are intertwined in the Declaration of Human Rights (South African History Online, n. d.), which prohibits discrimination on the grounds of race, religion or sex, and clarifies the right to freedom of religion and conscience and the right to enjoy one’s culture. A social community is defined as a society or group of people living together with common characteristics. PAR emphasises collaboration and doing things in the same way, because culture entails how people interact and organize themselves in a group. Moreover, PAR emphasises togetherness and having one ideology, which is to emancipate. Religion is part of the culture, and gender equality has long been debated in many religions. In PAR, all team members work collaboratively, regardless of culture, gender and religion. According to Clarke (2013),

religion can separate or combine societies, but PAR aims to unite and emancipate members of society.

4.5 ONTOLOGICAL STANCE OF PAR

Participatory research and PAR share common features, both using Freire's approach in emancipating and educating the marginalised for social change (Cornwall & Jewkes, 1995). In reality, marginalized people do not voice their dissatisfaction, because they perceive what is happening around them as normal. The reality of the matter lies with the society that experiences the challenges daily. As Susman and Evered (1978, as cited in Ozanne & Saatcioglu, 2008) suggest, action researchers operate under the assumption that the social world we inhabit is co-created, context-bound, relational, and situated. They align with the perspective of critical theorists, asserting that society is a human construction subject to critique and change in pursuit of more inclusive interests (Ozanne & Saatcioglu, 2008).

The reality is diverse and multi-layered, depending on the perspective of the individual or the views of individuals, and how it is distributed. It raises the question as to whether there is a single reality in the social world. As stated by Thomson and Gunter (2009), participative action researchers express optimism that employing inclusive, power-sensitive, and reflective methodologies can bring about enhancements in communities. In addressing problems, researchers engaged in PAR navigate the interests of stakeholders possessing varying power and resources (Herr & Anderson, 2005). Additionally, Herr and Anderson (2005) contend that they prioritize social theories that evolve from the insights of practitioners, extending toward novel understandings. It is important to be with people who experience what is happening in their society as this allows one to obtain first-hand information. PAR, therefore, encourages participation, and to understand the reality of people's lives, one needs to be closer to them.

4.6 EPISTEMOLOGICAL STANCE OF PAR

Lenette (2022) suggests that the cultivation of critical consciousness necessitates individuals to be informed about political, social, and economic contradictions and to actively work towards altering oppressive elements of reality, thereby emancipating oppressed individuals. The focus is on understanding what needs to be known. Depending on the dynamics of the researcher-subject relationship, knowledge is acquired objectively. PAR is viewed as a transformative, empowering process where researchers and co-researchers collaboratively generate knowledge, fostering a sense of community, mutual education through negotiating meanings, and raising consciousness (MacDonald, 2012:43).

Ozanne and Anderson (2016) state that the resolutions to problems are deliberated among stakeholders with varying power and resources. This implies that in PAR, everything must be negotiated among individuals who possess knowledge, with the aim of effecting social change, as knowledge is collectively owned. Loewenson et al. (2014) emphasize that PAR acknowledges the rich assets that community members contribute to the processes of understanding, knowledge creation, and acting upon that knowledge to instigate change. Practical experiences are an essential source of knowledge. Furthermore, PAR produces knowledge for the scientific community, for the society and the perspective of women, who are marginalised. The roles of women are to facilitate, encourage, nurture, mother, mentor and promote personal development. They know what is happening in their daily activities.

4.7 AXIOLOGY OF PAR

Axiology addresses the nature of ethical behaviour. The term originates from the Greek word 'Axios', meaning value. In philosophy, axiology is a term that deals with ethics, aesthetics and religion. In research, axiology refers to what the researcher believes is valuable and ethical (Heng & Sol, 2022). Axiology addresses the ethical nature of a research methodology (Sol & Heng, 2022). Shan (2022) describes that participatory research and postmodern research methods have the subjects' voices present in the study.

PAR acknowledges the value of co-researchers in the study in such a way that they are the ones who have the experience and the ones who could bring change in their

lives. This is also true for PAR for community engagement of co-researchers, teams, communities, and facilitators, according to Ivankova and Johnson (2022). Grimwood (2022) recommends that for a PAR collaboration to be successful, research issues or concerns that all team members are interested in and feel strongly about passionately about, should be chosen. A kick-off workshop should be held to map the project out carefully, including defining the context and stakeholder analysis to obtain a moral and financial buy-in from stakeholders. Sufficient time needs to be allocated for critical reflection and learning during the meetings and to ensure project completion. Time needs to be allocated at the start of the project to allow relationship building. A SWOT analysis needs to be done to ensure an effective team and a viable plan covering all necessary attributes and skills. The co-researchers must own the problem or project and be committed to its success. Learning and research must be prioritised as well, not just actions and short-term objectives. The objectives must be chosen to support long-term community benefits and experienced facilitators and advisors must be chosen. This summarises the requirements for a successful PAR, where “the individual co-researchers and teams are instrumental in shaping the process and outcomes” (Eder, 2023).

Kay (2022) additionally notes that in prosperous research projects, students experienced empowerment and satisfaction. The students highlighted various positive outcomes of participating in PAR, such as gaining insights into others' perspectives, developing research skills, and instigating change. Lynch (2022) documented how co-researchers experienced empowerment within a learning environment that acknowledged their capabilities as competent social agents.

4.8 THE ROLE OF THE RESEARCHER AND CO-RESEARCHERS USING PAR

According to Jayes, Moulam, Meredith, Whittle, Lynch, Goldbart, Judge, Webb, Meads, Hemsley and Murray (2021):

“The researcher must ensure that all relevant persons, committees and authorities have been consulted and that the principles guiding the work are accepted prior to commencing the research. All co-researchers must be allowed to influence the work and the wishes of those who do not wish to participate must be respected.”

The evolution of the research study should be apparent and receptive to input from others at every stage of the research process (Jónsdóttir & Macdonald, 2022). Permission should be obtained before examining the documents produced, and the researcher has to bear in mind that there is shared ownership of the research and therefore, does not have to dominate the process. Everything must be negotiated with the co-researchers, and the researcher is responsible to maintain confidentiality throughout the research process. I endorse the perspective of Mthwethwa and Nkoane (2019) that the researcher's role is that of a facilitator and enabler, emphasising shared expertise rather than imposition. The researcher's reflexivity throughout each stage of the research process should be evident before delving into the significance of dialogue in fostering connections among co-researchers.

Lenette (2022) characterizes PAR as the collective process involving social investigation, education, and action. PAR is an educational process as it involves analysing structural causes of identified problems through collaborative discussions and interactions. There should be mutual trust and respect between the researcher and co-researchers. The co-researchers should be actively acquiring information and ideas to guide their future actions. They should participate in all phases of the research process, relying on PAR to help build their active participation in meaningful decision-making. Collective inquiry builds ownership of information so that it creates space for truth to develop, and PAR offers opportunities for inquiry and change (Salazar, 2022).

4.8.1 Rhetoric/language used in PAR

The language used by PAR users includes collaboration, empowerment, emancipation or liberation, change, democratisation of research, power, action, equal human beings and co-researchers. PAR is a social and educational process (Kemmis, McTaggart & Nixon, 2014). In collaborating and working together for the benefit of the community as a team, the research is democratised so that all co-researchers have power over the study. It promotes empowerment as the research starts with those who are marginalised, since they know what is happening in their everyday lives and can therefore bring about change, and achieve emancipation or liberation. As per Vázquez et al. (2022), emancipatory PAR acknowledges that knowledge production mirrors and

reinforces prevailing power dynamics, and the conflict over knowledge reflects and influences social and power relations.

4.9 INTERVENTION

When change transpires, human subjects need to be empowered to deal with the challenges. Curriculum implementation can only succeed with the support of a competent principal, which is why interventions to support principals in this matter are essential. The intervention for this research study began with obtaining ethical clearance from the University of Free State, as well as obtaining permission from the KZN DoE to conduct the study. After permission to access the colleges was granted, the planning phase began by putting together a team and obtaining the credentials of the co-researchers. The second step was an information session, during which a mission and vision statement was also developed for the team. A policy was worked out and a SWOT analysis was undertaken. In the third step, the team agreed on priorities and developed a strategic plan, informed by the priorities with which the team would engage for the next six months and perform each month when they met. The fourth step consisted of data generation, and the application of instrumentation methods and techniques to support the data collection. During the fifth step, the team reflected on what it was doing and formulated strategies for curriculum delivery. Together with the co-researchers, the establishment of an innovative strategy to be employed by principals for effective curriculum delivery by engaging in discussions and collecting data, using the PAR spiral cycle, was envisaged (see Figure 4.1 below).

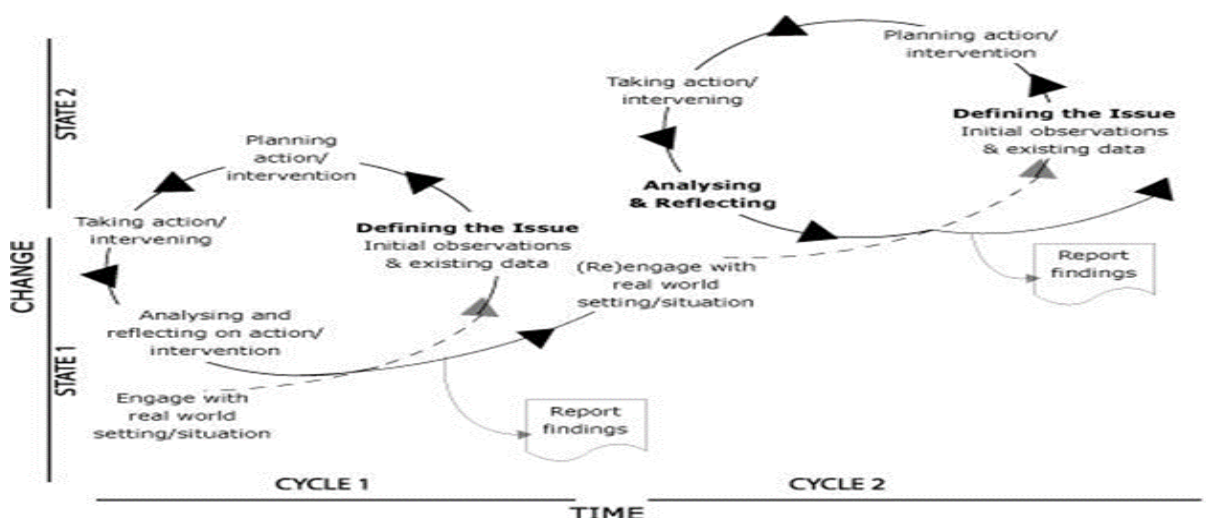


Figure 4.1: PAR Spiral Cycle (Lufungulo, Mambwe & Kalinde, 2021)

4.9.1 The protocols/phases of PAR

As far as the steps of PAR are concerned, the problem is at the centre of the discussion. The first step was the preparation, involving the researcher with the team, in the process of conceptualisation. The researcher explained the concept to the co-researchers through discussions, listening, and reading the literature. The second step involved planning, concerning what should transpire during monthly meetings, and during which a co-researcher-centred approach was used. The third step pertained to implementation, in which the team provided continuous collective feedback on the progress of the activities planned and the challenges encountered. The fourth step was based on reflecting on the project and examining how it would be undertaken collaboratively. During this stage, the aims and objectives of the project were considered, as well as the plan, the steps to be followed, and the research methodology to be used by the team. PAR was employed as a methodology, because it emphasises a hands-on approach, while conducting research and participating in the project. Voice recording was used as an instrument, while collecting data. Data analysis was conducted by the researcher, after which it was given to the team for verification. This was carried out using CDA for textual, discursive, social structural analysis (Van Dijk, 2009). The team conducted a SWOT analysis. Judgment was based on the extent to which this met the criteria for good practice. The same criteria were then used as a basis for determining whether or not the intervention was working and the extent to which it would be useful to organise it. Finally, the planning phase looked at the ethical considerations and obtained permission to conduct the research.

4.9.2 Ethical considerations

After obtaining permission to conduct the research from the University of Free State and from the KZN DoE, permission to interact with co-researchers was sought and obtained from the principals of the selected colleges and the District Office. I explained the purpose of the study to the co-researchers, as well as the lack of funding, and it being for academic purposes only. I also obtained signed consent from them after explaining that they had the right to withdraw from the study at any time without any negative implications for themselves. They were assured of confidentiality regarding the information they shared. For anonymity, they were assigned pseudonyms that

were used to protect their identities. They were informed that information would be kept safely on a computer, which was only accessible by means of a password and that hard copies would be kept in a securely locked cupboard. The co-researchers were therefore, assured of their anonymity and safety, while conducting the study together with the researcher.

4.10 CREDENTIALS OF THE CO-RESEARCHERS

The team comprised of 19 co-researchers, these are the members that formulate a team in order to work collaboratively the credentials of whom were as follows.

4.10.1 Deputy principals' academic services

Three deputy principals participated in the study, two of whom were females and one a male. The deputy principal from Cebisa TVET College, Mrs Zakwe had a B Paed. Degree, an SSTD, an Honours in Management, and was currently enrolled for an M Ed. in Management. She had been the deputy principal for seven years. The deputy from Singamunye TVET College, Ms Nkabinde, held a BA Degree, and a UED, and was currently completing her Honours Degree in Management. She had been the deputy principal for three years. The one male deputy principal from Endumeni TVET College, Mr Ngcobo, had a BA Degree and a UED in Education. He had been the deputy principal for ten years. Their contribution to the study was vital as they would share their experiences as deputy principals, as well as the challenges they faced as leaders of business in colleges. The deputy principal, who was currently completing her Master's Degree contributed a great deal, since she was familiar with PAR. All three contributions were vital, due to their expertise in management.

4.10.2 Campus managers

Cebisa TVET College campus manager, Mr Mbatha, holds a Master's Degree in Education and has experience of 10 years as a campus manager. Singamunye TVET College campus manager, Mr Mthembu, holds a B Ed Honours Degree and has experience of 15 years as a campus manager. Endumeni TVET College, Mrs Mabaso, holds a MBA and has experience of eight years as a campus manager.

4.10.3 Departmental heads

The Departmental Head (DH) at Cebisa TVET College, Ms Shabangu, who had been a DH for five years, has a B Paed in Education and was still completing her Honours Degree. The DH at Singamunye TVET College, Mr Khumalo, who had been a DH for four years, has a B Paed and was still enrolled for his Honours Degree in Education Management. The DH at Endumeni TVET College, Mr Ngobese, who had been a DH for three years, had a BA and a Post-Graduate Certificate in Education (PGCE) and was still enrolled for his Honours Degree.

4.10.4 Senior lecturers

Cebisa TVET College senior lecturer, Mr Mazibuko, holds an Advanced Diploma in Education and has five years of experience as a senior lecturer. Singamunye TVET College senior lecturer, Ms Cele, holds a National Diploma in Education and has seven years of experience as a senior lecturer. Endumeni TVET College senior lecturer, Ms Dlamini, holds a B Ed Honours Degree and has 10 years of experience as a senior lecturer.

4.10.5 Post level 1 lecturers

Cebisa TVET College Mrs Nkala Post level 1 lecturer holding Masters' degree in education has 8 years of experience as a lecturer. Singamunye TVET College Mr Hadebe Post Level 1 lecturer holding a B Ed Honours degree has 5 years of experience as a lecturer. Endumeni TVET College Mr Bagwandas Post level 1 holds a National Diploma in Education and PGCE (Post Graduate Certificate in Education) has 10 years of experience as a post-level 1 lecturer.

4.10.6 College council

From Cebisa TVET College, there was Mr Thabethe, represented by an industrial representative from Arcello Mital, with a background of 19 years of experience in the industry. Singamunye TVET College, Mr Phakathi, was represented by a lecturing staff member serving in the council. Endumeni TVET College, Mr Singh, was represented by an academic board representative, who has 11 years' experience as a lecturer,

with a huge organised labour background. Their contribution would be crucial. The academic board council representative was studying for his Master's Degree in Education Management and is familiar with PAR and therefore, was able to share more with regards to the generation of research data, the method used and its importance to the principals. The lecturing staff representative was still enrolled for her Honours Degree. They all contributed significantly to the study, as they shared their experiences with regard to having been council members, and the solutions to the challenges they encountered, as well as the experiences they encountered daily as council members.

4.11 DATA GENERATION: FOCUS GROUP DISCUSSION SESSIONS

To obtain permission to access the colleges, a written request was given to the principals of each college, all of which were signed and returned to the researcher. The co-researchers were also given a copy of the document from the DHET, confirming permission to conduct the study. Several meetings were then held as described below.

4.11.1 First focus group discussion session

This first phase consisted of organising and planning where the change would begin. The researcher had a discussion with the principals, as well as the leaders of the colleges that were identified. Introductions were made and the researcher explained the aim and objectives of the study. A meeting and venue were arranged, and the date for the meeting set. During the one-on-one discussions with the principals, the co-researchers were given clues as to what the discussion was about, namely the challenges encountered by principals in the management of curriculum delivery, the challenges experienced by the deputy principals and DHs, and the challenges encountered by the council members in supporting the college in the management of curriculum delivery. In discussion with the co-researchers, it was made clear that the common problems could not be solved in a short time, but it was emphasised that it was their responsibility to bring about change in their colleges. Co-researchers were referred to the importance of trust, and it was suggested that they had to create

networking zones to encourage and support other colleges in their neighbourhood that had problems.

Following discussions with the team members, all the co-researchers were comfortable with the proposed date. The team comprised of the researcher and 19 team members from Cebisa TVET College, Singamunye TVET College, and Endumeni TVET College. The meeting began with the researcher introducing the various co-researchers to one another, followed by an introduction of the problem. They began with group discussions, based on what they had discussed during the individual meetings so that they could find common ground. From individual meetings, different ideas emerged concerning a capacity-building strategy for managing the curriculum delivery in selected TVET colleges.

The team met on a monthly basis to assist each other, and the principal researcher recommended that all team members be involved in this strategy formation team, in order to draw from each other's expertise. They suggested that this knowledge should be polished and transferred to others through knowledge sharing and applauded the idea of including the DHET officials in the team, stating clearly that their colleges belonged to the community and that they needed the help of such leaders. They also claimed that council members would help them to be the voice and a mouthpiece of communities at times when colleges encountered problems.

Liao (2022) argue that:

“Effective leadership succession requires a coherent plan to coordinate the flow of leaders from one college to another, to emphasize the transfer of knowledge from the outgoing leaders to the incoming leaders, and to be sensitive to the emotional, social, and cultural upheaval that principal rotation and succession often generate”.

The process of bringing together people, collective sharing, analysis and action, generate strong connections between co-researchers.

4.11.2 Second focus group discussion session

4.11.2.1 General arrangements

In the meeting held on a Saturday, 19 members were present, including the researcher. Duties and responsibilities were assigned to all those present. One deputy

principal was elected to chair the meeting in which the secretary and a deputy secretary were also elected. The researcher served as the deputy chair, while one deputy principal was elected as the timekeeper. All others became additional members. Signed consent forms were collected from the co-researchers. The researcher emphasised collaboration among all members and acknowledged that trust had been established during the session. The researcher assured the co-researchers of their anonymity and explained that they were free to participate or withdraw from the research if they no longer wished to be a part of it.

As Rahayu and Usman (2022) suggest, having a vision allows individuals to perceive aspects of college life that might otherwise remain unclear, emphasizing their significance over others. It was essential to confirm that all the team members had the same understanding of the objectives of the study and were committed to jointly reach its goals to maintain their participation. Once the co-researchers agreed on the purposes of the research and embodied it in a mission statement (Kemmis, 2022), they listed the desired outcomes and the strategy for achieving them. It described the nature of the problem the team was trying to solve and the chosen strategy to achieve the research objectives. It confirmed the value of the co-researchers, set the ground rules, guiding the project and confirmed the need for transparency and capacity-building.

The team aimed to formulate a capacity-building strategy for managing curriculum delivery in specific TVET colleges by addressing challenges and establishing a collaborative platform for idea-sharing to alleviate the responsibilities of principals. Their mission statement focused on empowering team members in academic services and addressing passivity in curriculum delivery management. The team recognized the value of collaboration in enhancing their capabilities and anticipated mutual learning throughout the project. To achieve their goals, they collaboratively gathered data on the research problem and potential solutions for driving change, sharing their perspectives on the issue.

The co-researchers had agreed to meet on a Saturday, at 14:00, because it was convenient for everyone. The team agreed to work, using a moral code of ethics policy, which was based on the following ground rules: Cell phones must be switched off or be on silent mode during the meeting; when a member was unable to attend, he or she would send an apology; the meeting would take place at the time agreed upon;

members were to respect one another as colleagues; the meeting was to be held on Saturdays on the dates agreed upon; and the venue would follow a rotation process among participating colleges. The team agreed to invite different people to assist with the research methodology and techniques to be used. The members decided that the data generated would be accessible to all members. Co-researchers' anonymity was assured and the information would have to be stored safely on a computer requiring a password. The recordings were to be stored in a locked cupboard for safety.

4.11.2.2 SWOT analysis

The team performed a SWOT analysis to guide their activities and set priorities and possible strategies to explore to solve the research problem. In this process, we took into account the team's skills, experiences and resources. The team also reflected on the potential problems or challenges that might arise and that would have to be addressed during the pursuit of the research objectives. The SWOT analysis also informed the co-researchers of the options available to compensate for the limitations.

4.11.2.2.1 Strengths

The team consisted of qualified lecturers with many years of experience as campus managers, deputy principals, senior lecturers, post-level 1 lecturers, and DHs, which greatly enriched the study. They all had access to curriculum delivery, which made it easier for them to share their challenges with other team members. This helped the team to improvise when working together, since they were from different colleges. They had a great deal of expertise, given that they were from different colleges. The council members' strength was that they have been serving as council members for many years and were therefore familiar with what the study wished to achieve. Permission for using the colleges was obtained from the principals. All the resources for the discussion were in place, and included writing materials, a data projector and a voice recorder.

4.11.2.2.2 Weaknesses

Time was a weakness, because more time was needed, due to the co-researchers having other commitments over the weekends. The study was not funded to cover the costs involved in traveling to meetings or engaging in telephone communication. Joint problem-solving required additional time for planning and coordinating, implementing strategies and reflecting on the progress made.

4.11.2.2.3 Opportunities

The team supported collaborative research as a chance to empower all the team members. This was in contrast with their previous efforts as individuals, which they felt were futile and ineffective in facilitating any change in education. The co-researchers felt that by collaborating as researchers and equal partners, they would enhance their standing so that they could make a meaningful contribution to finding solutions to the research problems. They were also bolstered by the knowledge that this research approach allowed them to voice their concerns during any stage of the research process. The team environment developed their ability to solve their own problems collaboratively. The co-researchers believed that they were empowered and also freed from dependence on outside researchers, who frequently used the setting. They could solve the problems and find solutions for the community in which they work. PAR promoted collaboration between the co-researchers, which eventually led to collaboration by the team members and other managers to affect social change.

4.11.2.2.4 Threats

The issue of power could not be avoided, thus not making it easier for the council members to talk freely about their challenges, regarding the management of curriculum delivery. Nor was it easy for the deputy principals and DHs to voice their concerns in the presence of their campus managers, who were seen as a threat, due to power differences. The researcher took the unequal power relations experienced by the co-researchers into account during the research activities and in the analysis of the research findings.

4.11.3 Third focus group discussion

The team agreed on priorities and a strategic plan. The plan of action started the research cycle. The co-researchers promised full involvement in the research project, and they owned it. The team was aware that there was no funding for implementing possible strategies, so they prioritised options that did not require too many financial resources. Each priority comprised five activities on which the coordinating team worked.

4.11.3.1 Priority 1: Training of deputy principals and CMT (Campus Management Team)

The first priority was training the team concerning what would happen for six months. The first activity was to introduce the co-researchers to one another. The person responsible, was the principal researcher. After having received all of the details from the co-researcher, the second activity was to elect a committee for the team. The person responsible for this, was the official campus manager. The election was conducted democratically with the members, nominating two people for each category. The names of the nominated team members were written on the board after which the team members voted for the committee members of their choice. The whole process was noted on the board by the researcher. After the elections, the committee had the position of chairperson filled by the deputy principal, the deputy chairperson by the researcher; the secretary by the senior lecturer, the deputy secretary by the DH; and the treasurer unelected, since no money was involved. All the other members were additional members. The third task was a workshop on the importance of collaboration, which was presented by the DHET official as an invited guest. During the workshop, members received handouts. The fourth activity was a workshop in which the CMT and deputy principals were trained. A group discussion of the deputy principals on designing strategies on curriculum delivery took place in which all team members were engaged in smaller group discussions led by the chairperson. Lastly, a collection of the signed consent forms from the co-researchers was made by a DH.

4.11.3.2 Priority 2: Curriculum management and the role of deputy principals (Academics)

The co-researchers were given support and motivated to do more for others. One deputy principal described the role of the deputy principals at length. Another presented a talk on curriculum management and what was expected of deputy principals in terms of managing the curriculum delivery in teaching and learning, extra-curricular activities, and how colleges can be fixed, as well as the skills that deputy principals needed to acquire. One campus manager delivered a talk on creating a positive culture to encourage team building among the staff and providing them with the opportunity to learn. Academic board members spoke about working with and encouraging team members to attend conferences for them to be developed.

4.11.3.3 Priority 3: Support for lectures, the CMT and stakeholders

The co-researchers worked collaboratively on managing resources. One of the deputy principals led a discussion on effectively facilitating teaching and learning. At the same time, the council member presented a speech on stakeholders' involvement and the need to encourage stakeholders to become involved in curriculum delivery matters. The campus manager shared ideas on how to create a positive culture in the college campus. The team invited a DHET official on the subject to deliver a speech on effective management of curriculum delivery.

4.11.3.4 Priority 4: Coordinating a plan

The team worked out a coordinated plan for the research project, based on challenges expressed by the DHs, and the solutions discussed by the team members. The process was monitored by the deputy principal, whilst the plan was coordinated by the co-researchers, who also reflected on and evaluated it.

4.11.3.5 Priority 5: Focus on improving deputy principals and the CMT

The team worked collaboratively on designing a strategy for curriculum delivery. The deputy principals reflected on their work, and there was an open discussion on the issues arising from self-reflection and evaluation. The council member led the

discussion on the conditions, and what needed to be done and the DHET official explained how the plan should be implemented as per departmental policies. The focus was on improving the deputy principals and CMT as a team, working collaboratively with the lecturers and college council.

4.11.4 Fourth focus group discussion session

The team looked for appropriate means to collect data to address the research questions. In an orientation session for the team members, the researcher explained the methods used in qualitative studies, focusing on those recommended for PAR in data collection. Lennete (2022) stated that there are different types of data generation. The chairperson shared some examples of PAR projects in which he was involved with the group. The focus was on approaches that ensured that the issues of power relations would be addressed and all inputs could be considered, supporting equal participation by all team members.

In generating data, the researcher used voice recordings, took notes, captured non-verbal cues, and used emails with the consent of the co-researchers. The researcher and co-researchers collaborated to establish appropriate data collection methods. The researcher introduced typical methods often used in qualitative studies and focused on those usually utilised for data collection in PAR projects, making sure that the chosen methods would address issues of power relations so that all inputs could be considered, supporting the collaborative efforts of the team members. The co-researchers agreed on the methods they felt would be most appropriate for their research objectives and easily accessible to the study.

4.11.5 Fifth focus group discussion session

The co-researchers reflected on the outcomes of the action cycle, and how to evaluate its effects on the management of curriculum delivery. At that stage, the team focused on the following areas of concern:

- What barriers prevent deputy principals from effectively implementing curriculum delivery?
- How can these barriers be broken?

- What motivations can be used to pursue stakeholder involvement?
- What qualities do individuals bring to their team that make them effective curriculum managers?

PAR emphasises the cycles of a continuing process that presents opportunities for new questions and answers. Their practice needed to be developed and enhanced throughout the project.

4.12 DATA ANALYSIS: CRITICAL DISCOURSE ANALYSIS

After the data generation, the researcher and coresearchers agreed to analyse it, using Critical Discourse Analysis (CDA) in analysing discursive data. We decided on CDA, because “it acknowledges the need to examine, in practical terms, how one goes about doing a critical analysis of text and talk” (Van Dijk, 2009). We obtained the textual information to analyse from the minutes of meetings, virtual discussions on social networks, voice recordings, emails, and text messages. According to Fink (2000:22), in conducting qualitative research, the researcher starts by asking questions about what is to be studied, the design, discussions, transcriptions, analysis, verification, and reporting. The researcher thus provides clarity concerning what will be conducted in the study. The voice-recorded focus group discussions were transcribed verbatim, taking into account that society influences what is said to achieve the raising of consciousness (Lekhu, 2023; van Dijk, van Tartwijk, van der Schaaf & Kluijtmans, 2020).

The data was analysed by categorising it in terms of the objectives of the study, namely, the challenges, solutions, conditions, threats and evidence of success. This was accomplished by choosing appropriate subheadings that were relevant to the management of curriculum delivery for each objective. An opening paragraph, which explained what was expected in terms of the literature in each subheading, was analysed. This was done according to what was expected by the policies or legislation, what was positive, what the previous researchers had said about it, and related theories. The extract from the discussions was relevant to the subheadings, but confirmed how the policies, previous research, and theories could be integrated with the opening paragraph.

4.12.1 The framework used to analyse data in this study

Critical Discourse Analysis (CDA) was applied to the discourse as text, discursive practice, interactions, and social practices at the local level.

4.12.1.1 *Textual analyses*

Since many of the recordings were made during meetings in which the team presented coherent ideas, the first step was transcribing the discourse to generate textual data for analysis. Two procedures were used, namely, description and transcription. The former was used for non-verbal discourse, including meaningful gestures, silences and emphases, the latter for spoken discourse, including the verbal events. The data was transcribed into textual form and broken into manageable chunks for categorisation, according to appropriate themes. The main themes centred on designing a capacity-building strategy for managing curriculum delivery, the challenges encountered in curriculum management, the solutions the team came up with to solve these challenges, and the conditions that would enable all team members to implement the management of curriculum delivery effectively.

4.12.1.2 *Discursive analysis*

Siregar (2022) emphasises that the analysis focused on the text, where co-researchers exhibited an understanding of discussions about curriculum delivery management and the strategies employed, with a specific emphasis on the societal context in which the co-researchers were situated.

4.12.1.3 *Sociological analysis*

Interpretation of discourse was linked to social space and discourse analyses. The researcher recognised that the co-researchers knew what was happening around them in colleges. However, the ideas brought forward were not biased, since they were from the people who daily experienced curriculum management. The knowledge provided was of greater use to providing solutions to the challenges encountered by team members in curriculum management. The researcher aimed to describe the

relationships between different texts in terms of interactions and social practices, analysing and interpreting the discourse practices.

4.13 CHAPTER SUMMARY

This chapter focused on how the researcher collaborated with the deputy principals, the CMT, lecturers, council members, and DHET officials to provide solutions to the problem of developing a capacity-building strategy for managing the delivery of curriculum in selected TVET colleges. PAR allowed the researcher to facilitate the project, as a co-researcher, mediator, analyst and learner in the research process, rather than being a supposed “expert” or detached researcher. The voices of the deputy principals, CMTs, council members, lecturers and other leaders, who participated, were heard throughout the decision-making processes. They brought about change, especially for the marginalised. All of the co-researchers generated rich data, since they believed that their views and ideas would provide valuable inputs on how to address the research problem. The team members found that the process did deliver the benefits ascribed to PAR. They felt it empowered and liberated them, and increased their sensitivity to the issues raised in the research. The research approach also allowed all the team members to sharpen their analytical skills as they attempted several possible solutions for the research problem during the collaboration process. In this way, they acquired new research skills and increased their knowledge of the management of curriculum delivery. The knowledge and skills they gained in the project, strengthened their responsibility. The process also increased their commitment to collaborate in the management of curriculum delivery in selected TVET colleges.

CHAPTER 5 :

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

This chapter presents, analyses, interprets and discusses data and the results towards developing a capacity-building strategy with a view to capacitate in managing curriculum delivery in TVET colleges. To achieve the above, this chapter categorises data into five objectives as the starting point. The focus then shifts to the subheadings/subsections making up all the different objectives, starting with the challenges and then repeating the process. Each of the objectives of the study will be discussed.

The topics covered under each subheading are unpacked to discuss the various challenges within the broad category of objective one, which are identified from the empirical data collected and categorised under “the constructs”. Each of these subheadings is compared with the constructs that emerged from the review of the literature in Chapter 3, so where appropriate, those subheadings are formulated and used for structuring the analysis in this chapter. An opening paragraph is then formulated, capturing what the relevant theories, responsive policies and supportive previous research (the literature) say, to advance the arguments for the respective challenges, which dictate the objectives of the study.

From there, where appropriate, extracts from the corpus of empirical data are cited to support the argument made above further. To illuminate the meaning and discussion of emerging themes and findings, the text of the extracts is used as the first level of the CDA analysis. This is followed by drilling down even deeper into the discursive practices informing the text and finally the social structural level of analysis is taken into account to complete an understanding in the context of the challenges. The analysis is then pursued further by using the CER theory to consider meaning and analyse and discuss the multi-perspectival conceptualisation in terms of the identified power differentials, hope, social justice and emancipation, relating to the problems identified.

Finally, the findings are connected to the literature to determine the extent to which they confirm, refute or suggest new insights against this backdrop.

A summary look at the findings of data generated and whether they connect with the literature review. Later observations were made that contribute to the findings of the study.

5.2 THE NEED TO DEVELOP A CAPACITY-BUILDING STRATEGY FOR MANAGING CURRICULUM DELIVERY

5.2.1 Support and team building

Support and team building, according to Ali, Li, Khan, Shah and Ullah (2021), are crucial elements for successfully managing curriculum delivery. There is a need for a clear goal for curriculum delivery, ensuring that they align with the overall educational objectives, communicating these goals and expectations to the entire team involved in curriculum delivery (Bruner, Eys, Carreau, McLaren & Van Woezik, 2020).

Below is the discussion we had with the team members where we were having our first engagement as a team in a selected venue on a Saturday.

Mrs Zakwe from Cebisa College said:

“The department end up paying two people for one job because the same lecturer is supposed to deliver theory and practicals.”

From what **Mrs Zakwe** uttered:

“Same lecturer to deliver both theory and practical’s.”

It is evident that there is no supporting team building to ensure that there is a cooperative team that supports lecturers, so one has to note that this must not be neglected by a team.

It is evident that the lack of support and team building in the department, end up paying for two people for one job.

Ms Shabangu from Cebisa College said:

“There are no specialised subject advisors who are knowledgeable to give support to lecturers academically (Support on lecturers’ behalf).”

From what is said, it is evident that there are no subject advisors, who specialises in a certain academic subject.

After the argument **Dr Thabethe** from Cebisa College could not contain himself and uttered that:

“There are no formalised structures like subject committees, (EAP) Employee assistance programme is lacking.”

Dr Thabethe, a council member, uttered these words, ‘*there are no formalised structures like subject committees*’ and this indicates that the subject committees are not there, which makes it difficult to have proper programs.

As a council member one can deduce that a formalised structure of subject committees are in dire need. It is also evident that this has to be taken care of by all stakeholders.

Mr Mthembu from Singamunye College said:

“Central office and DHET national office are aloof from campuses where the real teaching and learning is taking place” the ones who are doing spade work feel neglected and end up not doing the work properly because they know no one is keeping an eye on them.”

Mr Mthembu is concerned about the aloofness of the central office and DHET national offices to the campuses, as one might say that they need to get closer to the people, who are in close contact with the challenges, so that they may know how to take care of the challenges that are at hand.

Ms Nkabinde from Singamunye College said:

“Setting of colleges they are far apart of each other which makes it difficult for lecturers to come together and do networking.”

In terms of the college demarcation, they are far apart from each other, which makes it difficult to come together and do networking so that lecturers can come together and share ideas and strategies that might assist to uplift the college standards. It is evident that the team is really needed to make these colleges work.

On the importance of team support, some basic questions remain regarding this construct and its operation in today’s organizations (Sheffer Hilel, Drach-Zahavy & Endevelt, 2023).

CER emphasises that for a team to be effective, support and team building are crucial elements for successful management of curriculum delivery (Ali, Chuanmin, Ahmed, Mahmood, Khayyam & Tikhomirova, 2021) (See 2.5). That is why there is a need to develop a capacity-building strategy for the management of curriculum delivery in selected TVET colleges.

5.2.2 Lecturer-student ratio and qualified lecturers

Maintaining an appropriate lecturer-student ratio and ensuring qualified lecturers are crucial for effective curriculum delivery, there is a need to recruit qualified lecturers by developing a robust recruitment process to attract highly qualified lecturers (Hanafi & Abuzar, 2021).

The session we had, was very heated, since everyone wanted to vent on this issue.

Mr Ngcobo from Ndumeni College said:

“Abantu abaningi they are from basic education akaze bafundiswe ngokufundisa eTVET college.”

From the words, “*akaze bafundiswe*” it is evident that TVET college lecturers have never been trained to educate in TVET colleges, as they find themselves in colleges without getting proper training before.

Mr Khumalo from Singamunye College said:

“TVET expect lecturers to do both theory and practicals in the workshop whether trained or not.”

This indicates the shortage of qualified lecturers and the influx of students to our colleges. What Mr Bagwandas uttered indicates the shortage of qualified lecturers when he said,

“Lecturers are doing 70% of theory and 30% practicals which not supposed to be like that.”

Advocate Phakathi from the Council said:

“Resources are limiting as the workshop accommodate 15 students instead of having double session because there are 30 students in a lecture hall lectures are doing double sessions.”

The workshop has limited resources as it accommodates only 15 students, while in the lecturer room there are 30 students.

Mr Khumalo from Singamunye College emphasised that:

“The department ends up paying two people for one job because the same lecturer is supposed to deliver both theory and practicals.”

This also indicates the shortage of qualified lecturers.

Ms Cele from Singamunye College said:

“Entry requirement for students to enter TVET college is open it requires students who passed Grade 9, whether is condoned or passed and is not quality assured by Umalusi or QCTO.”

Mr Singh from Endumeni College concur with **Ms Cele** and said,

“Policy directive are not correcting the entry requirements of TVET students like they do in Universities, which pose a challenge when it comes to results (retention and throughput rate).”

Mr Hadebe from Singamunye College said:

“Bridging courses are nowhere to be found.”

The PLP programme is only for students who did Mathematics literacy instead of pure Mathematics, only if they want to enrol in NATED engineering programmes.

Mrs Mbaso from Endumeni College said:

“High rate of dropout in colleges due to the fact that they fail to adapt to the TVET environment taking into cognisance that they are from secondary TVET colleges some failed some were condoned several times.”

The high level of drop out is a concern, and one reason is because of monetary issues. It is evident from what has been discussed that the college community suffers because of college dropout rate.

According to Jacob and Garba (2021), because of the lecture-student ratio and the level of qualifications, lecturers have low productivities, poor quality of teaching, overcrowdings, and poor quality of education as the effects of a shortage of academic staff in the Nigerian public higher institutions. Ali (2013) concurs with Jacob and Garba on the shortage of qualified lectures in TVET colleges.

According to Mncube et al. (2023), CER seems to be one of the most potent means of creating conditions under which distorted consciousness can be subverted and a positive academic identity cultivated (See 2.5). That is why it is imperative to develop a capacity-building strategy for the management of curriculum delivery in selected TVET colleges.

5.2.3 Alignment of curriculum delivery and assessment

Alignment of curriculum delivery and assessment in a TVET college is crucial for ensuring an effective and meaningful learning experience for students. By aligning these two components, we can create a cohesive and comprehensive educational approach that supports students' development of relevant knowledge and skills (Uleanya, 2020).

During our discussion these issues came out from the co-researchers, pointing out that:

Ms Nkabinde from Singamunye said:

“Change is an issue.”

From the word “change”, we can deduce that people are stubborn to change, protecting themselves so as to be comfortable with the status quo.

Dr Thabethe from Cebisa College uttered these words:

“The responsiveness of the curriculum is questionable by both industry and society.”

This indicates that curriculum needs to be evaluated so that it can align to the industrial and societal needs. Mr Mbatha from Cebisa College could not contain himself and said, “*ever evolving curriculum which is not aligned to the available infrastructure and human resources*”. Thus, there is a challenge of the available infrastructure and human resources to deliver the curriculum appropriately, while having the industrial and societal needs in mind.

This issue was very heated and **Mrs Zakwe** from Cebisa College said,

“Ever changing curriculum without parallel training of human resource”.

Everybody in our discussion was concerned as **Mr Khumalo** from Singamunye College said:

“Training should always be aligned with new developments in the industry so that we train student who are fit for the purpose”, in order to avoid retraining students when they arrive at the industry.”

Ms Dlamini from Endumeni College said:

“Advancing of technology is a disadvantage in terms of human resource and infrastructure.”

Mr Cele from Singamunye College said:

“Assessment is a challenge, yes assessment is set Nationally but control is not certificatory some papers leak before they are written which end up having mass copying, systems need to be more vigilant so that it must not end up discrediting the entire system.”

Assessment is a challenge and the way it is controlled is questionable and there is a discrepancy, which makes it unreliable. It is evident from discussions above that the ever changing curriculum in college communities is a challenge even to the assessment and the entire system.

Literature explores the relationship between students' placement experiences and accompanying assessments in contexts where activities are tightly coupled with the curriculum, and in those where it is not (Ajjawi, Tai, Huu Nghia, Boud, Johnson & Patrick, 2020). There is a lack of shared understanding of what curriculum means, especially in higher education (Fraser & Bosanquet, 2006). We adopt the 'curricula as documents' interpretation, which incorporates documentation pertaining to objectives, teaching, and assessment (Edwards & Evans, 2020).

Olivier (2021:16) contends that CER is used to understand the issues related to curriculum and assessment. A capacity-building strategy for the management of curriculum delivery in selected TVET colleges is required to capacitate lecturers to align curriculum delivery and assessment in TVET colleges.

5.2.4 Stakeholders' involvement

Stakeholders' reluctance to involvement hinders the outcome of the project, as by involving stakeholders can ensure that their perspectives are considered, their concerns are addressed and their expertise is utilized (Mitincu, Niță, Hossu, Iojă & Nita, 2023). This ultimately leads to more successful and sustainable outcomes as the team discusses this issue as they all talk amongst themselves.

Advocate Phakathi from Singamunye College said:

“There is reluctance on the of industry partners to participate in college curriculum activities.”

When the Advocate indicated that there is reluctance on industries to participate in college curriculum activities, it indicates that stakeholders need to be communicated with, to get their cooperation.

Mr Mthembu from Singamunye College said:

“NSFAS delays in payments lead to students banking classes and as a college we experience a high number of absentees due to funding.”

The fact that students do not get their funding on time, poses a challenge, because a number of students do not attend classes, which delays teaching and learning. While on the issue of funding, **Mr Hadebe** from Singamunye College said,

“Catching up on the work done while they were absent it delays progress and put more strain on lecturers to device more strategies to deliver curriculum.”

This is why NSFAS delays invoke a lot of challenges even on the lecturers' side where they are supposed to catch up for the benefit of those who were absent in class. This indicates that Mr Mthembu and Mr Hadebe are from a community that is deprived, which make them understand their students' situation.

Mr Singh from Endumeni College was concerned and said:

“There are doubt the society have towards TVET college/product because of high unemployment rate of TVET graduates (Curriculum relevancy).”

As the colleges serve the community, the community tend to doubt the results, as there is high rate of unemployment experienced by TVET college graduates.

Mrs Zakwe from Cebisa College said:

“Limited funding from SETA (Sector Education and Training Authorities) students end up not being trained on relevant career path, because of limited funding on their career choice.”

SETA has to provide funding for the relevant careers.

Dr Thabethe from Cebisa College said:

“Most of the students are coming from poor families, hence the support from home is not available, which makes them to be vulnerable.”

It is a concern that everyone in a team of co-researchers have communities that are deprived, who cannot support their children in colleges. From what has been discussed it is evident that students are the one who suffers because of the background they are from as they are from poor families which cannot afford to pay for their fees.

A community of co-researchers is needed to develop guidance to support researchers in their future collaboration (Abrams, Park, Wong, Rastogi, Boylan, Tierney, Petrova, Dawson & Roberts, 2021).

CER would stimulate and encourage stakeholders to become more critical, imaginative, innovative, argumentative, visionary and reflective as different stakeholders (Esau, 2013:2) (See 2.6.1).

It is important to involve stakeholders as to analyse stakeholders' interest and develop stakeholders' engagement plan for effective communication and to be able to recognise and appreciate their contributions. Hence, there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.3 STRATEGIES TO DEVELOP A CAPACITY-BUILDING FOR MANAGEMENT OF CURRICULUM DELIVERY

5.3.1 Teamwork

Teamwork is an effective strategy for development of capacity-building, as it encourages professional development in the workplace. Teamwork is used to enhance skills and knowledge of all employees (Ali et al., 2021). By working together on projects

or tasks, team members can learn from one another, share expertise, and develop new skills, which can lead to individual growth and improve the performance in curriculum delivery in TVET colleges. During our discussion, the whole team was in dire need of a coordinated and a formidable team that will work tirelessly. Even team members uttered words that indicated the need of a team.

Mrs Mabaso from Endumeni College said:

“Teamwork is encouraged in our campus.”

From what Mrs Mabaso said, it indicated that a team that will work collaboratively needs to be formulated soon, and all members agreed to be the first in the formulation of the team, because they have seen how we were working and indicated that we have to start as a team of co-researchers. The team members agreed that the place where we will usually meet when having college meetings, is at Endumeni College, because is at the centre of all colleges. Our team will have a positive effect on the changes that we might implement, since it has all the stakeholders’ representatives.

It is also evident that team is working when **Mr Bagwandas** from Endumeni College said:

“Lecturers teaching the same programme are networking to form subject committee where they share latest developments and strategies to improve quality and pass percentage.”

A coordinated team that network easily, is formed, because they are now able to share their expertise and new developments. It is evident from what has been discussed that a coordinated team is of vital importance in the new developments and new strategies to work effectively.

According to Hari, Ullanat, Balasubramanian, Gopalan and Jolly (2022), decisions are often orchestrated through the emergent dynamics of complex regulatory networks operating at multiple levels. Managerial skills and common barriers are the two main obstacles to the collaboration between Malaysian TVET institutions and industries (Mohamad, Affandi, Sohimi, Kamal, Herrera, Zulkifli & Abas, 2023).

CER emancipates the oppressed and supports social change as determined by the study of social structures, oppression, and freedom, as well as control and power (Lefete, 2018) (See 2.4).

Effective teamwork involves individuals with different skills, knowledge and expertise coming together to achieve a common goal that enforces innovation and creativity. Teamwork is a powerful strategy for development, allowing individuals to grow personally and professionally, learn from each other, and achieve collective success for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.3.2 Participatory decision-making

Participation in decision-making is of vital importance for development that involves individuals or stakeholders in the decision-making process (Abas, Arifin, Ali & Khairil, 2023). Participation in decision-making empowers individuals by giving them a voice and the opportunity to contribute to decisions that affect the entire college. This can lead to an increase in confidence, motivation, and a sense of ownership over the outcomes, which drives personal and professional development (Correia, Feio, Marques & Teixeira, 2023).

Advocate Phakathi from Singamunye College said:

“Academic Board (governing structure/ Council subcommittee for academic matters) accommodates all stakeholders.”

Including lecturing and support staff, governors and industry representatives, come together and take decisions in terms of curriculum and PQM (Programme Qualification Mix) for effective participatory decision-making in which all stakeholders has to be involved. From what has been discussed one can deduce that the academic board is there to assist and accommodate all stakeholders in colleges.

Participatory decision-making has the potential to increase the transparency, accountability, equity and efficiency with which public administration serves the least privileged in society (Bell & Reed, 2022). Cornwall (2008) contends that participatory decision-making processes can better empower marginalized groups, to create spaces for both voice and influence and to help provide the necessary support.

According to Barbieri et al. (2023) CER is the best theoretical framework when it comes to fighting for educational reform in the governance of educational institutions and for promoting social justice and empowerment for the marginalised (See 2.4).

Participation promotes empowerment, ownership, diversity, problem-solving, stakeholders' satisfaction and learning. By involving individuals in decision-making can harness the collective wisdom and capabilities of members, leading to more inclusive, effective, and sustainable development outcomes. That is why there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.3.3 Blended learning

Blended learning or hybrid learning combines traditional face-to-face instruction with online or digital learning methods (Hrastinski, 2019). It involves integrating technology and digital resources into the learning process to enhance and supplement lecture room instruction. Blended learning has several benefits and can be an effective strategy for education and development. As it provides flexibility in terms of time and location, students can access online resources and complete assignments at their own pace and convenience (Anthony, Kamaludin, Romli, Raffei, Phon, Abdullah & Ming, 2022).

During our meeting we had discussions on the issue of blended learning, where one of the team members, **Ms Nkala** from Cebisa said:

“We do have computers the only thing that is a challenge is we do not have gadgets and data that connects remote students into the class.”

Since Ms Nkala is from a far-away TVET college, which is in one of the villages surrounded by rural areas, they find it difficult to use blended learning where students do not have gadgets and data.

Mr Hadebe from Singamunye said:

“Zero rated data for all educational activities for students and lecturers is encouraged with all the MNOs (Mobile Networks Organisation).”

It is evident that these members are from a community where they are in need of zero-rated data for educational activities.

Mr Bagwandas from Endumeni College said:

“LMS (Learner Management Systems) be available in all colleges so that no student is left behind.”

Since this team was able to have some collaborative ideas, one can say that no student will be left without being educated. It is evident that no learner would be left behind without technology that would enhance his or her education.

Blended Learning (BL) has increasingly been utilized in higher education institutions, as it has the advantages of both traditional and online teaching approaches (Poon, 2014). Findings from prior studies by (Bokolo, Kamaludin, Romli, Raffei, Phon, Abdullah, Ming, Shukor, Nordin and Baba (2020); and Anthony, Kamaludin, Romli, Raffei, Nincarean, Phon, Abdullah, Ming, Nordin and Baba (2019) indicated that the BL approach enhances students' learning engagement and experience, as it creates a significant influence on students' awareness of the teaching mode and learning background. BL moves the emphasis from teaching to learning, thus enabling students to become more involved in the learning process and more enthused and, consequently, improves their perseverance and commitment (Anthony Jr et al., 2022). The conclusion is that BL is likely to be developed as the leading teaching approach for the future, as one of the top ten educational trends to occur in the twenty first century.

CER's duties are to transform the structure and society to adopt, as well as practise democracy and social justice, which is in line with transforming TVET colleges to be the centre of intensive learning (Lu, 2022) (See 2.4).

Blended learning provides flexibility and accessibility, personalisation, engagement and motivation, collaboration and communication, assessment and feedback, and cost effectiveness (Alamri, Watson & Watson, 2021). Blended learning can enhance the learning experience, improve learning outcomes, and promote lifelong learning, thus that is why there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.3.4 Collaborative involvement

Collaborative involvement is essential in implementing and sustaining successful development in curriculum delivery, and collaborative planning ensures that the needs and perspectives of all stakeholders are considered (Qureshi, Khaskheli, Qureshi, Raza & Yousufi, 2023). This involves gathering inputs from all stakeholders, as well as the resources needed. By engaging in a collaborative involvement, it provides

opportunities for professional development, stakeholders can be involved in identifying training needs, designing professional development programs, and provide ongoing support and resources (Kong & Lai, 2023).

While we were having our discussions, team members indicated their concern.

Mr Singh from Endumeni College said:

“Industries should be more involved in the curriculum development, through Academic Board and its subcommittees on curriculum delivery, so that relevant activities and relevant equipment is procured/ used.”

This indicated that industries tend to be reluctant to be involved in curriculum development, which results in industries not knowing what is taught in colleges and that is why when they hire a TVET college graduate from TVET colleges, they have to retrain them to fit in the industry.

Mr Mbatha from Cebisa College said:

“SETAs are the ones with critical information like sector / skills shortages as well as their skills improvement plans.”

SETAs should inform the colleges of the shortages of skills they want, so that the supply will equate the demand.

Ms Nkabinde from Singamunye College said:

“SETAs and TVET colleges should come together to create a demand and supply synergy on required skills.”

This indicated that Ms Nkabinde is now well vested in collaboration, since she is part of this team and voiced out that it will create a demand and supply synergy on skills required.

TVET refers to the combination of “education, training and skills development, relating to a wide range of occupational fields – production, services and livelihoods” (UNESCO, 2016). As part of lifelong learning, TVET can take place at the secondary, post-secondary and tertiary levels, and may also include work-based learning, training and professional development, leading to qualifications (UNESCO, 2015). At the post-secondary level, TVET includes post-compulsory vocational education and training, aiming at developing occupational or work-related knowledge and skills (Naziz, 2019).

CER is used to enable college communities together with the stakeholders to transform, emancipate and promote social justice and equality within and beyond different stakeholders (Nehez, 2022) (See 2.4).

Collaborative involvement promotes ownership, engagement, and a shared commitment in ensuring management of curriculum development as it is imperative for the capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.4 CONDUCTIVE CONDITIONS FOR A CAPACITY-BUILDING STRATEGY IN MANAGING CURRICULUM DELIVERY

5.4.1 Teaching and learning resources

To make the teaching-learning process effectual, many resources are available. These resources are also known as teaching aids. According to Ng, Lee, Tan, Hu, Downie and Chu (2023), they can categorise these resources in different way, such as traditional teaching-learning resources and modern teaching-learning resources or audio teaching-learning resources/ aids, visual teaching-learning resources aids and audio-visual teaching-learning resources/aids. The brief classification of these resources is as follows:

- a) Audio teaching-learning resources: Those resources, which involve the sense of hearing are known as audio teaching-learning resources, such as radio, tape recorder, audio CD, gramophone, etc.
- b) Visual teaching-learning resources: Those resources, which involve the sense of vision are known as visual teaching-learning resources, such as charts, pictures, models, real objects, flash-cards, maps, chalkboard, flannel board, bulletin board, overhead projector, slides, etc.
- c) Audio-visual teaching-learning resources: Those resources, which involve the sense of vision with a sense of hearing are known as audio-visual resources, such as television, filmstrips, film projector, and audio-video CD (Fathurohman, Oklilas, Marlina, Kurdiati, Susiloningsih, Azhar & Samsuryadi, 2023).

During our discussion, this issue of teaching and learning resources came out.

Mr Hadebe from Singamunye College said:

“Textbooks arrive on time and each and every learner has his/ her books for both students and lecturers, lecturers are one who identify the user-friendly material.”

This indicated that textbooks arrive on time and no learner is left without a textbook. This means that teaching and learning are not delayed by textbooks' absence.

Ms Nkala from Cebisa College said:

“Some of these resources are having outdated information are not keeping with the latest development in the industry e.g., Financial management programme does not have the auditing part but added as an annexure.”

Some textbooks are not in compliance with the recent information when you consider that Ms Nkala indicated that the information on financial management does not have the auditing section, which means that these kinds of information should be known by the textbook writers.

Mr Ngobese from Endumeni College said:

“Continuous development of lecturers is still inadequate not in keeping with rapid industry development.”

Lecturers need to be developed continuously and this should be done, since they have to be lifelong students and keep up with the constant changing syllabus.

TVET colleges, like any other educational institutions, are expected to provide quality education. This requires that TVET colleges must have appropriate training equipment and tools, adequate training material supply, practice and other requirements, such as textbooks, training manuals and qualified instructors with enterprise experience (Ayonmike, Okwelle & Okeke, 2015). Therefore, it can be argued that quality education cannot be realised without adequate provision and effective utilisation of educational resources. Hence, quality education in TVET colleges or similar institutions is dependent on physical facilities or resources and material resources, which are predictors for the academic achievement of students.

The CER objective is used in the study as it confronts social injustices in society, inequality and domination with the objective of emancipating, empowering, discursive praxis and politically transforming society (See 2.5).

That is why there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.4.2 Career development

Career development in TVET colleges offers a wide range practical skills and specialized training that can lead to fulfilling careers, and career development is an ongoing process.

Learning from the experience of higher education students in the labour market has been shown to bring various benefits to both students and higher education institutions. Firstly, having information related to students' employment, enables higher institutions to strengthen their capacity in supplying skilled workers to satisfy labour market needs. This allows higher institutions to understand the shortages in relevant skills they need to include in their training objectives (Chhinzer & Russo, 2017; Wheelahan & Moodie, 2016). The evaluation of students' employability also helps to reduce the skills gap between higher institutions and labour market needs, reducing overqualified or underqualified scenarios (Montt, 2017).

In our focus group discussion, most people commented on career development, since it is a concern for everyone.

Mrs Zakwe from Cebisa College uttered these words:

“Due to the evolving nature of the curriculum lecturers should be lifelong students.”

Provided that students have lecturers who are lifelong students as well, they will assimilate what they see from their lecturers, and the curriculum is always changing that on its own also requires people who will keep on learning, since there will be so many changes each and every time that the curriculum has to be developed by the lectures themselves.

Ms Shabangu from Cebisa College said:

“SETAS provide funding for career development for lecturers in their respective sectors.”

As SETAs as they provide funding for career development for lecturers, this means that the SETAs know where there is a lack in career development in which they can be able to fund those appropriate skills required by the industries.

Mr Singh from Endumeni College said:

“Industry recommends through academic board subcommittees on areas to be considered for career development for lecturers.”

This emphasis is still on career development as an outcry for stakeholders in colleges.

Mr Ngcobo from Endumeni College said:

“Universities are also developing various programmes for TVET lecturers for their ongoing development.”

As a result, universities aim to uplift career development through programmes for development.

Career development is a continuous process of acquiring new skills, knowledge and experiences that contribute to both personal and professional growth. According to Mosehla, senior management must accept full responsibility in implementing professional development courses to improve standard teaching and learning and must arrange and implement professional development courses to empower their lecturing staff. Lecturers need to be empowered on how best they can improve their teaching skills using the latest technology (Mosehla, 2023).

CER is used because it possesses the potential to empower the disadvantaged, powerless, voiceless and oppressed stakeholders, in terms of being able to take an active agent role in social change (Humphries et al., 2020) (See 2.5).

That is why it is imperative to design a capacity-building strategy for managing the delivery for managing curriculum delivery in selected TVET colleges.

5.4.3 Technology

This study explored the use of digital teaching and learning. Lecturers would learn more with the information on blended learning strategies. According to Zwezwe (2022), the TVET college management would devise professional development for technology integration in teaching and learning that focuses more on teaching strategies. The focus is on technological resources, skills, and curriculum needs for TVET colleges in South Africa and in establishing perceptions of TVET college lecturers towards digital learning, but this study focused more on teaching and learning, using blended learning strategies (Zwezwe, 2022).

In our focus group discussion, a lot has been said by co-researchers, which is more on technology.

Ms Nkabinde from Singamunye College said:

“Blended learning requires students to have smart phone or laptops so that they can connect with the class even if they are at home but due to their poor backgrounds not all of them have smart phones or laptops.”

It is evident that most of the college students are required to have gadgets so that they can be able to connect with each other and even with lecturers, even if they are not present in lecturer halls.

Ms Nkala from Cebisa College said:

“Internet connectivity is an issue in some parts of rural areas.”

From this extract one can say that living in rural areas is a challenge when students who are in rural areas face challenges of connectivity.

Mrs Mabaso from Endumeni College said:

“Load shedding is also disruptive to learning.”

Mrs Mabaso experienced disruption due to load shedding that they faced in our country, which disrupts a person when you are busy with a lesson and it becomes dark, more especially if you are using a laptop in class.

Mr Bagwandas from Endumeni College said:

“Technological advancement can limit them in participating in teaching and learning.”

Because of the technological advancement that Mr Bagwandas mentioned limits them, namely that they have barriers, which hinders teaching and learning, it is evident that in colleges that stakeholders have to assist with technology so that they should never be limited by it.

Ms Nkabinde from Singamunye College said:

“College is providing lecturers with the tools of trade including laptops, data and training.”

Lecturers should have these gadgets, like laptops so that it will be easier for them to deliver teaching and learning through blended learning. It should be a norm that lecturers be provided with the laptops as their teaching resources.

ICT will continue to reduce spatial exclusion, enabling seamless participation by the majority in the global ICT system, not simply as users, but as content developers and application innovators of the CT National Integrated Policy White Paper (RSA, 2016).

CER concerns itself with registering the progressive emancipation of individuals and the society from oppressive forces, such as dominant discourses and ideologies, as well as structural economic forces (Dryzek, 2000:21) (See 2.5).

A capacity-building strategy is of vital importance for managing the delivery of curriculum in selected TVET colleges.

5.4.4 Active stakeholder engagement

Active stakeholders' engagement is involved in applying the Integrated Development Planning (IDP) process for improved community participation in colleges. College communities have the opportunity to engage in identifying their most desired needs. The IDP process requires all stakeholders, who live and do business within a college jurisdiction to partake in the design of a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges (Mamokhere & Meyer, 2022).

During the discussion we had with co-researchers in one of our meetings, they were able to acknowledge that active stakeholders' involvement is important in curriculum delivery.

Dr Thabethe from Cebisa College said:

“Industry is taking its role by participating in academic board and recommending required changes and development in colleges.”

Thus industries are participating fully in board meetings and make recommendations on change and the development of colleges.

Advocate Phakathi from Singamunye College said:

“SMME (Small Medium and Micro Enterprise) are also interested in the development of entrepreneurship curriculum.”

The above signals that a lot of stakeholders are interested in the college development.

Mr Mthembu from Singamunye College said:

“Students are not always looking for employment after training but start their own businesses on areas where they received training, where they employ other people.”

Stakeholders as the one who support the effective running of colleges need to discuss the issue of graduated students not looking for employment and encourage them on starting businesses so that they employ others.

The involvement of stakeholders in decision-making processes about meaningful decisions that will affect their college communities, are vital (Marzouki, Mellouli & Daniel, 2022).

College committees played a supportive role with restricted powers and functions in terms of different stakeholders (D'Eatough, 2020), and some of the stakeholders inherited the practice, which CER challenges with the aim of transforming the legacy (See 2.5).

Hence, there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.5 THREAT FOR THE DEVELOPMENT OF A CAPACITY-BUILDING STRATEGY FOR MANAGEMENT OF CURRICULUM DELIVERY

5.5.1 Resistance to change

Resistance to change poses a threat to a capacity-building strategy for management of curriculum delivery, because when a group or individuals resist change, it can impede progress and hinder the successful implementation of new strategies and that is why there must be active communication about the need to change, provide support and training to the reluctant staff, as well as foster a positive culture (Agostinis & Nolte, 2023).

Mrs Zakwe from Cebisa College said:

“The aging workforce feel threatened by change.”

From the conversation one can note that the aged work force is reluctant to change, because they feel it will threaten their positions in their field of work. It is evident that the co-researcher is working with a lot of aged workforce.

Ms Dlamini from Singamunye College once more said:

“They fear to study again and be subjected exams and assessment which may lead them to fail having fear of retrenchment and that is why they resist change they protect their status quo.”

From what Ms Dlamini said, it is evident that the elder colleagues fear to be retrenched and that is why they resist change. They fear to develop themselves, which means that as Ms Dlamini is working with the elder colleagues, she has first-hand information on the matter.

Mrs Mabaso from Endumeni College said:

“They postpone the change having hope that change will fade away.”

From what Mrs Mabaso said, the older colleagues fear change and hope it will go away.

In this modern era, everything will change, because change is everywhere, including in an organization. Changes are made so that the organization remains dynamic, while at the same time to improve organizational progress and employee’s performance, adapt to the environment, and change behaviour patterns in the workplace (Leana & Barry, 2000). This confirms that organizations that make changes are organizations that want to survive (Dwivedi, Balakrishnan, Das & Dutot, 2023).

Kurt Lewin, at the beginning of his thinking, was focused on handling aspects of employee behaviour so that organizational change could work effectively (Lewin, 1945). After that, the first research that was inspired by the concept of resistance to change, entitled "Overcoming Resistance to Change", appeared in a study conducted by Coch and French (1948) in Virginia (Cerfolio, 2023) (See 2.3).

That is the reason why a capacity-building strategy is of vital importance for managing curriculum delivery in selected TVET colleges.

5.5.2 Monitoring

Monitoring differs from evaluation, because it is carried out by internal rather than external staff, it is ongoing rather than periodic, and it focuses more on activities and outputs than on outcomes and impacts. In addition, monitoring usually relies on a system, rather than being a once-off exercise, carried out at a specific point in time

(Karimi-Maleh, Darabi, Karimi, Karaman, Shahidi, Zare, Baghayeri, Rostamnia, Rouhi & Rajendran, 2023). The mentioned authors further contend that the process or performance monitoring focuses on the activities carried out as part of a development intervention. Monitoring is designed to assess whether and/or how well those activities are being implemented. Monitoring also covers the use of resources (Alizadehsalehi & Yitmen, 2023). They further argue that process monitoring is designed to provide the information can be needed to continually plan and review work, assess the success or otherwise of the implementation of projects and programmes, identify and deal with problems and challenges, and take advantage of opportunities as they arise. Results or impact monitoring aims to assess the changes brought about by a project or programme on a continuous basis (Dong, 2023). Often this means assessing changes in a target population like individuals, communities, supported organisations, as well as targeted decision-makers. Impact monitoring can be used to assess progress towards goals and objectives, as well as unintended change. Despite the name, impact monitoring is more often associated with changes at outcomes, rather than at impact level.

Mr Mazibuko from Cebisa College said:

“Limited workforce of the department to monitor all 50 TVET colleges in the country and more than 250 campuses lack monitoring.”

From what Ms Mazibuko said, it is evident that the workforce is limited, which makes it difficult to monitor more than 50 TVET colleges in South Africa. Thus, more trained workforces are required to assist with the monitoring of the 250 campuses. There is a lot of work to be done with regards to monitoring.

CER involves the disadvantaged, powerless, marginalized and oppressed in developing their capacity to act successfully within the existing systems and structures of power to critically analyse, resist and challenge structures of power as the monitoring is a challenge. That is why CER critically analyses the way the structure monitors the colleges (Scoggins et al., 2022) (See 2.2).

That is why this study aimed at a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.5.3 Workforce

The workforce can indeed pose a challenge to the capacity-building strategy for the management of curriculum delivery. One potential threat is the lack of qualified personnel, as it is vital to have skills and knowledgeable individuals in key areas (Lim, 2023). Furthermore, if there is a shortage of qualified staff, it can hinder the implementation of the strategy. It is important to prioritize professional development programs and training opportunities to equip existing staff with necessary skills and knowledge (Goldman & Barnett, 2023).

In the discussions we were having, Mr Mbatha elaborated on the issue of workforce.

Mr Mbatha from Cebisa College said:

“Limited workforce and resources.”

From the words, “*workforce is limited*” it indicated that the workforce is not adequate enough, which hinders the implementation of the strategy. When Mbatha uttered these words, one could deduce that the workforce and resources are not enough and Mbatha is from a college with few lecturers that are qualified and willing to be developed, because there is a lot of work to be done in TVET colleges.

The Workforce Revolution, is a critical movement that aims to reimagine work, workers, and work places for the future to harness these transformations effectively (Stewart, 2023). Berkowitz, Finn, Parikh, Kuriyan and Patel (2023) concur that organizations adapt to new realities, innovative leadership and human resource management strategies to become indispensable so as to ensure long-term success and sustainability.

CER also assists to improve the marginalized and oppressed capacities to develop skills, improve their problem-solving attitudes, increase their chances of self-determination, and to gain more influence on decision-making processes (Arciprete et al., 2022). CER empowers the marginalized, powerless, oppressed and dominated to be brave enough to address and challenge power issues. It also empowers co-researchers, in this case lecturer governors and other different stakeholders, to become responsible active governors, who are fully involved in the day-to-day administration, management and governance of the colleges (See 2.2).

That is why it is imperative to design a capacity-building strategy for management of the curriculum delivery in selected TVET colleges.

5.6 BEST PRACTICES TO ENRICH MANAGEMENT OF CURRICULUM DELIVERY

5.6.1 Collaborative team

Team collaboration that aims for team improvement and the organizational improvement, broadens the view on processes of improvement and professionalization of the overall TVET colleges (Merki, 2008).

In the discussion that we were having, **Mr Ngcobo** from Endumeni College said:

“SETAs, several industries, NSF, DHET, NSFAS, QCTO and Academic Boards has to collaborate.”

A collaborated team always comes together to discuss matters of TVET colleges and beyond.

Mrs Zakwe from Cebisa College said:

“This team will make surer that COS are functioning properly.”

For effective functionality of the team, they will ensure that other stakeholders fully participate in the development.

TVET college leaders have to make more targeted improvements to their collaborative practice when improving their colleges (Wullschleger, Vörös, Rechsteiner, Rickenbacher & Merki, 2023).

CER breaks through the norms that are firmly established in the institutions, such as team members and which have been created and constructed by people. However, CER aims at abolishing social injustice and it covers the distribution of power in equal situations, whilst emancipation focuses on social change, freedom and release, both in the process of the research and in the transformation of the society itself (Ramírez Elizondo et al., 2013:424) (See 2.6.2).

That is why there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.6.2 Networking and mentoring

Mentoring is seen as a relationship between a senior and a more junior person, such as a master and an apprentice relationship. The process in which an experienced, senior colleague helps a novice colleague, is called as a mentoring process. Daresh (2014) emphasizes that mentoring is a frequently used model providing personal and professional development in such sectors as education, industry, art and business. Mentoring, as a learning partnership, is one of the most effective ways to transfer skills and offer people the opportunity to learn needed skills that allow them to function at a more senior level (Yirci, Karakose, Kocabas, Tülübaş & Papadakis, 2023) and furthermore networking can be perceived as a process that fosters the exchange of information and ideas among individuals or groups that share a common interest.

Mr Bagwandas from Endumeni College said:

“Zoom, Microsoft Teams, Blackboard be utilized.”

It is evident that a successful team will use their laptops to have meetings and mentor one another and do networking with other colleagues and share good practices.

Advocate Phakathi from Singamunye College said:

“Use experts that are nearby to monitor progress.”

Experts that are qualified to monitor progress in TVET colleges are required. The advocate saw a need of qualified experts and Ms Shabangu concurs with what Advocate Phakathi said. **Ms Shabangu** from Cebisa College said:

“Establishment of subject committees/ community of practice to monitor lecturers and share good practices.”

The good practice that these colleagues practise has to be monitored and shared with other colleagues.

Staff networks provide avenues through which lecturers can have sustained conversations about their effective lecturing practices. When college principals do not provide such avenues, effective lecturing in TVET colleges may be an illusion (Altinisik, Aydin, Perdahci & Pasin, 2023).

CER recognizes the social reality of the affected with the aim of provoking a systematic change that would lead to transforming the practice and structures through the empowerment and the transforming process, creating collaborative relationships

(Ramírez Elizondo et al., 2013:425). It confronts the social practice through the techniques and strategies of change (See 2.6.2).

That is why there is a need for a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

5.6.3 Technology-based learning

Technology-based learning is indeed one of the best practices for enriching the management of curriculum delivery in education. It consists of numerous benefits that can greatly enhance the learning experience for both students and lecturers. Technology-based learning allows for a more interactive and engaging learning environment, with the use of multimedia tools where students can actively participate in their own learning process. Technology-based learning provides a wide range of resources and material that are easily accessible to students and lecturers. In our discussion, Mr Mthembu uttered these words.

Mr Mthembu from Singamunye College said:

“NSFAS provide students with laptops and data for them to access teaching and learning as a part of blended strategy.”

From what Mr Mthembu uttered, it is evident that students are in need of laptops and data for easy teaching and learning; it is noted that even the government is willing to have a technological advanced country, as is mentioned in the ICT National Integrated Policy White Paper (RSA, 2016).

Technology-based learning is where lecturers can utilize various online platforms and learning management systems to organise and deliver curriculum materials effectively. Technology-based learning promotes collaboration and communication among students and lecturers, it also provides valuable data and analytics that can assist lecturers in monitoring students' progress, identifying areas of improvement, and making data-driven decisions.

CER advocates to develop equal, participative, representative and active college management. The researcher had to understand and link their knowledge and power (Mokwebo, 2021). Knowledge was conceived as a tool that could be used by the

researcher and co-researchers to emancipate Senior Management Team (SMTs) from bondage, domination, suppression and oppression (See 2.6.1).

That is why it is imperative to design a capacity-building strategy for management of curriculum delivery in selected TVET colleges.

5.6.4 Stakeholders' development programme

By involving stakeholders, such as community members, organisations, and government agencies in capacity-building efforts, we can ensure a more comprehensive and sustainable approach to development (Mitincu et al., 2023). It is also imperative to identify key stakeholders, assess stakeholders' needs, design tailoring a capacity-building program, fostering partnerships and collaboration, provide ongoing support and resources, and evaluate and monitor progress (Gogiashvili, Doghonadze & Krajka, 2023). From the discussion that we had, Ms Nkabinde, Dr Thabethe and Ms Cele had this to say:

Ms Nkabinde from Singamunye College said:

“All Stakeholders should be developed so that they understand their different roles in the support of curriculum delivery from their respective constituencies.”

Stakeholders' development has to be understood to support curriculum delivery, which is fundamental for curriculum delivery. It is evident that when the stakeholders are well developed to support curriculum delivery, all the colleges can function effectively and deliver what they are supposed to deliver.

Dr Thabethe from Cebisa College said:

“COS (Centres of Specialisation) should be emphasised by all colleges (COS should be used as an example of stakeholders working together for common purpose.”

In colleges centres of specialisation should be emphasised by stakeholders, since those are the ones who sponsor students and lecturers.

Ms Cele from Singamunye College said:

“When students are hired they will not need to trained in whatever job they applied for.”

It is evident that when stakeholders collaborate and work towards the proper development of the curriculum delivery, there will be no need for students after

finishing their training to be retrained for the jobs in industries, because the industries will be part and parcel for discussions.

A robust stakeholders' development programme for curriculum delivery in TVET colleges, where we need to identify and involve relevant stakeholders, conduct needs assessment, foster collaboration and partnership, develop feedback mechanism, customise curriculum delivery, provide professional development opportunities, as well as monitor and evaluate the effectiveness of the curriculum delivery (Boersma, Berg, Rijbroek, Ardai, Azarhoosh, Forozesh, de Kort, van Scheepstal & Bos, 2022).

CER advocates the participation of lecturers and other stakeholders to improve in terms of democratic and collaborative participation underpinned by equity, representation of all stakeholder groups, participation in active responsible roles, rational discussion, tolerance, collective decision-making and transparency (McMahon & Milligan, 2023) (See 2.4).

It is important to develop a strategy to capacitate stakeholders in the development of curriculum delivery in TVET colleges.

5.7 CHAPTER SUMMARY

The findings on the capacity-building strategy for curriculum delivery in TVET colleges were discussed in this chapter along with the data presentation, analysis, and results' interpretation. The focus corresponded with the objectives of Chapter 1. There was a clear need for the capacity-building strategy for management of curriculum delivery in TVET colleges, according to several informational sources. With a view to capacitate lecturers, as well as stakeholders in TVET colleges, the difficulties faced by colleges and their solutions were thoroughly addressed. The factors that had to be present for the strategy to succeed, were thought through during these auspicious meetings, as well as the dangers that would cause it to fall short. Every action was considered in these focus group meetings.

To sum up, the method would be put into practice for a longer period of time than the study's duration.

CHAPTER 6 :

FINDINGS, RECOMMENDATIONS, SUGGESTIONS FOR FUTURE RESEARCH, LIMITATIONS OF THE STUDY AND CONCLUSIONS

6.1 INTRODUCTION

The aim of the study was to develop a capacity building strategy for managing curriculum delivery in selected TVET colleges. This chapter presents the background of the study, problem statement, findings, and recommendations of the study as informed by objectives which can be encapsulated as follows: need to develop a capacity building strategy for managing curriculum delivery in TVET colleges; strategies existing to develop capacity building for managing curriculum delivery in selected TVET colleges; conducive conditions that could enable a capacity-building strategy for managing of curriculum delivery in selected TVET colleges; plausible threats impeding implementation of the capacity building strategy for managing curriculum delivery in TVET colleges; and best practices for a capacity building strategy for managing curriculum delivery in selected TVET colleges. This chapter further presents the recommendations for further research as informed by findings and limitations of the study are also alluded to. Lastly, this chapter gives conclusion to the study by highlighting the focus of each chapter.

6.1.1 Problem statement – reiterated

The problem that informed this study, was a lack of defined roles for capacity developers regarding the management of curriculum delivery and the development of appropriate strategies in some TVET Colleges (Mashigo et al., 2021). One factor that might contribute to the high failure rate in TVET colleges, is the ineffective management of curriculum delivery in the post education and training system. Some colleges in the identified region struggle to place their students in industries for work integrated learning and employability, because of the non-responsive TVET curriculum.

6.1.2 Research questions– restated

This study sought to answer the following key research questions:

- Is there a need to develop a capacity-building strategy for managing curriculum delivery in selected TVET colleges?
- What are other strategies existing to develop capacity-building for managing curriculum delivery in selected TVET colleges?
- What conducive conditions could enable a capacity-building strategy for managing of curriculum delivery in selected TVET colleges?
- What are possible threats in developing a strategy for capacity-building for managing the delivery of curriculum in the selected TVET colleges?
- What are the best practices to enrich the curriculum managers on capacity-building in the managing of curriculum delivery in the selected TVET colleges?

6.1.3 Objectives of the study

- To identify the need to develop a capacity-building strategy for managing the delivery of the curriculum in selected TVET colleges.
- To explore strategies to support the management of curriculum delivery in selected TVET colleges.
- To investigate existing strategies to develop capacity-building for managing the delivery of the curriculum in selected TVET colleges.
- To identify plausible threats that could hinder strategies' success to capacity-building for the delivery of the curriculum in selected TVET colleges.
- To explore best practices for capacity-building for managing the delivery of the curriculum in selected TVET colleges.

6.1.4 The aim of the study – echoed

This study aims to develop a capacity building strategy for the managing curriculum delivery in Selected TVET colleges.

6.2 FINDINGS AND RECOMMENDATIONS

This section summarizes the data on the issues that affect educator governors' participation in decision-making at college governance meetings and offers suggestions for enhancing it.

Both the researcher and the co-researchers agreed that the stakeholders need to collaboratively operate in TVET colleges.

6.2.1 Findings on support and team building

It was discovered that there was no dedicated team to foster curriculum management or coordinate the activities to make it effective. The need for intervention was of vital importance for the strategy to work and it was evident that the management of curriculum delivery was not a collective responsibility, but was dealt with in a piecemeal fashion. Individual stakeholders were working in silos without the involvement of other stakeholders. However, as time passed, they adjusted to change and accepted and worked together as a dedicated team for the management of curriculum delivery. Lack of understanding contributed to a lack of teamwork.

6.2.1.1 *Recommended strategy: teamwork*

Instead of evaluating people based on their position when constituting a team, the only thing that helps is working together for the benefit of the management of curriculum delivery.

6.2.1.2 *Recommended conditions for management of curriculum delivery: teaching and learning resources*

Training and retraining is an essential key that should not be neglected in every aspect of academics, including personnel and facilitators. One of the major goals of lifelong learning, informed by physical resources, is to ensure that all stakeholders in the management of curriculum delivery are well-equipped to play their meaningful roles informed by the latest information required for their specific roles.

6.2.2 Findings on lecturer-student ratio and qualified lecturer

Maintaining an appropriate lecturer-student ratio and ensuring qualified lecturers are crucial for effective curriculum delivery, there is a need to recruit qualified lecturers by developing a robust recruitment process to attract highly qualified lecturers (Hanafi & Abuzar, 2021).

6.2.2.1 Recommended strategy: participatory decision-making

Different stakeholders in education require ongoing capacity-building in participatory decision-making to ensure that they can perform their duties and responsibilities effectively and efficiently.

6.2.2.2 Recommended conditions: career development

The study suggests that the need for innovative and thoughtfully designed training for career development has been seen as a priority, and we propose that, although not traditionally thought of as part of stakeholder engagement, training and capacity-building are an inherently important component of systematic evidence.

6.2.3 Findings on alignment of curriculum delivery and assessment

Alignment of curriculum delivery and assessment in a TVET college is crucial for ensuring an effective and meaningful learning experience for students. By aligning these two components, we can create a cohesive and comprehensive educational approach that supports students' development of relevant knowledge and skills (Uleanya, 2020).

6.2.3.1 Recommended strategy: blended learning

As education progresses in the digital era and in the Fourth Industrial Revolution, integration of an online component with face-to-face teaching and learning has become the norm in the educational environment and this integration has to be adopted in TVET colleges.

6.2.3.2 Recommended conditions: technology

The role of technology in curriculum delivery in education has revolutionized the learning process and incorporating technology into curriculum delivery offers a dynamic, as well as a collaborative learning experience to students.

6.2.4 Findings on stakeholders' involvement

Stakeholders' reluctance to involvement hinders the outcome of the project, as by involving stakeholders can ensure that their perspectives are considered, their concerns are addressed and their expertise is utilized (Mitincu, Niță, Hossu, Iojă & Nita, 2023). This ultimately leads to more successful and sustainable outcomes as the team discusses this issue as they all talk amongst themselves.

6.2.4.1 Recommended strategy: collaborative involvement

Collaborative involvement is defined in the literature as “an active and supportive participation as partners and allies of the lecturer in the primary aspects of formal and informal education of students”. All stakeholders were to collaboratively involve themselves in every decision taken in TVET colleges, regarding the managing of curriculum delivery.

6.2.4.2 Recommended conditions: active stakeholder engagement

Active stakeholders' engagement requires effective management of curriculum delivery with a strong leadership across the system, beginning at DHET national office and culminating in the lecture room (English, 2019). Curriculum leadership and management is an essential function of the entire DHET, and all leaders and managers at the national office and in the regions must play their role. There is a need for a dedicated team that would ensure curriculum delivery in TVET colleges is efficient.

6.2.4.3 A recommended strategy for the best collaborative team

a) Collaborative team

Based on the above view, colleges need to be governed, based on important democratic principles and practices informed by the basic principles of equity, participation and representation, with all stakeholders actively participating in deliberations that deal with matters pertaining to college management in an effective cooperative manner, and in accordance with the constitutional principles of cooperative management.

b) Networking and monitoring

Effective lecturers look for all possible opportunities to enhance the roles of different stakeholders to increase opportunities for learning. The classroom itself should also be considered as a valuable resource. The students and lecturers spend most of their time in college lecture halls, and they must nurture a conducive environment and atmosphere that is suitable for learning (Leicht et al., 2018).

c) Technology-based learning

Employees who want to continue to participate effectively in the 21st-century's technology-based, knowledge society in their careers, need to participate in continual voluntary learning and development to stay abreast of the new development (Jansen in de Wal et al., 2020). The necessity for lifelong learning and self-development in careers has been put forward the European Union in the Lisbon Agreement (Kaleja & Egetenmeyer, 2017).

d) Stakeholders' development program

Encouraging stakeholders' participation, and listening to them, as well as giving them greater power and responsibility, can foster cooperative management (Chen, 2018). The core values associated with democracy, such as tolerance, respect for others, participation, freedom of expression, the sharing and disseminating knowledge, and valuing equity and equality need to be nurtured and enhanced.

6.3 THREATS TO THE STRATEGY

6.3.1 Threats regarding the formulation of management of curriculum delivery: resistance to change

Change can only succeed with the active involvement and support of all different stakeholders and when they facilitate change, this can also be appropriate. According to Gous et al. (2014:538), leaders are important in managing the paradigm shift needed to transform colleges into becoming inclusive. There are still some individuals who resist change and discourage inclusive practices.

6.3.1.1 Threats: monitoring

Curriculum planners are expected to take into consideration the monitoring of its delivery. Thus, planning, designing, delivering and monitoring should be simultaneously catered for, as they are inextricably intertwined and inevitably affect each other. Briggs and Sommefeldt (2006) state that curriculum monitoring is a major task entrusted to the office of deputy principal academic services in TVET colleges.

6.3.1.2 Threats: workforce competence

The extent of skills, competency, and the ability of the human resources of an institution, influences its ability to achieve its specified goals and objectives to preserve its attained positions. Workforce competence and pro-activeness are proportional to the extent to which institutions would achieve their missions and to compete favourably with others. Tertiary education institutions need the sufficient quantity and quality of a skilled workforce to function effectively, and the physical equipment and facilities are only complementary resources.

6.3.1.3 Threats: financial resources

The threats that were anticipated by the co-researchers were monitoring, commitment, human and financial resources and students, who do not want to learn. According to Ansong et al. (2019), "there is a need for locally tailored efforts to remove the barriers

to equitable distribution of educational resources across gender and socioeconomic groups”.

6.4 RECOMMENDATION FOR FURTHER RESEARCH

The aim of the study was to develop a capacity building strategy for managing curriculum delivery in selected TVET colleges. The focus of the study was on selected TVET colleges, possibly a study focusing on the entire TVET colleges could give more insight on the success of the capacity building strategy for managing curriculum delivery in selected TVET colleges. Engagements with co-researchers revealed the need to investigate the effectiveness of curriculum delivery in TVET colleges offered by DHET. The other important aspects is to investigate the monitoring, support and evaluation procedures employed by DHET to assess capacity building in TVET colleges. In conclusion, this study used CER as an approach; however, it could be done using a different format, and the outcomes could differ.

6.5 LIMITATIONS OF THE STUDY

As stated in Chapter 3, the study was qualitative, employing most principles of PAR. Co-researchers were at times reluctant to participate, even though I clarified the aim of the study and the purpose of conducting the research. The members were not consistently present and complained about their weekend commitments, since the study was done mostly on Saturdays. The permission letter urged that teaching, learning and examinations should not be disturbed.

Some of the meetings were conducted through focus group discussions. Absenteeism of members in meetings also caused a delay. Though attempts were made to balance the population, for instance with gender, the study focused on only three selected TVET colleges so the findings cannot be generalised.

6.6 CHAPTER SUMMARY

The study aimed to develop a capacity-building strategy for managing curriculum delivery in selected TVET colleges. This demonstrates how CER, as a theoretical framework that couched the study, could help in achieving the objectives. PAR was a

means for collecting information. I was involved in a series of discussions with co-researchers, as they were the ones who experienced challenges as curriculum delivery managers. This study tried to find evidence, take action, reflect, carry out further inquiry and bring about change. There is now a dedicated team with a vision to develop a capacity-building strategy for managing curriculum delivery in selected TVET colleges.

CHAPTER 7 :

PRESENTATION AND DISCUSSION OF THE CAPACITY BUILDING STRATEGY FOR MANAGING CURRICULUM DELIVERY IN SELECTED TVET COLLEGES

7.1 INTRODUCTION

A capacity-building strategy for curriculum delivery is required, however, lecturers must first recognise teaching and learning as the implementation of curriculum. Therefore, in this study, strategy refers to assisting lecturers in the effective management of curriculum delivery in TVET colleges. This strategy contributes a vital basis in a space that recognises students and stakeholders as equal and valued partners in its development with the aim to improve the teaching and learning. Therefore, students and other stakeholders, as equal and valued partners, need to be involved in the development and adaptation of the strategy, which will facilitate ownership and involvement in managing curriculum delivery.

As stated earlier, the strategy aims for a capacity-building strategy for managing of curriculum delivery in selected TVET colleges. This aim seems to be in line with the principles of functionalism, namely that the whole of society plays a vital role in the continued existence of such a society and to maintain equilibrium where the collaborative stakeholders work effectively. Therefore, functionalism established that no individual could exist on his own, as we all need each other, in order to thrive. From a functionalist view, each individual within a society plays a role, and each role contributes to the whole (Winter, 2023). If a college fails and does not perform its function, this will likely lead to a disruption of the whole, which translates to a dysfunctional and unstable society. PAR principles seem in line with the theoretical framework and the aim of this study, as PAR aims to improve the quality of people's lives by addressing social problems that constrain and repress the lives of students and lecturers (Fowler, 2022). Additionally, the purpose of PAR is emancipatory and challenges unproductive ways of working, thus it is also transformational (Watson, Wilcockson, Houston, van Wyk, Keyes, Murphy, Hare, Wiersma & Clarke, 2023) and focuses on improvement.

According to the Australian Government, "the strength of PAR is that it can be implemented in complex contexts, with service users and stakeholder groups, while

maintaining a critical focus on improving local capacity to improve the situations of people” (Castro-Arce & Vanclay, 2020). The following paragraphs from the Australian Government (n.d.), summarise the key features of PAR.

“If in your practice: stakeholders are reflecting on and seeking to improve their own work and/or situation they accomplish it by: Tightly interlinking their observations, reflections, plans and actions; and making their learning public through a process of sharing, so others can make use of it.

If your practice increasingly: involves stakeholders who are most affected by what you are seeking to improve or change, you should: Enable stakeholders to participate in identifying questions, answer them and make decisions about action; involve stakeholders in gathering data about their own questions; work in a collaborative, less hierarchical way, that shares power with all stakeholders; encourage stakeholders to take responsibility for their own critical analysis, evaluation and management; support stakeholders to learn progressively and publicly by testing action ideas and possibly making mistakes along the way; and progressively enable stakeholders to ask and answer the bigger questions.”

The quality of services by means of problem-solving, seem evident in this study. The developed strategy entails sustenance of teaching and learning of curriculum delivery and the support, training and facilitation, interconnecting programme, mobile and online learning, interacted learning, collective sharing, academic support within the staff members and advising support as critical elements that will enable implementation and success. Therefore, with the components mentioned, it is essential to illustrate the PAR process followed in this study. Thereafter, an illustration of the steps that guided the development of the strategy, discussed in Chapter 5, will be presented.

7.2 THE PAR PROCESS FOLLOWED IN THIS STUDY

The process followed in this study is depicted in Figure 7.1 below.

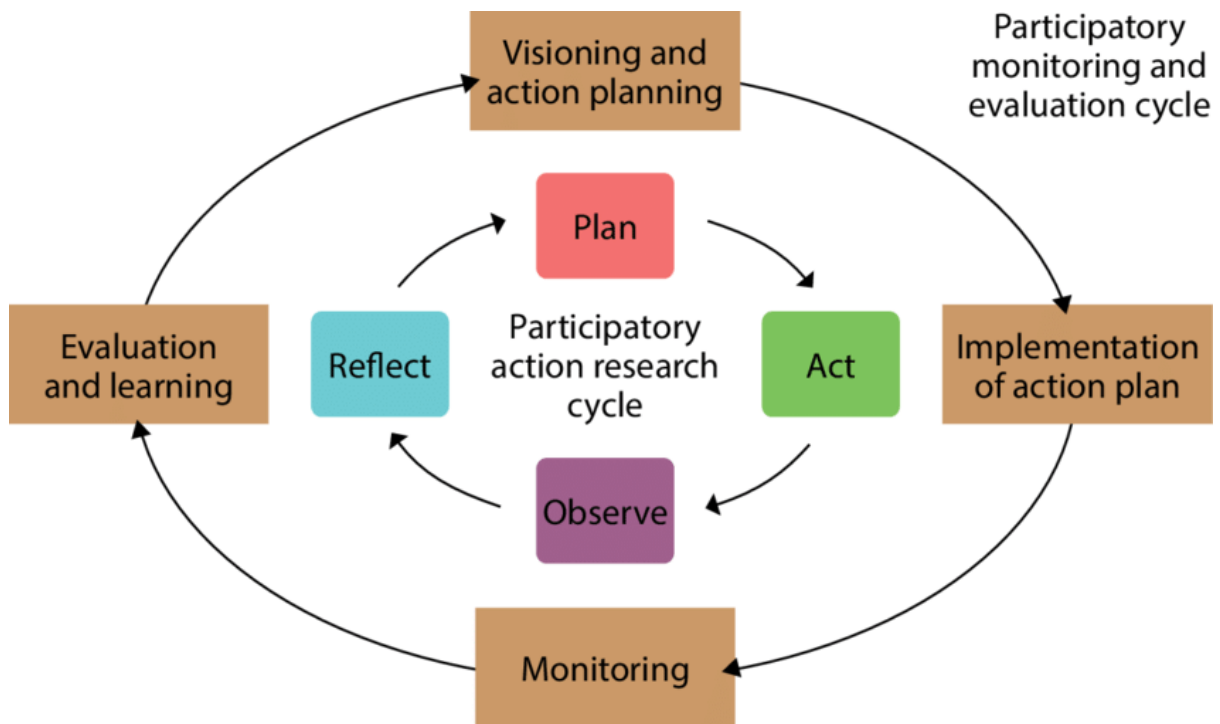


Figure 7.1: PAR process followed in the study

7.2.1 Cycle 1: Briefing session

In this cycle, it was vital that the co-researchers had a clear understanding of the topic and the intention of the study. The cycle consisted of two phases: the first phase comprised the introduction of the topic and the vision of the study. The planning took place during the second phase.

7.2.1.1 Phase 1: Introduction of the topic and intention of the study

In this phase, the researcher and co-researchers had a meeting to introduce the topic and brief the co-researchers on the topic of the research study. The researcher also provided clarity and answered all the questions in an effort to enhance the co-researchers' understanding of the research problem. The researcher also briefed the co-researchers on the purpose and the aim of the study.

During this phase, the discussion was based on the following:

1. The researcher introduced herself to the co-researchers and stated her intention with the research study and how the institution might be involved. The topic was also introduced.

2. Co-researchers interested in participating in this research study, were provided with letters explaining the study, and consent forms which they had to sign and return to the researcher if they decided to participate. The researcher suggested that the co-researchers take the letter home so that they can make an informed decision whether or not to participate without feeling forced to do so.
3. The researcher explained the aim and objectives of the research study.
4. The issues of ethical considerations were articulated, namely that the identity and responses of the co-researchers would only be known to the research team (the researcher, the co-researchers, and if need be, the researcher's supervisors). This is in line with ethical considerations in conforming to confidentiality and anonymity of their participation to non-co-researchers. Due to the nature of this study, following PAR, and discussions being held in a focus group manner, the responses were transcribed verbatim using pseudonyms.
5. During the discussion, it was also indicated that the co-researchers were partners in the study and that the researcher and the co-researchers were all in control of the process. At the end of this phase, a date for the planning session was determined. However, should the co-researchers see a need to adjust the set schedule or reschedule a meeting, there needs to be communication with the researcher, with a new proposed date for the meeting.

7.2.1.2 Phase 2: Planning session

During this meeting, the second of the research process, the co-researchers had to submit their signed consent forms. The researcher decided that they should submit the forms towards the end of the meeting to ensure that all their questions were answered before they agreed to participate. During this meeting, the researcher and co-researchers reflected on the previous meeting, which was the briefing session. This was done to allow the co-researchers a further opportunity to ask questions if they still had some concerns regarding participation in the research project. After the question and answer session, the co-researchers submitted the signed consent form. Those who decided not to participate, but were still present in this session, were excused from the meeting so that the planning could go ahead.

A schedule for the next meeting was decided upon. At the beginning of this session, the researcher and co-researchers collaborated in establishing rules and regulations to guide the sessions. This is discussed later in this chapter. It was in this meeting where the co-researchers also consented to voice recordings of the discussions of the follow-up scheduled meetings as a way to capture the data accurately. Furthermore, it was articulated, and the co-researchers were assured that the generated data would be used for analysis purposes only. Additionally, the co-researchers were assured that no person outside of the focus group would have access to the recordings, which would be stored in a safe place for the duration of the research project and be discarded at a later stage.

7.2.2 Cycle 2: Problem identification

7.2.2.1 Phase 1: Problem identification and strategy suggestions

In this phase, the co-researchers in a group setting, identified the problems they experienced in a capacity-building strategy for managing the delivery of curriculum in selected TVET colleges. It is significant to mention that before the discussion commenced, the rules and regulations set in Cycle 1, phase 2, were reiterated. A focus group discussion was held in an effort to answer the research question and to address the objectives of the study. The following questions were addressed:

1. Is there a need to develop a capacity-building strategy for managing the delivery in selected TVET colleges?
2. What are other strategies existing to develop capacity-building for managing curriculum delivery in selected TVET colleges?
3. What conducive conditions could enable a capacity-building strategy for managing of curriculum delivery in selected TVET colleges?
4. What are possible threats in developing a strategy for capacity-building for managing the delivery of curriculum in the selected TVET colleges?
5. What are the best practices to enrich the curriculum managers on capacity-building in the managing of curriculum delivery in the selected TVET colleges?

What are the possible shortcomings associated with the strategy suggested in this session, which also suggest a capacity-building strategy for managing the delivery of

curriculum in selected TVET colleges? (They also had to suggest possible shortcomings associated with the strategy).

The FAI technique was used to initiate and conduct discussions as it provided co-researchers with the freedom to speak (Holmes, 2022). Therefore, using this technique allows the co-researchers to disclose more relevant information than when a structured questionnaire is used (Netshitangani & Kolobe, 2020). Furthermore, because FAI is non-directive, it provided the co-researchers with space to intervene and for the researcher to respond flexibly and sensitively (Mosehla, 2023). The technique was useful in determining the true feelings and views of the co-researchers (Mahlomaholo, 2009). At the end of this session, the co-researchers confirmed and approved the set schedule suggested in Cycle 1, phase 2.

7.2.2.2 Phase 2: Implementation of the suggested strategy

In this phase, the strategy suggested in Cycle 2, phase 1, was put into practice, and the researcher took the role of facilitator in the implementation of the strategy. The strategy was in the form of a capacity-building for curriculum delivery in TVET colleges' preparation sessions (see the detailed discussion in Section 4.6.1.2). These sessions were intended to assist the co-researchers in their preparation for curriculum delivery. Furthermore, it was significant to have a reflection session once the co-researchers received feedback. This was to evaluate the effectiveness of the strategy and to suggest and implement adjustments where necessary. Below is the suggested strategy:

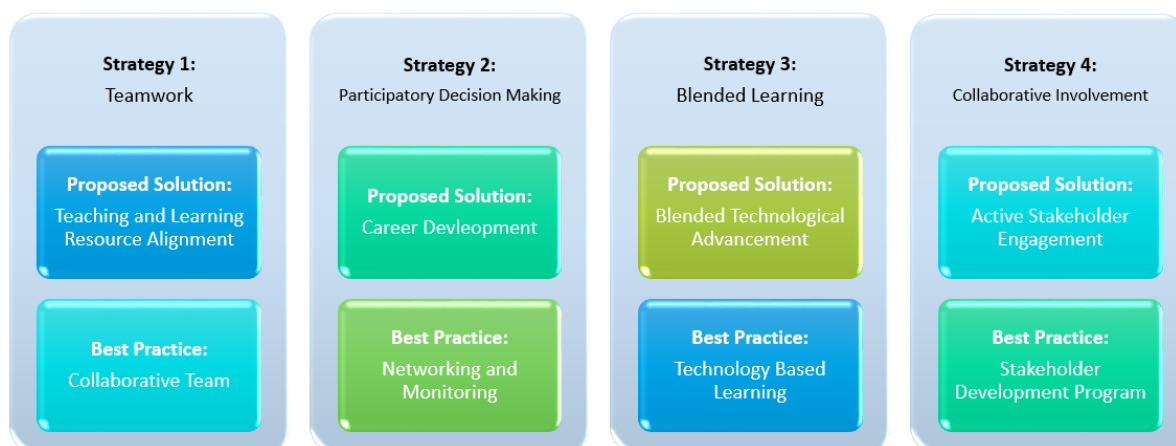


Figure 7.2: A capacity building strategy for curriculum delivery in selected TVET colleges

The strategy above was discussed in detail in Chapter 5.

A capacity-building strategy for management of curriculum delivery in selected TVET colleges are outlined:

Teamwork and collaborative involvement: Encourage a collaborative approach among lecturers, administrators, and students in curriculum development and implementation. This can be achieved through regular meetings, workshops, and brainstorming sessions where everyone's input is valued and incorporated into the curriculum.

Participatory decision-making: Involve all stakeholders, including lecturers, students, industry representatives, and community members, in decision-making processes related to curriculum development. This ensures that the curriculum aligns with the needs and demands of the industry and the local community.

Blended learning: Integrate technology and digital resources into the curriculum to create a blended learning environment. This can include online modules, interactive multimedia content, and virtual simulations, allowing students to engage with the material in various formats and at their own pace.

Professional development opportunities: Provide continuous professional development opportunities for lecturers to enhance their teaching skills and stay updated with the latest industry trends. This can include workshops, training programs, and mentorship initiatives.

Collaboration with industries and employers (stakeholders): Foster partnerships with industries and employers to ensure that the curriculum reflects current industry practices and demands. This can be done through internships, guest lectures, industry-sponsored projects, and apprenticeship programs.

Monitoring and evaluation: Implement a robust monitoring and evaluation system to assess the effectiveness of the curriculum delivery strategy in TVET colleges. Regular feedback from students, lecturers, and industry partners can help identify areas for improvement and make necessary adjustments.

7.2.3 Cycle 3: Reflection

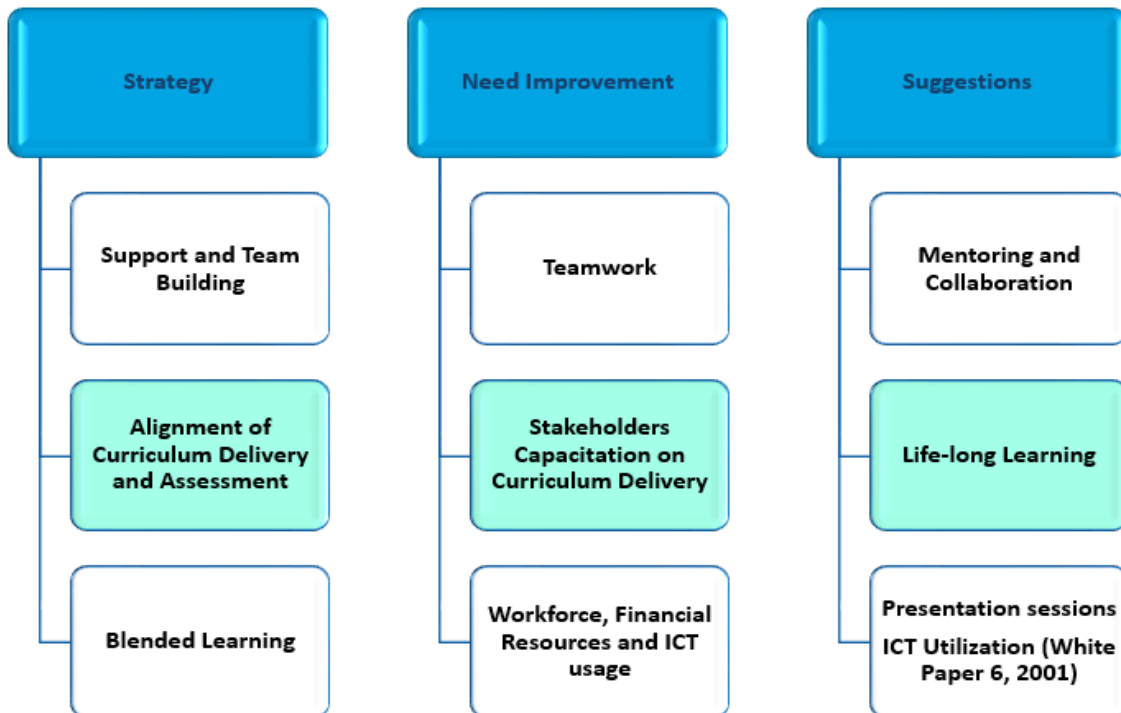


Figure 7.3: Cycle 3: Reflection

7.3 RULES AND REGULATIONS GUIDING DISCUSSIONS

It was vital that rules and regulations to guide the meetings were outlined from the onset. This was to ensure that there was order and the proceedings would translate to stability during discussions (detailed rules and regulation are provided in Section 4.6.1.1).

- **Punctuality** – being on time for sessions.
- **Attendance** – attendance of all formal classes, sessions to clarify and do activities. The sessions do not substitute for curriculum delivery in selected TVET colleges.
- **Take responsibility and communicate** – responsibility to identify challenging parts of the work, compilation of notes, and need for clarity. Communicate suggestions to change the schedule.
- **Participation** – voluntary.
- **Respect for individual member** – support each other.
- **Confidentiality** – no discussion with anyone who is not part of the project.

7.4 CHAPTER SUMMARY

The strategy developed was effective in ensuring the capacity-building strategy for managing curriculum delivery in selected TVET colleges. The development of this strategy did not take place without the co-researchers' contributions. The strategy was successfully implemented as it provided the desired outcomes. During the problem identification and strategy suggestion cycles and phases, the co-researchers set goals they aspired to achieve at the end of the term. They achieved their goals, and therefore the strategy seems effective in the context of developing a capacity-building strategy for curriculum delivery in selected TVET colleges at the University of Free State in South Africa. For the strategy to be successfully implemented at other settings, adjustments may have to be made to align the strategy with specific goals. Additionally, a number of shortcomings were identified during the implementation of the strategy, and these were discussed in Section 5.6. Furthermore, the strategy is illustrated in detail in Section 7.2. and discussed in detail in Chapter 5.

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APPENDICES

ANNEXURE A: PERMISSION TO CONDUCT A RESEARCH FROM DHET



REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Deputy Director General: TVET Branch

I am Sanele Jerome Mlotshwa, a student registered for the Doctoral Degree In Higher Education Studies at the University of Free State.

As part of my programme, I wish to conduct a research study at Majuba TVET College: CPD, ITB and Newtech Campuses. I am writing the letter to request permission to interview Campus Managers, Heads of Departments, Senior Lecturers and Lecturers.

DATE

02 November 2022

TITLE OF THE RESEARCH PROJECT

A capacity building strategy for managing the delivery of the National Vocational Certificate curriculum in selected TVET Colleges.

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Sanele Jerome Mlotshwa 2018320206 0781177238

FACULTY AND DEPARTMENT:

*Education Faculty
Higher Education*

STUDY LEADER(S) NAME AND CONTACT NUMBER:

*Dr. Nixon Teis
TeisNIP@ufs.co.za*

WHAT IS THE AIM / PURPOSE OF THE STUDY?

This study aims to develop a capacity building strategy for the management of curriculum delivery in Selected TVET colleges.

WHO IS DOING THE RESEARCH?

The Principal Investigator on this study is Sanele Jerome Mlotshwa, I am the Principal of Majuba TVET College under the Department of Higher Education, Science and Innovation. The reason why I want to



do this study is the gaps identified in the capacity for those charged with management of curriculum delivery in selected TVET College, hence the capacity building strategy required.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: *Insert approval number*

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Participants of this study will be Campus Managers, Heads of Departments, Senior Lecturers and Lecturers themselves. All these participants are directly responsible with the management of curriculum delivery at the TVET College. I will get their contact details from their supervisors and the approximate number will be 12 participants.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The researcher will use Focus Group Discussion and participants will use their current experiences as managers of curriculum delivery in the TVET College. The researcher will further use the Free Attitude Interview (FAI) technique, whereby one question will be posed to initiate a conversation with the co-researchers (Colom, 2021). This question will be clarified if needed and will be followed by a reflective summary to preclude any digression from the proposed focus and redirect and refocus the research participant's train of thought. Together with the co-researchers, the researcher will be involved in a group discussion in a convenient common venue to navigate the challenges in curriculum delivery being addressed. The co-researchers will reflect on their present experiences of the school environment and their future expectations. Data gathered will be recorded on an audio recording device and later transcribed, with researcher participants' consent to allow a review of progress and adjustment of the plan if required and enhance the monitoring and evaluation of the delivery of the strategy (Kanyamuna, & Phiri, 2019). The research will be conducted for the period of six (6) months. There are no risks involved and all participants will be above the age of 18 years.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation in this study is voluntary and there is no penalty or loss of benefit for non-participation. Being in this study is voluntary, and participants are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. The project does not involve the submission of non-identifiable material such as questionnaires as I will use Focus Group Discussions and Free Attitude Interview (FAI) technique.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There will be no personal benefits for participating in this study except personal empowerment that will be experienced by those participating as they will be learning best practices from each other and

have an opportunity to brainstorm on possibly solution together to the problem as investigated and their participation in the study will be kept confidential, but information about the study will be shared with the participants.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

Participants may feel a very slight inconvenience and discomfort as they will to adjust their diaries to accommodate this additional responsibility but there is no foreseeable risks of harm or side-effects to the potential participants. There is no arrangement for indemnity and/or insurance coverage for participants as the study pose no threat to the participants.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

All study participants will be assured that confidentiality of information will be maintained, e.g. their names will not be recorded, anywhere and no one will be able to connect them to the answers they give. Their answers will be given a fictitious code number or a pseudonym, and they will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. All those who will have access to the data (transcriber/external coder) will maintain confidentiality (e.g. by signing a confidentiality agreement). Their answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify them will be available only to people working on the study, unless they give permission for other people to see the records. Participants will be informed that their anonymous data may be used for other purposes, e.g. research report, journal articles, conference presentation, etc. Privacy will be protected in any publication of the information. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. Although it is sometimes impossible to make an absolute guarantee of confidentiality/anonymity, e.g. when focus groups are used as a data collection method. "A focus group is best defined as a small group of carefully selected participants who contribute to open discussions for research. The hosting organization carefully selects participants for the study to represent the larger population they're attempting to target. The group might look at new products, feature updates, or other topics of interest to generalize the entire population's reaction. Focus group research includes a moderator. Their job is to ensure legitimate results and reduce bias in the discussions. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group. Participants will be informed that they can withdraw from participating in the study at any time without getting in trouble.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/jiling cabinet (in principal's office at Majuba TVET College) for future research or academic purposes. All electronic data will be stored on a UFS password protected laptop and UFS secure servers.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There are no payment or incentives to participants.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Sanele Mlotshwa on 0781177238/0026741898 or sanelezitha@yahoo.com. The findings will be accessible in 2024/25. Should you have concerns about the way in which the research will be conducted, you may contact my supervisor Dr. NJP Tots at TotsNJP@ufs.ac.za. The time participants set out of their schedules might be a bit of an inconvenience, however, I will try to keep meetings brief and to the point and target to keep the engagement to under an hour. There are no possible or reasonably foreseeable risks of harm or side-effects to the potential participants.

Yours sincerely



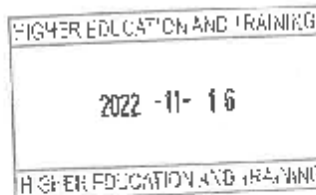
Sanele Jerome Mlotshwa

APPROVED/NOT APPROVED



.....
MR. S.Z. ZUNGU
DDO: TVET BRANCH

DEPARTMENT OF HIGHER EDUCATION, SCIENCE AND INNOVATION



ANNEXURE B: CO-RESEARCHER INFORMED CONSENT DECLARATION

Project Title: A capacity building strategy for managing the delivery of the curriculum in selected TVET colleges.

Mlotshwa S.J. from the Department of Curriculum and Instructional Studies, University of Free State has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

The purpose of the study is to come up with a capacity building strategy for managing curriculum delivery in selected TVET colleges.

1. The University of Free State has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
2. By participating in this research I will be contributing to body of literature on capacity building strategy in TVET colleges.
3. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
4. I will not be compensated for participating in the research.
5. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks are associated with my participation: emotional states of co-researchers when we expose challenges that may be based in TVET colleges and homes where lecturers are coming from having challenges.
 - b. the following steps have been taken to prevent the risks: counselling will be provided after the sessions.
 - c. there is a 5% chance of the risk materialising.
6. The researcher intends publishing the research results in the form of a journal/ thesis. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

7. I will receive feedback in the form of telephonically/email and report regarding the results obtained during the study.
8. Any further questions that I might have concerning the research or my participation will be answered by Prof Teis
9. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
10. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, Sanele Jerome Mlotshwa have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfy action. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project

Date: 28/02/2023

Signature of a co-researcher

ANNEXURE C: RESEARCHER'S DECLARATION

I, Sanele Jerome Mlotshwa declare that:

- I explained the information in this document to
 - Prof Teis
- Requested him to ask questions if anything was unclear and I have answered them as best I can
- I am satisfied that he sufficiently understands all aspects of the research so as to make an informed decision on whether or not to participate.
- The conversation took place in English.
- I did not use an interpreter



28/02/2023

Researcher's signature

Date

ANNEXURE D: ACCESS LETTER TO RESEARCH CO-RESEARCHERS

No 83 Allen Street
Newcastle
2940
28/02/2023

The Principal

.....

Private Bag

.....

Date

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered PHD student in the Department of Higher education studies at the University of Free State. My supervisor is Dr Nixon Teis

The proposed topic of my research is: **A capacity building strategy for managing curriculum delivery in selected TVET colleges**

The objectives of the study are:

- To identify the need for management of curriculum delivery in selected TVET colleges.
- To explore the best practices for having a management of curriculum delivery to enhance academic performance in selected TVET colleges.
- To determine the components to support the management of curriculum delivery to enhance the academic performance in selected TVET colleges.
- To identify threats to the developed strategies for management of curriculum delivery to enhance academic performance in selected TVET colleges.

- To establish indicators of success in designing a strategy for sustainable management of curriculum delivery to enhance academic performance in selected TVET colleges.

I am hereby seeking your consent to be one of the team members in this project to assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

S.J. Mlotshwa – 078 117 7238


Dr N Teis - 0833094959

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Signature:



Name: S.J. Mlotshwa

ANNEXURE E: FOCUS GROUP DISCUSSIONS SCHEDULE

Focus Group Discussions schedule: **A capacity building strategy for managing delivery of the curriculum in selected TVET colleges.**

*Questions to read out are in **bold prompts** are also provided, to be read out if and when needed (for example, if co-researchers do not understand a question, or to help encourage further discussion).*

Running the Focus Group Sessions

Ideally two people to facilitate the Focus Group Discussion sessions - one to lead the session, the other to take notes and make sure the recording equipment is running properly and effectively.

The group session discussions will be recorded using audio recording device and/or note sheets used during that session.

It is important to seek to reach a group viewpoint as far as possible. Everyone will be involved in the discussion. This does not mean that everyone must have the same view, but the discussion should lead to some conclusions. You need to record both majority and minority views.

Before the group assembles

Recording equipment will be tested to make sure it is working properly and that the sound is recording at an acceptable level.

The facilitators or researcher will ensure that any paperwork is ready before the co-researchers/co-researchers arrive, e.g. notes, name badges, and Participation Consent Forms.

Preparing to start the session

As co-researchers /co-researchers convene they will be welcomed.

Once co-researchers or co-researchers are settled, the researchers or facilitators will check with the group whether they all know each other. If not, start by going around the group and getting everyone to introduce themselves. It is important to establish that the group or all co-researchers in the study know one another beforehand, or the researchers will develop it as the session proceeds.

I will read out the statement on **confidentiality clause**:

Opinions expressed will be treated in confidence among project co-researchers for the purpose of establish a base of evidence as to how research on a capacity building strategy for managing delivery of the curriculum in selected TVET colleges. This study could be made a community learning approach. Guarantee that all responses will remain anonymous.

I will make sure as a researcher that for **ethical reasons** co-researchers/ co-researchers are asked to sign a **Participation Consent Form**, containing the following sections:

- *I have been given an explanation of the nature and purpose of the study.*
- *I understand what I will need to do to take part and my questions have been answered satisfactorily.*
- *I have the contact details for the staff involved.*
- *I understand that I may withdraw myself and my data at any time, without consequences.*
- *I am satisfied with the arrangements to ensure that it will not be possible for me to be identified when the results are made available.*

Go through this information with each co-researcher and ask them to sign the form.

Check that there are no objections to the use of the audio recorder; then switch it on.

Introduction to the session

I will start off by reiterating the purpose of the meeting. Use a statement such as:

I'm very grateful to you all for sparing time to talk about my thesis and citation behaviour. The purpose of this focus group is to establish a base of evidence

as to how good performing TVET can be assisted to sustain and improve on their performance.

There are no right or wrong opinions, I would like you to feel comfortable saying what you really think and how you best think we could proceed with this kind of a study.

Discussion 1: Need for a capacity building strategy for managing curriculum delivery in selected TVET colleges.

A major area of interest to this study is to create a community learning approach specifically about challenges and problems faced by TVET colleges on managing curriculum delivery.

Q1 What are the main challenges and problems that TVET colleges encounter on curriculum management?

(**Prompt:** this does not necessarily need to be research published findings, outputs, but might include your own feelings and experiences, etc.) **and what is important?**(e.g. speed of communication, depth of communication, as wide as reach as possible etc.)

Q1a) Thinking in terms of challenges and problems which are the most important to address? AND to your college? AND other colleges?

Q1b) Do you feel that there are factors external to your TVET that might contribute to problems and challenges which may impact on your academic performance?

Q2 Thinking about the community practices and the families they come from what do you do as a deputy principal when you want to address problems and challenges facing principals?

Prompt: 2a For example, in terms of exciting all stakeholders both within and outside TVET colleges?

Prompt: 2b How can we make our college community be able to face the problems and challenges that impact on academic performance?

Discussion 2: COMPONENTS OF INTERACTIVE LEARNING INITIATIVES THAT RESPOND TO CHALLENGES OF MANAGEMENT OF CURRICULUM DELIVERY.

This research is likely to have an impact on proposing the best components or features that respond to problems in colleges where deputy principals struggle to manage curriculum delivery.

Q5 What are components of management of curriculum delivery to enhance academic performance in TVET colleges?

(Prompt: what are the features or characteristics of the management of curriculum delivery to enhance academic performance in TVET colleges?

Q5a) Can we think of what hinders management of curriculum delivery to enhance academic performance in TVET colleges?

Q5b) What initiatives do you think we could take to respond to problems encountered by deputy principals in the management of curriculum delivery?

Q5c Do you feel that it is important to respond to problems encountered by deputy principals and other stakeholders in managing the curriculum delivery?

Q6What are your main motivations for responding to problems encountered by deputy principals in the management of curriculum delivery?

(Prompt: to demonstrate depth of knowledge).

Q7. Does our colleges have any initiatives that could respond to problems of curriculum delivery management?

Discussion 3:THE CONTEXT IN A CAPACITY BUILDING STRATEGY FOR MANAGEMENT OF CURRICULUM DELIVERY IN SELECTED TVET COLLEGES.

Similar prompts and further clarifying questions to probe discussions will be made for **Discussion 3 or Session 3**

Discussion 4: THE BEST PRACTICES THAT COULD INFORM THE FORMULATION OF SUCCESS INDICATORS TO SUPPORT COLLEGES ON CAPACITY BUILDING FOR MANAGING CURRICULUM DELIVERY IN SELECTED TVET COLLEGES

Similar prompts and further clarifying questions to probe discussions will be made for Discussion 4 or Session 4

Ending the session

Finally, summarize the discussions and thank co-researchers/co-researchers for their time and co-operation.

I will then collect the Participation Consent Forms from the co-researchers

ANNEXURE F: LETTER FROM LANGUAGE EDITOR

Michelle Woolley

WRITER EDITOR PROOFREADER TRANSLATOR

Bachelor of Library and Information Science: B.Bibl.
Reference & Research Librarian

Bachelor of Arts Honours in Translation Studies and Editing

Associate Member of Professional EDITORS' Guild (PEG)

CERTIFICATE OF EDITING

This letter certifies that I have edited the Dissertation detailed below.

Title:

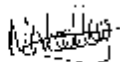
A CAPACITY BUILDING STRATEGY FOR MANAGING CURRICULUM DELIVERY
IN SELECTED TVET COLLEGES

Author:

SANELE JEROME MLOTSHWA

Student Number: 2018320206

Regards
Michelle Woolley



Date: 14/12/2023

michellewoolley12@gmail.com
083 298 2077

Professional
EDITORS
Guild

ANNEXURE G: TURN IT IN REPORT

A CAPACITY BUILDING STRATEGY FOR MANAGING CURRICULUM DELIVERY IN SELECTED TVET COLLEGES

ORIGINALITY REPORT

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