

**AN EXPLORATION OF THE ROLE OF COLLEGE
MANAGEMENT TEAMS IN ENHANCING COLLEGE
LECTURERS' WORKPLACE EXPERIENCES**

by

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DECLARATION

I Thembisile Lina Mokoena, student number 2000057535, declare that this research project entitled “**AN EXPLORATION OF THE ROLE OF COLLEGE MANAGEMENT TEAMS IN ENHANCING COLLEGE LECTURERS’ WORKPLACE EXPERIENCES**” submitted to the Faculty of Education at the University of the Free State, is my own work and has never been submitted by me at another university or faculty. Also, all sources consulted and cited have been duly acknowledged in-text and in the reference list. This dissertation is submitted in fulfilment of the requirements of the MEd Degree.

A handwritten signature in blue ink, appearing to read 'T. L. Mokoena', with a stylized initial 'T'.

T. L. Mokoena (Ms)

28 July 2023

DEDICATION

This dissertation is dedicated to my husband Sello Mokoena, my son Monyake, my daughter Mpine, and especially my late mother MamotsejwaTshabalala.

Your unconditional support, patience, love, prayers and motivation kept me on the path to achieve academic success. You all inspired me to realise my dream. Your faith and trust in me propelled me to pursue this challenging, exciting, and arduous academic journey. I honour all of you!

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- ❖ Lastly, to Brian Naidoo, my language editor, for refining the final draft dissertation.

LIST OF ABBREVIATIONS/ACRONYMS

CM	Campus Manager
CMT	College Management Team
CoS	Community of Specialists
Cur. Manager	Curriculum Manager
DHET	Department of Higher Education and Training
DPA	Deputy Principal Academic
DPI	Deputy Principal Innovation
HCT	Human Capital Theory
HR	Human Resource
MCC	Millennium Challenge Corporation
MOET	Ministry of Education and Training
MoU	Memorandum of Understanding
NGOs	Non-Governmental Organisations
NQF	National Qualification Framework
OECD	Organisation for Economic Co-operation and Development
OVAE	Office of Vocational and Audit Education
PD	Professional Development
RSA	Republic of South Africa
SA	South Africa(n)
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Cultural Organisation
USA	United States of America

ABSTRACT

This study aimed to explore the role of college management teams in enhancing college lecturers' workplace experiences. Since lecturers at colleges in South Africa are expected to perform according to challenging global demands, including transitions to adapt to the fourth industrial revolution (4IR), it became a necessity to unpack the reasons for college lecturers' mediocre delivery of academic services. According to the Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training in South Africa (2013), the lecturers need to know both theory and practical work-related aspects of the curriculum. However, lecturers' workplace experiences are still a matter of concern, particularly in the TVET sector. A gap that exists in research pertaining to the role of the College Management Teams in enhancing the workplace experience of college lecturers. This study was underpinned by the principles of the human capital theory which was appropriate to dissect the experiences of staff within institutions such that institutional practices are efficiently investigated. I conducted a comparative study of TVET colleges in South Africa, Nigeria, and the United States of America to describe the various practices of College Management Teams and college lecturers. To generate data, a qualitative research method was adopted. The selected sample of participants consisted of the Deputy Principal Academic, Curriculum Manager, Human Resources Manager, and six Campus Managers. Qualitative data was collected from College Management Teams through semi-structured interviews. The findings revealed that there were glaring challenges for the College Management Teams. Emanating from the findings and conclusions of this study, recommendations were suggested to address these challenges by implementing concerted intervention strategies to enhance lecturers' workplace experience which included establishing a partnership with industry, motivating lecturers to attend workshops to gain workplace experience, availing funds to pay substitute lecturers, curriculum matters, and management of resources to meet industry's real-life standards. It is envisioned that the results of this study will convince TVET college lecturers, managers, and policymakers to become committed to ongoing professional development programmes that capacitate lecturers to enhance their daily work experiences.

Keywords: college lecturers, college management teams, Technical and Vocational Education and Training, technological innovation, workplace experience

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 BACKGROUND

This study explored the role of College Management Teams (CMTs) in enhancing the workplace experience of college lecturers. The neglected aspect of lecturers' professional development is an urgent issue as they are expected to perform according to international benchmarks which present challenging demands, including adapting to requirements of the fourth industrial revolution (4IR). The Government has been investing in lecturers' continuous learning because TVET institutions are top priority to drive South Africa's future economy (Bautista & Ortega-Ruiz, 2015). Chetram (2017) explains that the role of the College Management Team (CMT) is to set and clarify expectations for lecturers, supervise their development, and focus on the needs of lecturers.

The Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training Colleges in South Africa (DHET, 2013) states that TVET programmes must be facilitated by adequate, suitably qualified, and capable lecturers. Lecturers need to understand both the theoretical and work-related scopes of TVET institutions to deliver quality services to students. In most countries professional development has become a common trend. Technical Vocational Education and Training (TVET) normally has a three-year full-time study duration, including in-service training which gives suitability into higher education (Teräs, 2015).

Mgijima (2014:361) affirms that TVET lecturers should know the requirements of the workplace, prepare learners accordingly, and require complete knowledge and skills pertaining to their subject specialty. The curriculum for TVET colleges incorporates theory and practice, therefore lecturers should familiarise themselves with a curriculum that integrates both. Also, lecturing at a TVET institution requires practical problem-solving skills in real-world situations, which requires applying eclectic teaching methods which should be hands-on, practical, and experimental, in addition to the application of theoretical approaches (Blom, 2016; Lucas, Spencer & Claxton, 2012). Importantly, lecturers should be trained and exposed to technological innovations to expand and update their technical knowledge (Arfo, 2015).

Chetram (2017) advises that there is a need for lecturers to attend a variety of Professional Development (PD) training sessions; however, lecturers claim that programmes do not address lecturers' specific needs which disadvantages lecturers in their practice and in their particular areas of knowledge. Further, Ferreira (2014:1) indicates that it is not possible for learning and teaching to enhance the experience of lecturers if lecturers do not have the required practical skills to facilitate learning. The College Management Team (CMT), as leaders, should ensure that college instructional programmes are aligned to the curriculum - lecturers must set goals and academic standards while being knowledgeable about, curricula, education policies, and legislation (Gumus & Kcaoglu, 2013).

Bryan (2011) indicates that despite the Government's effort to implement policies to improve learning and teaching, lecturers' quality of development remains a problem. Lecturers in TVET colleges lack skills, knowledge, exposure to the real-life workplaces, and modern technology usage (Oduor, Kubutha, & Masese 2018). Internationally, there are many lecturers' professional development programmes regarding vocational education; for example, Finland, Sweden, Denmark and Norway (Stenström & Virolainen, 2015). In South Africa, the centralised system of TVET education is inadequate as its main focus is on theoretical aspects but lacks the practical work part that is so needed at TVET colleges. Also, the curriculum is not regularly revised to meet global standards, lacks modern technological innovations, and devoid of the latest industrial practices (Ngure, 2013; Sang et al., 2012).

According to Chetram (2017), the CMT is entrusted with the responsibility of ensuring that there is a continuous training and development plan, in addition to access to sufficient funds such that training opportunities become sustainable. Hence, lecturers in TVET colleges need to upgrade their knowledge and skills to train students who should apply all that they learnt into industries where they work, and consequently improve the country's economy (DHET, 2013).

Papier (2017) asserts that lecturers at TVET colleges lack workplace experience that should supplement their theoretical knowledge at the colleges. This led to learners requiring substantial mentoring and supervision in the real-life workplace. Although some sources are available on how to manage and promote the professional development of lecturers (Matshaya, 2016; Ndlovu, 2018), a study by Chetram (2017) revealed that principals of

TVET colleges are not effectively managing this critical aspect of developing lecturers holistically such that lecturers now have to become resourceful to discover alternate avenues to professionally develop themselves. Lastly, research mainly centred on the lecturers' professional development and management but neglected the role of College Management Teams in enhancing lecturers' workplace experience; hence, this study explored this aspect with the goal of filling in this gap in knowledge.

1.2 RESEARCH PROBLEM

In the knowledge-based market of today, learning and innovation are crucial for any institution to be able to add value. The DHET (2013:16) stressed that the student throughput rate and the quality of education provided are the two key indicators of a college's performance. Therefore, college lecturers have to be qualified, competent, skilful, knowledgeable, resourceful, and professional.

Globally, vocational institutions have resorted to a culture of merging to remain agile amidst demographic, economic and political issues. As a result, academic lecturers in subjects like Mathematics, Languages, or Science were employed at colleges with qualifications for teaching school but minimal work experience. In light of this, researchers such as Papier (2017) have identified that there has been a need for college lecturers to acquire real-life workplace experience.

Wright, Dunford and Snell (2001) contend that any discussion regarding any organisation's capacity for learning, innovation, and change must centre on concerns related to human capital. Human Capital Theory (HCT) is defined by Thomas, Smith, and Diez (2013:3) as people in the institution, their ability to perform their duties, and their potential to become better. HCT presupposes that investing in lecturers' professional development enhances productivity in institutions (Van Loo & Rocco, cited in Van der Vyver, Van der Westhuizen & Meyer, 2013).

The White Paper on Post-school Education and Training, the DHET (2013:8), stipulates that institutions must have strong and astute leadership in institutions to ensure that all lecturers possess the skills, knowledge, and necessary support to carry out their duties at optimally by building the infrastructure and modern technical apparatus, and availing

relevant resources. Even though the Department of Education has conducted research on the demands for human resources in the FET college sector, a sound strategy for addressing the development of college lecturers explicitly has never been developed (Papier, 2017). Given the lack of college lecturers' workplace experience, this study attempted to explore the role of CMTs in enhancing college lecturers' workplace experience.

1.3 RESEARCH QUESTION

1.3.1 Main Research Question

- What is the role of College Management Teams in enhancing the workplace experience of college lecturers?

1.3.2 Secondary Research Questions

- What challenges are encountered by College Management Teams in their role of enhancing the workplace experience of college lecturers?
- How do College Management Teams enhance the workplace experience of lecturers?
- What strategies and recommendations could be suggested to the College Management Teams to enhance the workplace experience of lecturers?

1.4 AIM AND OBJECTIVES

1.4.1 Aim

- This study aimed to explore the role of College Management Teams in enhancing college lecturers' workplace experience.

1.4.2 Objectives

- To identify the challenges encountered by College Management Teams in their role of enhancing the workplace experience of college lecturers;

- To examine College Management Teams' efforts to enhance the workplace experience of college lecturers; and
- To recommend strategies that College Management Teams could implement to enhance the workplace experience of college lecturers.

1.5 RESEARCH METHODOLOGY: AN OVERVIEW

1.5.1 Research Paradigm

A paradigm is a set of assumptions about how phenomena work. This study was guided by the interpretivist paradigm advocated by Lincoln and Guba (2013:63):

Paradigms are different, and they are probably to draw attention to drastically different issues; undoubtedly, what is problematic for one paradigm might not be problematic for another (or might not even be able to be defined in terms of another paradigm).

An appropriate paradigm for this study was the interpretivist paradigm because it focuses on individuals, their understanding, and how they view the world around them (Cohen, Manion & Morrison, 2011). This approach will enable the CMT to express their opinions regarding their role in enhancing lecturers' workplace experience.

1.5.2 Research Approach

This study was underpinned by the interpretivist research paradigm, in line with the qualitative research approach. Flick (2014: 542) offers the following definition of qualitative research:

Research is concerned with examining the subjective meaning or the common construction of matters, events, or practices by gathering non-standardized data and examining texts and images rather than statistics and numbers.

According to Tracy (2013), it also affords researchers the opportunity to "access insight into cultural activities" that could simply go unnoticed should other approaches be utilised. In

addition, qualitative research includes a logical cohort, interpretation, analysis, and communiqué of data to contribute towards new information with the aim of engendering change in the real world. The choice of qualitative research for this study was considered suitable and relevant because it facilitates the gathering of data directly from individuals who enact the roles of the CMT in enhancing lecturers' workplace experience.

1.5.3 Research Design

Tichapondwa (2013:114) considers research design to be a strategy or a plan that connects to the research methodology. A case study was used as the research design for this study. According to Creswell (2012), case study research entails the analysis of a problem or phenomena using one or more instances within a constrained environment (setting or context). The case in this study involved the role of the CMT in enhancing lecturers' workplace experience in TVET colleges.

1.5.4 Research Methods

Research methods are processes applied to produce data for research (Kumar, 2008:4). In accordance with the research paradigm and research approach, I selected semi-structured interviews and observations as techniques to garner information from participants. Below are the descriptions of each technique, and explanations of their relevance to this study.

1.5.4.1 Semi-structured interviews

Creswell (2012:46) defines semi-structured interviews as a method of data collection that comprises of a group of open-ended questions that encompass a range of issues. In this study, semi-structured interviews were of a flexible nature and conducted in a cordial, gives an amiable and non-threatening discussion. To ensure the success of the interview, researchers must establish trust with the subject so that there is no chance of information being concealed (Bernard, 2013:180). I regarded semi-structured interviews as appropriate for building a trustworthy relationship with the participants. The interviews aimed to get insight into CMT's roles in enhancing the lecturers' workplace experience.

1.5.4.2 Participant selection

Participant selection involves choosing some people from a large group of members so that information could be easily accessed, relevant, cost-effective, meaningful, and rich as instead of studying the whole population (Rossouw, 2013:107-108). I opted for the purposeful non-probability participant selection technique in which I selected participants dependent on the specific information to be gathered (Bernard, 2013:164). The participants were selected based on their degree of involvement in the professional development of lecturers. The following people were selected for the interviews: Deputy Principal Academic, Human Resources Manager, Curriculum Manager, and eight Campus Managers. However, only six campus managers participated – hence, a total of nine CMT members participated.

1.6 ETHICAL CONSIDERATIONS

A person's or a group's code of conduct in society is referred to as their ethics (Flick, 2014:49). It also comprises of aspects of trustworthiness, professionalism, and protecting others from harm (Cohen, Manion & Morrison, 2007: 54). The key ethical obligation of researchers is to respect the individuals involved in the research, show integrity, and practise humanity (Kemmis et al., 2014:159). Accordingly, I communicated cordially with participants, briefed them about the purpose and finer details of the study, and informed them that their participation was voluntary. Chowdhery (2016:152) indicates that ethical principles are also related to anonymity and confidentiality. Hence, I informed the participants that their identities and information would be protected through anonymity and confidentiality processes. All audio/video recordings and written information (e.g., verbatim transcriptions) would be stored in a locked safe, while information saved on an electronic file was password-protected.

1.6.1 Considerations regarding the Quality of the Study

My research needed to adhere to considerations of reliability in order to increase its value. The degree to which study findings may be trusted is referred to as trustworthiness (Maykut & Morehouse, 1994:64). Credibility, dependability, transferability, and confirmability were taken into account in order to increase trustworthiness (Lincoln & Guba, cited in Creswell,

2009:202). These factors and how they were followed in this study are briefly explained below.

1.6.1.1 Credibility

The credibility of research is dependent on the effort and ability of the researcher. According to Philander (2019:108), credibility is dependent on whether the data which was generated from the participants was authentic and verifiable. In other words, credibility is about the correctness, validity, and reliability of the study (Flick, 2014). To authenticate the credibility of this research, I was granted permission by the relevant authorities, and informed my participants about all the details of the study. Further, I availed all transcripts for verification of the audio-recordings before data analysis – this member-checking process ensured that findings would be aligned to authentic information gleaned from the participants. This process involved participants reading the information they presented to check for correctness; if they noticed any discrepancies or misrepresentations, they were asked to listen to the recordings and then, if necessary, make adjustments.

1.6.1.2 Dependability

Von Solms (2020:15) indicates that dependability cannot be ensured without credibility, and that the research procedure must be logical and well-documented to be regarded as being dependable. Credibility measures can be used to increase dependability.; hence, the relation between dependability and credibility (Rakolobe, 2017:14). To ensure dependability, I reflected on every step of the research by repetitively reading the collected data in notes and listening to the audio-recordings. Where necessary, corrections were made to reinforce the authenticity of the results.

1.6.1.3 Transferability

Von Solms, (2020:16) maintains that the degree to which research findings are applicable in practise is referred to as transferability, theory, and for future research. Rakolobe (2017:14) adds that transferability establishes whether the outcomes from one study could be generalised to what occurs in the entire population. In this study, transferability was assured by selecting CMT members as participants who are the responsible authority for enhancing lecturers' workplace experience. Hence, they are the relevant individuals to produce rich and in-depth data about the workplace experience of lecturers.

1.6.1.4 Confirmability

The factor of confirmability, which is reached if credibility, dependability, and transferability have been attained, is a component of the aspect of trustworthiness (Thomas & Magilvy, 2011:154). Von Solms (2020:16) mentions that confirmability can be defined as the degree to which the research findings are constant and imitable at any time in similar settings. The study's confirmability mainly depends on the degree that it is confirmed to be credible, transferable, and dependable (Rakolobe, 2017:15). I avoided personal prejudices and preferences by ensuring that it did not hinder the aims and objectives of the study. In addition, I ensured the safe storage of relevant documents, such as all interview transcripts and notes, so that they could be used as an audit trail to increase the study's credibility. Access could thus be provided to those who wanted to verify aspects of the study's trustworthiness. This includes the processes implemented to arrive at the findings.

1.7 SIGNIFICANCE OF THE STUDY

The following individuals would benefit from this study:

The TVET college lecturers would gain from such a study as they would become aware of the modern trends and directions in industries which would strengthen their competency in the profession. The more workplace knowledge and skills they imbibe, the more they will excel with greater confidence as TVET lecturers. Also, exposure to workplace experiences and settings would enrich their understanding and boost their confidence to function effectively and efficiently in TVET institutions in line with the real-world practices of the industrial sector.

Members of the college management teams (CMTs) would benefit immensely as they would be aware of their shortcomings concerning the professional development of lecturers regarding developing their workplace experience. The college management would prefer competent lecturers because they reflect the quality of management at the institution (Crawford, 2016).

Policymakers would benefit by understanding the shortcomings of present professional development policies which are unclear, not well-documented, and do not cater for most curricular needs. The results could be an eye-opener to policymakers to revise and/or

design new professional development policies that promote TVET colleges to deliver quality programmes that prioritise lecturers' workplace experience (Nguyen, 2017).

1.8 DEMARCATION OF THE STUDY

The study is demarcated within the College Management Team of a TVET College. Overfield (2016) states that concept of management varyingly refers to a group of managers that lead at the higher levels of the institution, have roles for leading and developing other individuals, and are accountable for critical strategic functions. This study focused on the realities regarding the roles of the CMT in enhancing lecturers' workplace experience. Geographically, research was conducted in one of the TVET colleges in the Northern Eastern part of the Free State. The study aimed to explore the role of the CMT in enhancing lecturers' workplace experience which is one critical component of lecturers' which should be urgently considered to improve the quality of TVET programmes. Since South Africa is developing country in transition following the apartheid system, I chose one developing country and one developed country for lessons learned. For a developing country, I selected Nigeria, and for a developed country, I chose the USA, a country outside the continent.

1.9 LAYOUT OF CHAPTERS

Chapter one provided the orientation and background of the study. It also presented the purpose of the study, the aim and objectives, research questions, overview of the methodology, and the ethical considerations.

Chapter two focused on the literature review concerning the role of College Management Teams in the professional development of TVET lecturers' workplace experience. Also, the choice of the theoretical framework (human capital theory) which guided this study was explained. This chapter which provided the reader with the necessary understanding of the subject of professional development of TVET lecturers and their work experience, also formed the foundation for the next chapter (2).

Chapter three discussed the research design and methodology that were applied in this study. The research paradigm and design were explained to create an understanding of

the ideas and beliefs this work is based on. I focus on the interpretive paradigm. It focused on the individuals and sought to understand how they make sense of the world around them.

Chapter four described the empirical data analysis and interpretation aspects. By conducting semi-structured interviews, data was generated regarding the role of College Management Teams (CMTs) in enhancing the workplace experience of college lecturers. The responses of participants, informed by the emerging themes, assisted in sense-making and interpreting their subjective perceptions.

Chapter five outlined the conclusions, recommendations, and possibilities for further studies. It also dealt with the implications of the research findings for the professional development of college lecturers regarding their workplace experience.

1.10 CONCLUSION

This chapter (1) provided the background and theoretical framework of the study. It also outlined the research problem, aim and objectives, research questions, methodology, research paradigm, research approach, ethical considerations, trustworthiness, significance of the study, and demarcation aspects.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter examined the study's literature review and described the theoretical framework. The theoretical framework was aligned to the Human Capital Theory which underpinned this study. Additionally, it was stated how it linked to this study and why this hypothesis was used. The human capital theory was relevant and crucial to this study as it emphasises the importance of investing in lecturers' professional development in an institution that could lead to benefiting the economy of the country. The operational concepts were defined, and the challenges facing college management teams in South Africa, Nigeria, and the United States of America, were identified and reviewed.

2.2 THEORETICAL FRAMEWORK

Gary Becker, Theodore Schultz, and Jacob Mincer were the driving forces behind the development of the Human Capital Theory fifty years ago (Verkhohlyad, 2008). This study was structured from a Human Capital Theory perspective. Thomas, Smith, and Diez (2013:3) describe Human Capital Theory (HCT) as people in the institution, their ability to perform their duties, and their capacity to become better. By including the potential aspect, there was an indication that lecturers can develop their expertise and capacity to the fullest. The HCT presupposes that investing in lecturers' professional development enhances productivity in institutions (Van Loo & Rocco, cited in Van der Vyver, Van der Westhuizen & Meyer, 2013).

When HCT is applied to individuals, it is generally interpreted as the abilities they demonstrate (Winterton, 2017), regardless of whether these are exhibited sufficiently according to the qualifications they possess. Aliu and Aigbavboa (2019) indicate that HCT development plays a major part in the retention and recruitment of lecturers. Moreover, investing in HCT boosts lecturers' morale, expands institutional culture, and enhances productivity. Rangongo and Ngwakwe (2019) recommend that policymakers in Treasury (SA Ministry of Finance) avail more resources to primary, high school and tertiary education

to promote the potential of human capital. The colleges and universities in South Africa will then produce and retain quality human capital to accelerate economic growth as a result of the improved policy on the provision of adequate resources. The key policy implication is for sub-Saharan countries to sustain economic growth by developing home-based human capital as a priority by increasing the tertiary education budget. Further, it was discovered that the enrolment rate of tertiary education in Southern African countries does not correlate with their economic growth (Akinola & Bokana, 2018).

Van der Vyver et al. (2013) argue the acquired knowledge and skills development of a person are valued as capital. Skills and expertise investment provides the benefit of better wages. The role of HCT in the institution is to develop, foster innovative thinking, create opportunities for knowledge acquisition, facilitate social interactions, and share knowledge and ideas through internal relationships (Han & Brass, 2014). Mahoney and Kor (2015) highlight that HCT adds to the institutions' existing capital by continually emerging with fresh knowledge. Hence, HCT is a vital framework within any institution which should be valued, managed, and measured excellently. Crocker and Eckardt (2014) add that the primary goal of managing HCT is to headhunt and retain the best employees.

The role of the lecturers is to improve their skills and abilities through further learning, whether through practical or institutional education. Further, an atmosphere of support should be created in the workplace where lecturers feel free to gain, exchange, and use knowledge effectively. The HCT framework utilised by TVET college management must motivate lecturers to realise the importance of skills and knowledge relevant to change the economy. Becker (1950) stated that schooling, training, medical care, and even lectures on individual developments are all capital developments which can raise the economy.

Additionally, Schultz (1961) defines human capital as the skills and knowledge that people obtain through education and training which should be a deliberate investment that produces returns. This means that investing in lecturers' professional development would yield returns. Therefore, education and training are regarded as the greatest significant investments in human capital projects because education benefits the economy by preparing lecturers to discover their talent to increase their competence to adjust to creative job opportunities by providing services that intensifies manpower for continuous economic growth (Schultz, 1963).

Mincer (1962) regarded the Human Capital Theory as promoting the principles of education to prepare the workforce. Denison (1962) concurred that the HCT contributed to a portion of economic growth that is not explained by other factors of production such as capital, labour, and productive land. Moreover, Becker (1964) views HCT as a form of investment in individuals where the benefits equal the costs of participation in HCT education programmes. Authors such as Graf (2006) cited in Van der Vyver et al. (2013:378) and Nafukho, Hairston and Brooks (2004) agreed that investing in individuals' training has a direct impact on lecturers' increase in competence which is essential to produce better performance from students.

2.3 DEFINITION OF CONCEPTS

According to the DHET (2013:8), programmes to qualify as TVET lecturers must incorporate reliable workplace components that train lecturers to teach work-based or practical programmes so that they can better prepare learners for the demands and expectations of the real-life work environment. The TVET curriculum must therefore change to meet demands that require skills to operate new technologies which are aligned to real-life workplace experience.

2.3.1 College Management Teams (CMTs)

The College Management Team is the group of managers that lead at the higher levels of the college, have designated roles for leading and developing other individuals, and are accountable for critical strategic functions (Overfield, 2016). According to Van Wyk and Marumoloa (2012), the CMT is accountable for the professional management of the college's the day-to-day operations, including the execution of its policies. Wageman and Hackman (2010) define a management team as a group of members of an institution, each assuming individual accountability for leading a department, but are inter-reliant to provide overall guidance for the whole organisation. Moreover, Akrani (2011) reiterates that the CMT is a group of individuals that accepted being accountable to operate an institution. In this study, management participants included the Deputy Principal of Academic Affairs, the Curriculum Manager, the Human Resources Manager, and six Campus Managers; they were selected as samples for data collecting from the senior management team of the

college. These were the individuals whom I preferred to be in charge of managing the aspect of lecturers' workplace experience.

According to Balkrishen and Menstry (2016), the campus manager of a TVET college is in charge of the quality of learning and teaching to ensure higher levels of student achievement. Bush (2008) emphasises that a TVET college would not be able to deliver the high-quality instruction and training that the college segment, which serves as a "supplier" to meet South Africa's skills demands, urgently requires without strong and efficient leadership, particularly from the campus manager (DHET, 2013,19). Grogan (2013: 83) affirms that "effective educational managers encourage better teaching" which leads to better learning, and thus enhanced academic results. Furthermore, reports from the Organisation for Economic Co-operation and Development (OECD) (2011:5) indicate that leadership is an urgent component of managing TVET colleges; for example, campus managers play a major role in improving campus results by motivating lecturers to excel in their endeavours to create a campus climate conducive for students to attain quality education to bridge the country's skills gap.

2.3.2 Lecturers' Workplace Experiences

Lecturers' workplace experience involves learning in and from real workplace industries and localities through site visits, placement of students for apprenticeship, for observation, and practical training (DHET, 2013). The Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training (TVET) states that institutions offering TVET programmes should recruit suitably qualified, capable lecturers with knowledge in both theoretical and work-associated aspects to create the critical impact anticipated of them. It further indicates that lecturers should be able to teach diligently across all the different NQF levels, in addition to possessing sound workplace experience to provide quality education for the students they service. Lastly, the programmes that require lecturers to teach practical lessons which prepare students for the demands of the real-world, are critical; hence, lecturers at TVET colleges need to be proficient in theory and practicals (DHET, 2013).

2.4 EDUCATIONAL LEADERSHIP MODELS

In today's knowledge-based economy, a company's capacity to add value is strongly reliant on innovation and learning. Leaders bear a great deal of responsibility in managing knowledge and generating new knowledge through others for the growth of human capital and the process of transferring it into organisational learning (Pasamar, Diaz-Fernandez & de la Rosa-Navarro, 2019).

2.4.1 Transformational Leadership Model

According to House and Aditya (1997), transformational theory focuses on the relationship between managers and staff members. It is a commitment between a person and others. The transformational theory facilitates the motivation process and ingrains the ethical aspects of managers and their subordinates. This theory is congruent to Maslow's (1954) higher-order needs theory which recommends that managers and their followers dismiss individual differences for the sake of the group. Instead, the manager should focus on the needs of the members of the group in order to empower and transform them.

In addition, the transformational theory advocates change processes through bottom-up participation. This model was appropriate as it fosters an atmosphere in which lecturers participate in ongoing learning – knowledge and skills that they frequently share with others. Transformational leaders work collaboratively with others in the organisation to recognise staff members' personal goals which they link to the broad organisational goal (Barth, 1990; Lambert, 2002).

Further, Ogbonnaya and Nielsen (2016) explain that transformational theory espouses a philosophy which motivates managers and staff members to cooperate and assist each other to progress to a higher level of functioning in a specific position – an approach that engenders change in the life of people and organisations, even to a level when ordinary members become equipped with managerial skills. Lastly, transformational leaders base their actions on principles of morality and the will to commit to genuine change to boost the working culture of the organisation.

2.4.2 Democratic Leadership Model

The democratic leadership model relates to increased staff productivity, job satisfaction, participation, and commitment (Hackman & Johnson, 1996). In an institution where democratic methods are embraced, all employees participate in work projects as a team via collective decision-making, implementation, and monitoring processes; hence, democratic institutions are better able to cope with the challenges that they are confronted with (Delgado, 2014).

According to Woods (2005), the democratic leadership model assists leaders' and subordinates' development toward realising their full potential; the democratic leadership style creates an atmosphere such that followers are motivated and supported in aspiring to higher levels of competence via honest and transparent ways. Sharma and Singh (2013) indicate that a democratic leader acts like an instructor who has the final say but collects evidence and invites input from subordinates to consider future developments - all in the best interests of role-players.

2.4.3 Distributed Leadership Model

According to Harris (2013), in the distributed leadership model, tasks and roles of leaders are shared among individuals leaving no room for monopolisation. Botha and Triegaardt (2014) contend that distributed leadership is based on the notion that all individuals, regardless of the levels of employment in the organisation, can and must lead and contribute to leadership. In other words, leadership is not limited to only those in senior positions like the traditional leadership dichotomy of the past where leaders led somewhat 'inactive', silent, unquestioning, and compliant followers (Bolden, 2011).

Gunter, Hall and Bragg (2013) declare that there is a functional understanding that the leader's role is to delegate leadership duties to include and enable others towards upward mobility which fosters transformation in organisations (Avissar, Alkaher & Gan, 2017). This enhances distributive leadership operations which increases an institution's functional capacity to reach optimal standards (Botha & Triegaardt, 2014).

2.5 RELATED LITERATURE

This discussion focuses on the challenges experienced by various countries regarding managing and promoting TVET college lecturers' work experiences. Since South Africa is a developing country in transition following the apartheid system, I chose one developing country and one developed country for lessons learned. For a developing country, I selected Nigeria, and for a developed country, I chose the USA, a country outside the continent. The literature review explains how each country (RSA, USA, and Nigeria) somewhat solved the problem under investigation by creating conditions at work which mitigated threats that obstructed the provision of professional development concerning lecturers' practical work experience. The aim was to learn how certain countries tackled the TVET college lecturers' problem of lacking practical work experience.

2.5.1 CMT Challenges to Enhance the Workplace Experience of College Lecturers

2.5.1.1 South Africa

In South Africa, colleges of education that traditionally focused on teacher preparation for schoolteachers have been merged into higher education or dissolved in the last ten years, faculties of education have been rationalised, and universities have undergone merger processes (Papier, 2017). Badenhorst and Radile (2018) indicate that the urgent issue at TVET colleges is the lack of leadership and management skills of CMTs which poses as a barrier to upskilling lecturers in numerous facets of their learning and teaching; for instance, there were obvious deficiencies in their abilities that were deemed prerequisites for efficient teaching and practical class-demonstrations. Van Wyk (2010) asserts that the curriculum in both rural and urban areas is the same at all TVET colleges in SA, but colleges in rural areas lack infrastructure, resources, qualified staff, offer limited courses; and these are exacerbated by the absence of financial aid for indigent students.

According to Grace et al. (2014), TVET lecturers must demonstrate excellence in at least four areas: subject knowledge, pedagogy, workplace experience, and practical industrial proficiency; however, only a few have expertise in all these areas. Moreover, the OECD (2014) indicates that the TVET lecturers lack the requisite eclecticism of pedagogical skills and workplace-related experience. Alarming, it was evident that lecturers recruited at

TVET colleges lacked practical work experience. Since TVET colleges are mainly responsible for preparing learners for real-life workplace situations, lecturers who lacked experience in the workplace could not translate theory into practice when delivering lessons at TVET colleges (Manyau, 2015).

Additionally, Mgijima (2014:395) asserts that the management of TVET colleges was underprepared for the advent of transformation to democracy which prioritised the principle of equality in all institutions which required that staff recruitment and programmes meet the standards stipulated by the DHET in the TVET sector. One of the provisions was that principals should be responsible for all institutional processes including academic matters, financial administration, personnel management, and asset procurement.

Mtwesi (2017) states that TVET colleges have experienced a rapid increase in enrolments; hence, if resource provision, human capital considerations, and the significance of driving productivity is not attended to, a recipe for disappointment is anticipated. Mtwesi (2017) points out that the Government only allotted 18% of its budget to post-school education in TVET colleges; the DHET (2015) also critiqued this underfunding of the TVET sector in the Strategic Plan 2015/16 - 2019/20 as contributing to the TVET industry's vulnerability. The Strategic Plan also stated that 93% of the funding given to TVET colleges went towards wages, leaving 7% of the budget for all other expenses, such as stipends for teachers participating in fieldwork.

McBride et al. (2009:3) note uncertainty regarding the amount and type of training required for college lecturers. This made it more difficult for higher education departments to accurately produce statistics for the development of college lecturers (Papier, 2008: 8). Further, McBride et al. (2009:8) affirm that about 90% of TVET lecturers lack the appropriate teaching qualifications and work experience; hence, professional development remains a top priority. Moreover, it was revealed that 61% of lecturers who taught at schools before being absorbed into the college sector, lacked practical and industry experience. Msibi, Mcwango and Memela (2014) reported at a conference hosted by the DHET that many TVET college lecturers were either un- or underqualified - this is cause for concern. This was exacerbated by their lack in either one or more of the following three fields: academic qualifications, professional qualifications, and industry experience.

In sum, TVET colleges have poor leaders and managers whose lack of commitment and skills lead to challenges such as lecturers being deficit in teaching and learning competencies (and practical experience in industry) that disadvantage them to meet the requirement of producing high standard knowledgeable and skillful students.

2.5.1.2 Nigeria

Kehinde and Adewuyi (2015) affirm that the TVET colleges in Nigeria are underperforming, thus contributing to a negative perception of the sector. It is perceived that TVET colleges in Nigeria are not properly academically orientated to be best suited for students who want to join the industrial sector after completion of their programmes (Kehinde & Adewuyi, 2015). Similar to many African countries, the Nigerian TVET sector lacks funding to procure teaching-learning materials and equipment for academic and practical courses. Also, Ogbuanya and Izuoba (2015) mention that capital investment is currently much needed for machinery, laboratories, and workshops.

Further, Ogbuanya and Izuoba (2015) state that in Nigeria, the current state of the TVET colleges is a sign that the country marginalises the importance of supporting TVET colleges. Okoye (2013) maintains that the main challenge with TVET colleges is that they are not advancing programmes that promote employability skills. This has made the country become the importer of skilled labour (such as engineers) when they have unemployed TVET graduates (who lack the required practical skills). There is an anomaly between skills taught by the TVET colleges and the requirements of the industrial sector (Pamdoff, 2013; Okoye, 2013).

The challenges in implementing the TVET curriculum in Nigerian colleges include the following: lack of sponsorship, poor infrastructure, incorrect timing, and insufficient rewards for excellence (Ayonmike, 2015). In addition, TVET colleges are bedevilled by many challenges that include underfunding, inadequate teaching and learning facilities, lack of ongoing training, and poor governance. Moreover, serious challenges facing the TVET colleges include having underqualified lecturers, and a perception of TVET colleges having a poor quality of management and lecturing at (Afro, 2015).

According to Okoye and Arimonu (2016), the graduates of TVET colleges in Nigeria's public service are not highly valued. Okoye and Arimonu (2016) indicate that lecturers in Nigeria need to be professionally developed, but there is inadequate funding. Furthermore, Arimonu (2016) mentions that Nigeria prioritised university education at the expense of technical education; thus, neglecting to fully prepare TVET students with relevant knowledge and skills required for the real-life industrial workplace.

Kehinde and Adewuyi (2015) alluded that TVET colleges in Nigeria are not academically orientated and the TVET colleges lack funding to procure teaching/learning materials and equipment for courses and Ogbuanya and Izuoba (2015) concurred with them that capital investment is needed for machinery, laboratories, and workshops, which are currently not existing.

Ogbuanya and Izuoba (2015) mention that in Nigeria, the current state of the TVET colleges is a sign that the country is not acknowledging its importance and abandoning supporting the TVET colleges and the provisions that it earns. Its main challenge is that the institution is not conveying employability skills (Okoye (2013) and there is an inconsistency between skills developed by the TVET colleges and the requirements of the industry (workplace) (Pamdoff, 2013; Okoye, 2013).

Ayonmike (2015) indicates that the obstacles preventing the implementation Nigeria's TVET college curricula are lack of sponsorship, inadequate infrastructure, inappropriate timing, and absence of rewards for excellence. Other serious issues pertained to underqualified lecturers and a poor perception of standards at TVET colleges (Afro, 2015). Okoye and Arimonu (2016) affirm that most lecturers in Nigeria need to be professionally developed, but there is inadequate funding to focus on technical education staff training (Arimonu, 2016).

2.4.1.3 United States of America (USA)

Zirkle (2012) mentions that in the USA, TVET colleges are fully functional educational institutions that students enrol at to become proficient in skills required in industry. However, the colleges are not adequately funded to recruit qualified and competent lecturers who can be academically inclined, excel in technological curriculum delivery, and

be experienced in real-life practical work (Biodun, 2018). The factory model education system was developed gradually in the USA after World War I to promote the teaching and practice of skills in TVET colleges (Gordon, 2014).

Eddy (2010) maintains that CMTs in the USA faced numerous challenges such as finance which prompted the urgent need to look at other financial models which led to forming partnerships with private funders. Also, the outdated infrastructure needed to be upgraded, and the recruitment and retention of qualified and experienced lecturers was a matter of urgency, especially in the rural communities. Moreover, CMTs failed to develop a plan that would lead to cohesive working relations with the labour market which could have led to identifying skills gap in the industrial sector (Millennium Challenge Corporation, 2020).

Lastly, since TVET colleges in the USA are an optional form of education, students are not compelled to participate in to qualify for a high school diploma or a college/university degree (Zirkle, 2012) which hinders funding from Government.

2.5.2 CMT Role in Enhancing the Workplace Experience of College Lecturers

2.5.2.1 South Africa

According to Badenhorst and Radile (2018), TVET management should apply the “whole-school (college) approach” where leadership involves stakeholders at various levels to create a collective vision to enhance the competencies and prerequisite skills for effective lecturing. A well-formulated workplace skills plan must be instituted to prioritise the acquisition of knowledge and technical skills so that students are prepared to successfully function in real-world industrial and technical workplaces (Manyau, 2015).

Msibi, Mcwango and Memela (2014) view the professional development of lecturers as a starting point, hence they developed three models: improved teaching and learning, education and social justice, and short- and medium-term interventions towards a long-term vision of flexibility, accessibility, relevancy, and efficiency. Firstly, the model of improving teaching and learning aims at the future success and security of TVET colleges, and the development of skills to enhance lecturers’ theoretical and practical competencies. Secondly, the model of education and social justice is intended to promote accessibility and inclusivity for all students. Thirdly, the issue of quality efficiency expectations and college

lecturers' qualifications and productivity must be addressed to realise the long-term vision of the TVET colleges.

In sum, the proficiencies required to lecture at a TVET college require mainly requisite theoretical knowledge and workplace experience. Msibi, Mcwango and Memela (2014) recommend that a TVET community of specialists (CoS) share best practice with lecturers and design TVET-specific training materials. This will enhance TVET classroom practices to produce better student performances that increase the throughput rate, in addition to inspiring lecturers to register for higher formal qualifications.

2.5.2.2 Nigeria

According to Zite and Deebom (2017), the CMTs should implement flexible workable TVET programmes with starting and ending hours, such that there is a collaboration between TVET colleges and industries that allows lecturers to gain practical workplace experience. This will foster the transference of theoretical knowledge into practice in preparation for industrial needs. Furthermore, TVET institutions and Non-Governmental Organizations (NGOs) and sponsors (industries and corporates) ought to partner to provide funding for specific programmes. Also, TVET programmes' entrance should solely be based on merit, based on high- school performance, skills, aptitude, and interest. As a result, TVET institutions generate quality graduates who possess the relevant skills coupled with in-depth knowledge in their field of interest (Okwelle & Ayomike, 2014).

Continuous education should be periodically renewed with workplace experience in the relevant occupational sector (Pamdoff, 2013; Okoye, 2013). Okwelle and Ayomike (2014) maintain that improving the connection between TVET colleges and industry is strategic for the TVET sector. This is in congruence with the opinion of Anyakwo (2012) who advances that those factors like functional facilities, appropriate infrastructure, qualified TVET lecturers, suitable teaching strategies, practical skills, and sufficient funding will improve the calibre of TVET programmes.

2.5.2.3 USA

The Millennium Challenge Corporation (2020) advises that all TVET institutions should forge a close relationship with industries as they require personnel with practical skills.

Bioduna (2018) adds that competent lecturers are those trained in the use of industrial and information communication technology. These include theory and practice of design, utilisation and management of the internet, understanding the operation of wireless networks, cell phone and computer technology, software development, video-conferencing skills, and social networking, among others. Hence, according to demand, TVET lecturers should plan and teach programmes according to feasibility studies based on the supply-demand approach to foster employability. In other words, there should be a correlation between educational theory and on-site practical training to satisfy the demands of the present and future labour markets (Wahba, 2011).

2.5.3 Conditions Favourable for Recommendations to Work

2.5.3.1 South Africa

Badenhorst and Radile (2018) advocate that the TVET college management must utilise the whole-school approach that involves all stakeholders to find solutions. Thereafter, distributed instructional leadership practices should be implemented to create enabling conditions embedded in training, coaching, and mentoring to address all shortcomings of novice lecturers during induction and orientation sessions. Additionally, the TVET management should coordinate, implement, and monitor the workplace skills plan to achieve the organisational objectives and targets of the institution (Manyau, 2015).

Msibi, Mcwango and Memela (2014) confirm that professional development could be addressed according to the principles of the mixed method model. The mixed method model includes distance-learning, contact sessions on Saturdays, and workshops during the holidays to equip 'inexperienced' lecturers. The training for novices, facilitated by a community of specialists, may enhance TVET classroom practices to produce better student performances that increase the throughput rate, in addition to inspiring lecturers to register for higher formal qualifications.

2.5.2.4 Nigeria

Zite and Deebom (2017) state that TVET institutions can improve the economy of the nation by structuring and implementing flexible, workable, and relevant TVET programmes; but reciprocal cooperation amongst TVET institutions and industry to upgrade TVET lecturers'

competencies, especially regarding new technologies, is advised. Hence, NGOs could play a critical role by collaborating with TVET institutions, especially in funding processes concerning TVET lecturers' in-service training.

Pamdoff and Okoye (2013) recommend that TVET colleges review or redesign curricula to meet the requirements of industry, while emphasising that stakeholders and policymakers in the TVET sector restructure TVET programmes to prioritise practical work rather than theoretical studies. Furthermore, the private sector and the Government should collaborate to provide training facilities at TVET centres to promote the acquisition of relevant skills to meet industry requirements (Okwelle & Deebom, 2017).

2.5.2.5 USA

The MCC (2020) emphasises that the institutions must receive direct feedback from the workplace on whether the training being provided is adequate, what is new, or what is evolving. Also, TVET institutions should ensure that lecturers have access to instructional and communication technologies in order to keep abreast of evolving technologies (Bioduna, 2018).

The Federal Government provides funds to support TVET colleges in the USA. The TVETs receive funds from three levels of Government: federal, state, and local. These funds are used to provide lecturers with the required skills to meet industry's required standards. All states submitted a plan to the Office of Vocational and Adult Education (OVAE) on how they will use the funds in terms of the National Policy Support Collaboration Between Institutions (UNESCO, 2014).

2.5.3 CMT's Strategies to Enhance the Workplace Experience of College Lecturers

2.5.3.1 South Africa

Badenhorst and Radile (2018) assert that the CMT is not implementing distributed instructional leadership practices correctly, and that it will fail to address the deficiencies in the orientation and induction of newly appointed lecturers. Hence, the effectiveness of TVET leaders is compromised by not allotting responsibilities and establishing open communication channels.

Manyau (2015) agrees that when the TVET management is not implementing the workplace skills plan, they will not be able to achieve set organisational objectives. Since lecturers must be motivated to attend practical training sessions and obtain better qualifications (Msibi, Mcwango & Memela 2014), the time allocated by DHET for the professional development of lecturers needs to be reviewed (Mtwesi, 2017).

2.5.3.2 Nigeria

Zite and Deebom (2017) contend that a mismatch between theory and practice will always exist if there is no teamwork between TVET institutions and industry. The TVET institutions must be familiar with the requirements of the industrial labour market so that curriculum transformation aligns to skills' demands (Pamdoff, 2013; Okoye, 2013). Moreover, the lack of collaboration between TVET colleges and the industry disadvantages lecturers from being placed in institutions where workplace experience is a prerequisite (Zite & Deebom, 2017).

Policymakers and stakeholders should review the curriculum to be in line with the industrial demand (Pamdoff & Okoye, 2013). Arimonu (2016) reiterates that there is inadequate funding for improvement of infrastructure and the development of lecturers in TVET colleges, and this is exacerbated by the Government prioritising university education at the expense of technical education (Ayonmike, 2015).

2.5.3.3 USA

According to MCC (2020), timely and regular feedback is critical in any training programme; as such, TVET institutions should provide feedback about the quality of training offered to lecturers after being exposed to the real-life practices in industry. Bioduna (2018) indicates that inadequate budget allocations restrict the placement of lecturers in local industries for practical training - to be placed in other provinces, lecturers' accommodation and travelling expenses must be considered, given the limited budget.

In sum, Eddy (2010) indicates that the USA (like SA and Nigeria) lacks funding for improving infrastructure and the training of lecturers to gain work experience, so the main focus is to recruit and retain qualified lecturers with sound theoretical knowledge and practical work experience, especially in the rural community - a shortcoming mainly

emanating from the lack of a working relationship between TVETs and industry which would have been beneficial in identifying the scarce skills gap (MCC, 2020).

2.6 CHAPTER SUMMARY

This chapter dealt with the theoretical framework and literature review relevant to the phenomenon under study. The theoretical framework hinged on the human capital theory which was explained from three perspectives: the history of the theory, its description, and its importance to this study. Three educational leadership models were also discussed. The literature review outlined the four main themes aligned to the aim and objectives of this research project. Comparisons of TVETs' attempts at the training of lecturers to gain better workplace experience were made involving three countries: RSA, Nigeria and USA. The first theme reviewed the literature on the challenges encountered by CMTs in their role of enhancing the workplace experience of college lecturers; the challenges faced by TVET college management to place lecturers in the workplace (industry) were outlined. The second theme explained how CMTs collaborate in enhancing the workplace experience of college lecturers. The third theme focused on examining conditions under which CMTs operate in enhancing the workplace experience of college lecturers. The fourth theme examined the threats affecting CMTs' role in enhancing the workplace experience of college lecturers in the three countries. Lastly, gaps to promote CMTs' efforts to enhance lecturers' practical work experience were identified. The next chapter (3) presented the methodology applied to collect data to find solutions regarding the phenomenon under investigation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter (2) discussed the literature related to the role of college management teams in enhancing lecturers' workplace experiences which was based on the human capital theory (HCT). This chapter (3) provided the methodology and research design to collect and unpack the data to achieve the aim and objectives of this study in line with the research questions. The qualitative research approach was pursued for generating data as it aligned to the principles and techniques of HCT as a theoretical framework within which this study is situated. Further, this chapter justified the selection of the case study design, as well as the study's importance to contribute to new knowledge. It concentrates on the case study design which utilises semi-structured interviews as a data collection instrument. The chapter also outlined the ethical considerations including how they were adhered to in this study. Lastly, a summary of the entire chapter was provided.

3.2 INTERPRETIVE PARADIGM

I opted for an interpretive paradigm to inform my study because it focuses on individuals and aims to interpret their understanding of the world around them (Cohen, Manion & Morrison, 2011). Nieuwenhuis, cited in Maree (2016:52), describes a research paradigm as "a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular worldview". Shwartz and Ogilvy, cited in Maree (2016), state that "paradigms allow us to tell a clear story by showing the world that it is meaningful and purposeful, but culturally subjective".

The interpretive paradigm enabled me to view the world from the participants' perspectives and knowledge. The study elicited and explained the in-depth understanding of the generated data. To explore the understanding of participants, the interpretive paradigm provided a context that allowed me to examine what the participants' views were about enhanced lecturers' workplace experience. The interpretive paradigm was suitable for this study because it fostered an understanding of how human behaviour instead of

generalising and predicting causes and effects (Neuman, 2000). My understanding of the interpretive approach is recommended by Berryman (2019:273) who advocates that "social construction, language, shared consciousness, and other social interactions" are important means for interpretation to add to knowledge. Berryman (2019:273) suggests that to accomplish this, interpretive researchers should arrange their research questions in a way that focuses on understanding "how and why" in order to receive answers to qualitative questions.

3.2.1 Relationship between Participants and Researcher

The study was supervised at the University of the Free State (UFS), and the collection of data was conducted at a TVET college in the Free State, where I, as the researcher, am working as one of the management team members. I was an insider researcher in this regard. To conduct academic research in my work environment (Alvesson, 2003; Brannick & Coghlan, 2007) avails opportunities and presents challenges (Seale, 1999; Denzin, 2009; Lincoln & Guba, 1985; Miles, Huberman & Saldana, 2014; Merriam, 1998, 2002; Robson, 2011).

The "insider" role, a potent reflexive perspective utilised to get a deeper understanding and participation into participants' life experiences, is characterised by qualitative research, according to Cooper and Roger (2014). However, "making the private public" can sometimes be messy and uncomfortable. These possibilities and difficulties play a vital role in qualitative studies.

3.2.2 Roles of the Researcher

Aspers and Corte (2019) maintain that the focus of the researcher is to understand the meanings individuals have created – in other words, how people interpret their world and their experiences. A situated activity, qualitative research places the observer in the world. It entails a collection of interpretive, tangible practices that bring the world into focus. With the help of these techniques, the world is turned into a collection of representations, such as field notes, discussions, interviews, recordings, and pictures. In other words, researchers observe phenomena in their natural environments, try to understand them, and then interpret phenomena based on the meanings individuals assign to them.

As the researcher, my role was to listen while taking notes about the experiences the participants shared. Furthermore, my role involved interacting with participants by asking them questions concerning the topic of the study. The researcher, who also conducted the interviews, took part in the study by directly obtaining information from the participants. The researcher frequently immerses themselves in the topic under investigation in a qualitative study (McMillan et al., 2010:12).

3.3 QUALITATIVE RESEARCH APPROACH

The participants described their day-to-day experiences relating to the professional development of TVET college lecturers. Struwig and Stead (2017) indicate that one feature of qualitative research is that its practitioners are concerned with comprehending the issues under investigation from the participants' points of view. Crossman (2017:1) defines qualitative research as “a kind of social science research that gathers and works with non-numerical data and which pursues understanding meaning from data, which assists us in recognising community life through the study of people or residences”. For this study, a qualitative research methodology was appropriate as it obtained rich, in-depth data by conducting face-to-face interviews with selected participants at their workplace spaces. Qualitative research concentrates on words (descriptive) rather than numbers (statistical) by observing the world in its natural setting, and interpreting situations to understand people’s day-to-day life patterns (Percy, Kostere & Kostere, 2015). The researcher was able to conduct interviews with participants in their actual workplace settings due to the choice and appropriateness of the qualitative approach. This fostered the garnering of information pertaining to the professional development of TVET college lecturers.

3.4 THE CASE STUDY RESEARCH DESIGN

According to Niewenhuis, cited in Maree (2016:72), a design is "a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data-gathering methods to be used, and the data analysis to be done. The objective of the research defines the technique and design of the study, whereas a research design is a comprehensive description of how and why a research project will be undertaken (Cohen, Manion & Morrison, 2011).

This study followed a case study research design. The methodology was guided by the research problem, research questions, the aim, and objectives of the study (Viswambharan & Priva, 2016). A case study design investigates real-life, modern confined systems, or several confined systems over a period of time, by means of incisive data generation techniques, including the analysis of numerous sources of information (Creswell, 2013).

According to Karlsson (2016), compulsory elements of the case study include that it must closely analyse a real-world scenario made up of one or a few cases that must be bound in time and space, making them context-dependent. Additionally, the researcher can decide the size and duration of case analysis, the amount of cases included in the study, the methods used to generate data, and the methods used to develop theories from the study. Despite Stake (2005) indicating that “case study research is not a methodology, but a decision of what is to be studied (i.e., case within a bounded system)”, others regard it as an approach of inquiry, a methodology, or a thorough research strategy (Denzin & Lincoln, 2005; Yin, 2003; Merriam, 1998).

I decided to interpret case study as a design within the qualitative approach - as an object of study. Creswell (2013) states that case study research is a qualitative research design because the researcher investigates a bounded system (a case) or multiple bounded systems (cases) over time, through comprehensive, in-depth data generation processes including utilising multiple sources to garner information (e.g., semi-structured interviews and audio-visual material). This study explored the role of CMTs in enhancing college lecturers' workplace experiences in TVET colleges, which displayed the bounded traits of a qualitative case study design.

Merriam (2008:40) states that the case might be the college, an individual, a community, a particular policy, a programme, or a group. Merriam (2008:41) adds that the reason a case can be chosen is "because it is an instance of some process, issue or concern". This study's case is a TVET College in the Free State. The role of CMTs in enhancing college lecturers' workplace experiences involved nine participants (Deputy CEO, Curriculum Manager, HR Manager, and six Campus Managers). The case study approach assisted me in obtaining in-depth insight into the role of CMTs in enhancing college lecturers' workplace experiences.

This study focused on individual and multiple cases (Starman, 2013). The case study was the best approach to find answers to questions as it was not possible to control behavioural patterns (Teegavarapu, Summers & Mocko, 2008). The advantage of using a case study as a qualitative research method included the possibility of eliciting more details about a specific phenomenon; for instance, it might lead to an account or a detailed description of a specific event. Since a case study is used to gain a rich, detailed comprehension of the phenomenon under investigation, it is in line with the aims of this study, which was to provide in-depth knowledge and descriptions of the role of CMTs in the professional development of lecturers concerning workplace experience.

One valuable contribution of case study research is that it has the "ability to capture complex action, perception, and interpretation" (Merriam, 2008:44). As such, I generated data through interviews on the role of CMTs in enhancing college lecturers' workplace experiences. Lastly, the case study approach afforded me the opportunity "to establish [generalisations] about the wider population" in which TVET colleges are situated (Cohen, Minion & Morrison, 2000:185).

3.5 DATA GENERATION

Data can be generated in various ways (Nieuwenhuis, cited in Maree, 2016:77). This study selected the case study design to generate data (presented in Chapter Four). I conducted semi-structured interviews for data generation which I audio-recorded and later transcribed verbatim. Moore (2014) states that a dialogue between the interviewer and the participants in which the interviewer asks specific questions about a particular topic is called an interview. Non-verbal interactions such as eye contact and facial expressions were noted during the interviews through observation. By utilising semi-structured interviews, I developed a better understanding of the lived experiences of the participants in this study (Seidman, 2013). The interview protocol and observation techniques guided the interview process which allowed the interviewer to probe for additional information, adjust questions, and to seek clarity (Creswell, 2012; McLeod, 2014). Hence, the most effective method for getting information-rich data from research participants was considered to be semi-structured interviews.

3.6 DATA ANALYSIS, INTERPRETATION, REPORTING, AND QUALITY

ASSURANCE

Maquaire and Delahunt (2017) state that during thematic analysis, the researchers identify patterns or themes within qualitative data sets. As previously stated, data collection was carried out via semi-structured interviews, audio-recorded, and transcribed verbatim the conversation, after which the data was categorised, tabled, and coded according to the similarities and differences. Audio-recordings and transcriptions were repetitively listened to and read respectively to authenticate and become thoroughly familiar with all collected information.

To gain a greater understanding of the data gathered, this study took into account all the generated data, including notes and interview transcripts. Coding of the data involved by identifying particular words to uncover specific themes (Maree, 2012:304). The human capital theory (HCT) served as a guide regarding the connection between the literature review and the interpretation of the generated data. The HCT enabled me to better understand the extent to which CMTs enhance college lecturers' workplace experience.

3.7 SELECTION OF RESEARCH PARTICIPANTS

The selection of participants involved sampling individuals from a group of people or population that could provide relevant and rich information on the phenomenon being studied. Participant-selection via purposeful sampling criteria is convenient, economical, and time-saving rather than including the whole population in the study (Rossouw, 2013:107-108). In the Free State, there are four TVET colleges - this research focused only on one college which has eight campuses: five campuses offer Report 191 (business studies) and the National Certificate Vocational (NCV) programme, one offers Report 190 (engineering) and NCV, one offers only the NCV programme (primary agriculture), and the last one offers a pre-vocational learning programme. This TVET college research site has three Deputy Principals, one Curriculum Manager, one HR Manager, and eight Campus Managers.

This study, which selected participants from TVET management teams, focused on interviewing the deputy principal academic, HR manager, curriculum manager, and six campus managers. The six campus managers were selected to represent the eight campuses of TVET College. According to McMillan and Schumacher (2010:138), purposeful participant selection entails “the researcher using his/her knowledge of the participants to decide which subjects to select to provide the best information to address the purpose of the research”. Thus, this study used purposeful participant sampling to choose information-rich participants. In other words, the nine participants were excellently placed to provide in-depth information about the professional development of lecturers regarding workplace experience in terms of how it is managed, implemented, monitored, and enhanced.

3.8 TRUSTWORTHINESS

Every researcher's top priority is to present findings that are truthful and reflect reality. Comparatively speaking, qualitative research employs non-numerical data, whereas quantitative research makes use of the notions of validity and reliability to ensure that the data acquired is reliable and its interpretation is believable. Consequently, it may be thought that the reliability of the data is more significant. Eldridge, cited in Boswell and Cannon (2017), assert that in order for qualitative research to be legitimate, there must be a component of trust between the researcher and the participants on the validity and authenticity of the data gathered. To enhance the trustworthiness of the collected data, the researcher ensured the following:

- The use of various information sources;
- Verifying of information;
- Retaining records of the outcomes;
- Correctness in the coding of information;
- Confirmation and verification of the outcomes;
- Avoiding speculation;
- Precise selection of quotes; and
- Maintaining privacy (Maree et al., 2007:113).

The transcripts were presented to the participants as part of member-checking to verify and to ensure that the correct interpretation of data was executed. Member-checking was also done to ensure that the researcher did not influence the participants in any way, and that there was no evidence of personal prejudice or any form of manipulation.

This investigation was considered to be trustworthy because the researcher observed all the stipulated procedures and protocols before the outcomes were revealed. The researcher obtained ethical clearance from the University of the Free State Ethics Committee (Appendix B), approval from the college to conduct research (Appendix A), and consent (signed) from the participants to be interviewed and audio recorded. All the above evidence was available on request for inspection from the researcher.

3.9 ETHICAL CONSIDERATIONS

The researcher took the research ethics, policies regarding informed consent, and principles such as avoiding deception and risks, while ensuring confidentiality, privacy, anonymity, and safety into consideration (McMillan & Schumacher, 2010: 338).

Before the commencement of the study, permission was requested from the University of the Free State to conduct this research, the TVET college management through the Deputy Principal of Academic Affairs for interviewing the selected participants. The study's purpose and all finer details were clarified to all participants verbally and included in the consent form (Maree, 2015). Participants were made aware that their participation in the study was completely voluntary and that they could discontinue at any time without incurring any penalties. The researcher also informed the participants that all collected data and their identities will be protected via confidentiality and privacy processes. All participants agreed to be audio-recorded with the knowledge that all recordings will be kept confidential. Also, all data was kept in a password-protected electronic file in the researcher's laptop only to be accessed by her.

Confidentiality was accomplished by assigning codes/pseudonyms to each participant. Information was kept for audit purposes but will be destroyed after five years. It was also clarified that participants would not receive any remuneration for participating in this study. In addition to availing the verbatim transcripts to the participants to check for correctness,

a final copy of this research study will be available on request to all role-players including participants (Gunawan, 2015).

3.10 SUMMARY OF THE CHAPTER

In this chapter, the interpretive paradigm and the research design were discussed, including the justification for choosing them. Also, the relationship between the participants and the researcher, the role of the researcher, and techniques to collect, analyse, and record data were outlined. Further, the case study approach was explained as the suitable method for this study. The qualitative research approach assisted processes of participant selection, data generation, and data analysis. Lastly, ethical considerations were explained in detail. The next chapter (4) presented the data and discussion of the findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

The previous chapter (3) focused on the research design and methodology which facilitated the processes of obtaining information for this study. The qualitative approach, which was applied to guide this investigation, utilised semi-structured interviews to garner data. This chapter (4) deals with the presentation, analysis, and interpretation of data. The aim and objectives of the exploration was to explore the role of CMTs in enhancing college lecturers' workplace experiences. Hence, the opinions, views, experiences, and expertise of the Deputy Principal Academic, Curriculum Manager, HR Manager, and six Campus Managers were central in collecting and analysing data through verbatim responses to open-ended questions posed by the researcher. The themes that emerged from analysing the collected data assisted in the clarification and discussion of relevant aspects of the topic under study. The following section explored the challenges limiting the role of CMTs in enhancing the workplace experience of lecturers.

4.2 CHALLENGES HINDERING THE ROLE OF COLLEGE MANAGEMENT TEAMS

4.2.1 Partnerships with Industry

According to the Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training in South Africa (2013), lecturers must be experts in both theory and the practical scope of TVET colleges. The DHET (2013) stipulates that TVET lecturers should have knowledge in at least three areas: knowledge, pedagogy, and workplace experience; however, only a few have expertise in all the three areas. Hence, a well-formulated workplace skills plan to train lecturers on an ongoing basis must be instituted and monitored by CMTs at TVET colleges so that the most up-to-date industrial skills can be acquired to become relevant to the needs of real-life practical work situations (Manyau, 2015).

The following responses by participants attest to the challenges CMTs face regarding the partnership with industry:

DPA: So firstly, our main role will be as I've said to you before, to initiate partnerships and to sustain such partnerships to ensure that they are beneficial, not only to the industry partner, but also for our lecturers.

CM 2: You know Mrs Mokoena, if the institution does not have a partnership with the workplaces or a particular workplace, then it is not going to materialise. Those workplaces must be able to accommodate staff members who are expected to undergo some workplace experience.

CM 3: Thank you, madam. I think I will start with the challenges that we encounter as management. First, it's timing because most of the work experience training for our staff members occurs during their holidays. So, sometimes as management, we can plan but you find out that staff members have got their own plans, so this is the biggest challenge. Also, if we place them during working hours, our students will be at a disadvantage. So, the only time that we have is during holidays for staff members, but we encounter lots of challenges. So only a few staff members become committed to this one. Other staff members will make excuses or sometimes they will say they have already made other plans. If we plan in advance, as soon as the time comes closer for them to attend, they just change their mind and say they already have commitments. That is our biggest challenge that we are facing. Other challenges can be blamed on companies where they have to consider MoUs, the safety of the staff, and budget restrictions; but on our part of management, it's just the staff members who hinder the process of practical training.

HR Manager: I must indicate that we find it very difficult for us as a TVET College to place our lecturers. The experience that we've encountered is that we are unable to sign the MoUs with the service provider because they will ask a lot of questions thinking that once we place lecturers in their workplace, they are going to pay lecturers; but we have assured them several times that they are not going to pay - we as the college are going to take the responsibility to pay our lecturers who are placed in their workplaces. The reason being is that we want our lecturers to be abreast of the new technology.

The role of the management includes partnering with industries, but he requires signing the MOUs that indicate the conditions or stipulations relating to such partnerships. Only then

will the college be able to place those lecturers who require to undergo training for workplace experience. Also, management's challenge relates to the timing of such workshops; when lecturers are placed during teaching and learning hours, students will be disadvantaged, while during the holidays some lecturers are not available because of family holiday commitments. Moreover, despite giving assurance of the TVET training payment system, industries are still unduly troubled by the responsibility to 'pay' lecturers during their training hours at the industrial sites.

Further, the collected data, congruent to Mgijima's (2014:395) findings, revealed that the management of colleges was underprepared for the enormity of transformation to democracy after 1994. Alarming, the DHET and the study conducted by Millennium Challenge Corporation (2020) concur with participants DPA and CM 2 that TVET management does not have a working relationship with the labour market; hence, there is a lack of information on the scarce skills gap. Moreover, the OECD (2014) confirms that TVET lecturers lack the correct mix of practical and pedagogical skills, and workplace-related experiences.

The HTC recommends that an investment in the training of lecturers increases productivity in institutions (Van Loo & Rocco, cited in Van der Vyver, Van der Westhuizen & Meyer, 2013). However, the absence of partnerships is affecting the workplace experience of lecturers at TVET colleges.

4.2.2 Lecturers' Reluctance to Gain Workplace Experience

According to Manyau (2015), most lecturers employed at TVET colleges lack practical work experience. This is also because TVET colleges are mainly concerned with preparing learners for the workplace. However, lecturers who lack workplace experience may not be able to fully prepare learners for the workplace because they fail (in most instances) to demonstrate the value of theory to real-world practice.

The following extracts elaborate on the challenge of workplace experience concerning college lecturers:

***DPA:** The lecturers are resistant to being placed in the workplace venues. Uh, the reasons given before were that some lecturers feel that we (CMT) think they are not qualified*

enough, and they must go to the workplace because they can't lecture to students well enough.

CM 2: *Then the other thing is that there is also some kind of reluctance on the side of the lecturers. Uh, you find that lecturers believe that they have secure jobs as lecturers, and they don't see any need further to expose themselves to changes in the workplace and the courses or the subjects that they are teaching. So, they are quite comfortable in their teaching spaces. You know, some of them do not see the urge or reason to go to acquire industry experience to familiarise themselves with the latest trends in modern industries.*

CM 3: *The challenges, uh! When we look at what the industry is offering or the industry is looking for, basically we see a huge gap when we look at the syllabuses we are using and the modern technology that industry is using. So, industry is reluctant in accepting our lecturers to operate their machines because we are still way back in terms of operating technology skilfully.*

Firstly, the lecturers who are reluctant to be placed for training in industries feel that management regards them as being underqualified, or that they are inefficient at their work. They do not see this opportunity for them to enhance their knowledge and to familiarise themselves with new developments in today's industries. This also exacerbated by the reluctance of industry management to sideline college lecturers for possible re-training because of the TVET staff using outdated curricula to teach students.

Also, McBride et al. (2009:8) estimate that approximately 90% of TVET lecturers lack work experience; hence, professional development remains a primary challenge. Moreover, it was found that 61% of lecturers who taught at schools before being absorbed in the college sector lacked practical and industrial experience; hence, such lecturers need to be urgently developed (Okoye & Arimonu, 2016).

Gordon (2014) mentions that the expectation would be for TVET colleges to recruit lecturers who are well-experienced for practical work and qualified to deliver an academic-technology-oriented curriculum. This means that the reluctance of lecturers to be further trained in industrial skills will lead to students not being exposed to practical work which will hamper their (students') chances of employability (Manyau 2015).

According to Becker (1950), the HCT encourages lecturers to improve their skills and abilities through further learning, whether through practical or institutional education. Lastly, an atmosphere of support and teamwork should be created by all role-players in the workplace such that lecturers feel free to reskill, gain, exchange, and apply knowledge effectively.

4.2.3 Financial Constraints

According to Ogbuanya and Izuoba (2015), urgent capital investment is needed for purchasing machinery, building laboratories, and renovating workshops. The under-funding of the TVET sector (DHET, 2015) as illustrated in the Strategic Plan 2015/16 – 2019/20 has contributed to the underperformance of the TVET sector. The TVET colleges need more money in their budget to enhance the workplace experience of lecturers.

The following excerpts voice the concern of participants' regarding financial constraints for lecturers to gain workplace experience:

CM 2: *Uh, my understanding is that there is no budget from the department which specifically focuses on placement of college lecturers in workplaces. So funding from the SETA will assist in terms of enabling the lecturers to be in the workplace because they must be supported when they are there; they must be, uh, you know, consider other logistics that need to be covered such as transport, accommodation, and meals for them. Some lecturers would find themselves being placed in far areas from where they are residing. Then there must be accommodation, and also meals and refreshments for them during their time at the workplace.*

DPA: *There's no policy guiding us. Because lecturers are actually on leave or holiday, we placed them at workplaces to gain workplace experience. Now, lecturers are requesting, apart from their normal stipend, accommodation, and transport that we provide, that some financial benefits should be in store for them because they are being taken from leave to go and attend training. I think as soon as we have a professional development policy in place that guides us and indicates that it's compulsory for lecturers to go during holidays for training, then maybe it will be better enforced.*

The above evidence speaks to the budget for lecturers to be placed in workplace training spaces. The college does not have a professional development policy in place that should guide TVET management; hence, it is difficult to force lecturers to attend training sessions for workplace experience during their holidays. It would be better once the policy is implemented to persuade the lecturers to undergo workplace experience. The lecturers receive a stipend, while accommodation and transport are provided for placement outside the province. There is no budget from DHET for the placement of lecturers in companies for upskilling purposes, although the college receives funding from SETA to assist in covering part of the costs.

TVET colleges are confronted by many challenges that include underfunding, inadequate teaching and learning facilities, poor governance, underqualified lecturers, and the public's poor perception of TVET colleges' functioning (Afro, 2015). The expectation is that CMTs should be responsible for performance concerning all the institution's processes including academic, technical, practical, and financial administration (Mgijima, 2014).

Akinola and Bokana (2018) state that HCT encourages key policy implementation for sub-Saharan African countries to sustain consistent economic growth, and that home-based human capital must be prioritised by increasing the tertiary education budget and financing. In addition, authors such as Nafukho, Hairston and Brooks (2004) and Graf (2006), cited in Van der Vyver et al. (2013: 378) concur that investing in individuals is directly linked to lecturers' training, an essential component in enhancing the performance of lecturers for quality student outcomes.

4.2.4 Timeframes and Required Industry Skills

According to Pamdoff and Okoye (2013), there is an inconsistency between skills and knowledge taught at TVET colleges, and the requirements of the industry (workplace). Ayonmike (2015) adds that there is the challenge of timing for workplace experience training for college lecturers.

The following articulations from participants bear testimony to the challenges of inconvenient timeframes for training, and the incongruence between TVET teaching and industry needs:

DPA: Firstly, the timing of workplace experience training is a challenge because most of the work experience workshops for our lecturers is done during their holidays. So, sometimes as management, we can plan for something, but you find out lecturers have got their own plans, so this is the biggest challenge. Also, if we place them during working hours, our students will be disadvantaged. So, the only time that we have is during holidays, but we encounter many challenges. So only a few staff members are committed to this one.

CM 5: The second challenge is that, uh, you find that the curriculum itself is structured in a manner that will not be able to allow lecturers to go for workplace experience training in the industry during their teaching and learning time. So, you find that, uh, our curriculum is congested, lecturers are expected to teach many classes, organise their files, set assessment tasks, mark students work, moderate tasks, and plan post-assessment tasks. Those are quite huge responsibilities on the part of the lecturers.

Timeframes for setting workplace training schedules at outside organisations (industry) is a challenge. The only convenient time that the college can place lecturers for workplace training was during the holidays since the TVET curriculum is congested, and lecturers are expected to, among others, teach and mark for long hours. This was complicated by shortcomings to meet practical competencies in TVET spaces (Badenhorst & Radile, 2018). According to HCT principles, the TVET college management team should motivate lecturers to acquire relevant skills and knowledge to benefit the SA economy (Becker, 1950).

4.2.5 Mismatch between Industry and what TVET Colleges offer

According to the OECD (2014), TVET lecturers lack the combination of practical and pedagogical skills, and practical workplace-related exposure. In line with the OECD (2014) statistics, McBride et al. (2009:3) assert that there is ongoing confusion on the quantity and type of training needed by college lecturers. This ambiguity has made it more difficult for higher education to respond to requests for the development of college lecturers (Papier, 2008: 8).

The following excerpts provided evidence concerning the mismatch between college programmes and industry's requirements:

DPA: So, when we place our lecturers in industry, we must also make sure that it is a very much relevant workplace. It doesn't help to place a Human Resource lecturer in an Engineering field unless we are exposing the Human Resource section of a company. The matching aspect of placement is very important. To match the need of the lecturer to a certain type of company is important?

CM 4: I will basically look at the campus where I'm working. [Clears throat] Right, okay, the thing is that you know the lecturers need to be skilled because of modern technology, because technology changes every now and then. So again, when they lecture to students or they provide teaching and learning materials to the students, they deliver something relevant to what is happening in the industries. So that is why, you know, as the college we need to make sure that lecturers are placed in the relevant industries to make sure we meet the standard of modern technology; for example, matching with the curriculum that we are teaching at the campus.

When we place lecturers at industrial or company sites for practical training, the first aspect to check is alignment - the relevance of college programmes and the needs of industries. Also, lecturers need to be placed in industries which are relevant to their specialist field of teaching at the college. Okoye (2013) affirms that the main challenge confronting TVET colleges is the dissonance between programmes offered and opportunities for industry employability. This problem led to SA becoming the importer of skilled labour - foreign engineers have been recruited by SA industries while graduates from TVET colleges remain unemployed. There is a mismatch between skills taught by TVET colleges and the requirements of industry (Pamdoff, 2013; Okoye, 2013). Since the HCT is vital for any institution or industry to function optimally, the cohesion between industry needs and TVET college throughput should be balanced astutely (Mahoney & Kor, 2015).

4.2.6 Failure of Industry to Place Lecturers

According to the Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training in South Africa (2013), lecturers need to have knowledge of both theory and work-related practice to apply for a position at a TVET college. This affirms that lecturers must be placed in a TVET workplace such that they are proficient to teach students the practical and theoretical sections of the curricula to prepare

them (students) for the demands and needs of real-life work situations in a world that prefers workers with technical and practical skills (DHET 2013).

The following articulations attest to the issue of work experience of college lecturers:

CM 4: *You know the challenge, uh, I'll just say that it might be that where the campus is situated, there are no industries. We've got few industries that seldom meet our requirements here. For example, they are not matching with the curriculum that we are teaching at the campus. And then the other thing, uh, is when the lecturers have to go there it requires the replacement of artisans, because those lecturers are artisans who are lecturing in the workshops). So, when they go to be capacitated for workplace experience, they need replacements. So, the replacement has to be the very same type of artisan. So, that is the challenge. So, when we place our lecturers in industry to gain workplace experience, we must first also make sure that it is very relevant. It doesn't help to place a Human Resource lecturer in an Engineering field. So, matching placements is very important. To determine the need of the lecturer, which partnership do we consult with for placement?*

Cur. Manager: *Industries or organisations are unwilling, especially the Health Department. They didn't want to take on our lecturers. They said they are working actually with people, sick people, old people; and the privacy of those people should be protected at all times. The same applies to our lecturers who are like strangers moving in, and they have to do security or safety checks. They have, uh, to introduce that person to the environment, and they have to introduce the lecturers to their staff, as they want to give them exposure. I am not involved in placement but when lecturers are placed and they get injured, especially the engineering lecturers when they get to workshops [phone rings], on sites, working with electrical installations, when they get injured, they must be covered. So, all these aspects are challenges.*

The evidence above reveals that in the area surrounding campuses, there are few industries that meet TVET requirements or match the curricula to accommodate lecturers requiring practical workplace experience. Artisans who double up as facilitators working in the TVET workshops on campus will need substitute lecturers to replace them for the

duration of the training period. Further, some organisations like the Health Department are reluctant to place lecturers for training because of the confidentiality of the documents, the privacy of the patients, and the safety of the lecturers.

The responses above unfortunately revealed a similar scenario in Nigeria (Ogbuanya & Izuoba, 2015) where the current state of neglecting TVET colleges is a sign that the country is abandoning its support for them. Importantly, Okoye (2013) affirms that the main challenge with TVET colleges is that they are institutions that are not promoting employability and are at risk of becoming redundant.

Aliu and Aigbavboa (2019) indicate that the HCT plays a major part in the retention and recruitment of prospective lecturers. Moreover, investing in the principles of the HCT improves lecturers' morale, institutional culture, and enhances productivity.

4.2.7 Number of Host Employers in the Area

According to Okoye and Arimonu (2016), the graduates of TVET colleges in Nigeria's public service are not sufficiently appreciated, and that lecturers need to be developed further to proficiently teach what is required by industry.

The following responses revealed the views of participants about industries in the area that could possibly absorb lecturers for workplace training:

Cur. Manager: *Other challenges include finding suitable workplaces in Bethlehem. For example, where do you place a lecturer in communication? You can try the newspapers, but think about what, where else. A lecturer of English, okay these are fundamentals they are not vocational subjects, let's just stick to vocational. And then to find employers that are willing to tolerate additional people space, and they must provide equipment for that time and people to maintain them. The lecturers - are they only going to shadow, are they; how are we going to deal with that? If they shadow you can breach the confidential side, the safety side. Or will they be involved in what happens there? Uh, but you have to accommodate them in the office with a client maybe observing what's happening. Will the client be comfortable with the person, a third party here, the person observing? I think these are our challenges.*

CM 4: *You know, uh, as I've indicated to you, uh, the challenge that we are facing currently is that there are few industries, and when we approach the industries, now they say they are busy with production. So, now it's going to take some time to capacitate the lecturers so then production will stand still, and they are not going to meet their production targets. That is the main challenge, but you know not all of them, but a few of them that we have met.*

CM 8: *Thank you, Me Mokoena. Regarding the placement of our college lecturers from the perspective of college management, uh, the challenge that we encounter with placing our lecturers is that in this area we do not have a lot of industries, so it is sometimes a challenge to find host employers that are willing to accommodate our lecturers at their workplaces. So, we do not have large factories and mines, and all those industries that you will find in the cities. So, that is challenge number one.*

CM 6: *Allright, challenges. Remember those people are in business, right? They don't have time for mentoring. Mentoring is part of the challenge. Wa e bona akere? (Do you get the picture)? They don't mentor them, and monitoring is also a challenge.*

The above evidence suggests that there are only a few host employers that are willing to accommodate our lecturers. It was apparent that finding industries that are willing to capacitate extra staff, provide them with offices, and also shadow them. Sometimes industries are busy with production and if they accommodate the lecturers, they will not meet their targets.

The above evidence showed a similar pattern as the Nigerian TVET sector. Also, Ogbuanya and Izuoba (2015) mention that capital investment is needed for machinery, laboratories, workshops, teaching-learning materials, and equipment for practical courses; but funding to procure these is not available.

Schultz (1961) refers to HCT guidelines that recommend that skills and knowledge that people obtain through education and training are a form of capital, and this capital is a solid investment that procures returns; hence, investing in lecturers would yield many advantages.

4.3 RESPONDING TO THE CHALLENGES

4.3.1 Establishing Partnerships with Industries

According to the DHET (2013:8), for instructors to effectively teach practical work-based courses and better prepare students for the demands of the workplace, appropriate practical workplace components must be included in their degree programmes. It further indicates that the TVET curriculum must change to accommodate new technologies as part of workplace experience.

Participants commented on this aspect as follows:

CM 6: *In which ways, neh (right)? One of the ways should be placement, right? It is through collaboration or partnerships. Wa e thola a kere? (You do get it, right?). Remember now, this partnership benefits us. That is a solution. It benefits both parties when we take our students or the lecturers there. Then they are familiar with the real-world conditions at work.*

CM 3: *Uh, the college is using ways of enhancing the work experience by forming partnerships with industry. Also, college is offering the opportunity to lecturers to look for placement themselves. And then if they can find placement somewhere, they can report that to the college, so the college will be able to assist them in terms of making sure that they are placed. Okay, we don't put that in the hands of the lecturers, but we as the management are trying also.*

The above excerpts prove that the college management is proactive in trying to find places for lecturers to gain workplace experience. Lecturers are also encouraged to contact industries or companies that they know of to secure placement for workplace experience opportunities. They must inform TVET management of such opportunities so that they can be assisted.

The above responses were similar to TVET management's suggestion of the whole-school (college) approach where leadership creates a shared vision by involving all stakeholders at all levels to enhance competencies which are prerequisite for effective lecturing (Badenhorst & Radile, 2018). As such, a well-formulated workplace skills plan must be

followed to acquire the skills that must be acquired from 'outside' workplaces such as industries (Manyau, 2015).

The HCT guides the institution to develop, develop creativity and expand knowledge, facilitate social capital, and share knowledge and ideas through internal relationships (Han & Brass, 2014). Mahoney and Kor (2015) highlight that HCT adds to institutions' existing potential by continually emerging with fresh knowledge.

4.3.2 Motivating Lecturers for Workplace Experience

According to Grace et al. (2014), the TVET lecturers' priority is to possess (or gain) knowledge in at least three areas: subject knowledge, pedagogy, workplace qualifications and experience; however, only a few have expertise in all three areas. Exposing lecturers to actual practical work experience is beneficial to expand and update their knowledge of technological innovations and modern industrial developments (Arfo, 2015).

The following responses elaborated on the aspect of motivating lecturers to attend workshops for real-life workplace experience:

CM 3: *I encourage the lecturers to grab the opportunity that the college offers them. They must work or probably shadow someone in industry. Getting a mentor in bettering their knowledge closes the gap between the curriculum we are offering, and what industry is looking for.*

CM 8: *So, it's difficult sometimes to motivate them to go to these workplaces. I think it's also important that lecturers understand the reason for them being exposed to the workplace. Uh, it's not that you don't trust them, or you think they are under-skilled. We must all understand that, uh, technology changes, and the industry changes. So, this is also to the advantage of the lecturers to keep them on top of the latest technology and developments in the field so that when they stand in front of the students, they can teach them the latest developments in the field.*

The above extracts indicate that CMTs motivate the lecturers to be placed in industry to reskill or update their knowledge and skills which could benefit them when confronted with

new technology. This was in line with Manyau's (2015) suggestion that TVET management should implement, coordinate and monitor the workplace skills plan to achieve organisational objectives.

Further, the HCT directs the TVET college management to motivate lecturers to realise the importance of acquiring new skills (or being reskilled) to improve the economy. Becker (1950) views schooling, training, medical care, and even lectures on individual development as all being capital which can raise earnings.

4.3.3 Availing Funding for Substitute Lecturers

According to Chetram (2017), the CTM is entrusted with the responsibility for continuous training, planning, and astute budgeting which will eventually ensure that training initiatives are sustainable. Since lecturers at TVET colleges have been called upon to upgrade their knowledge and skills to keep up with modern trends in industry, TVET institutions must provide funding for such interventions. These endeavours will eventually lead to students' benefiting when they apply their knowledge and skills taught at TVET colleges in their real-world workplaces, thus improving the country's economy (DHET, 2013).

The following comments refer to funding for substitute lecturers:

CM 8: *If we do find host employers, then we can place our lecturers; but we will create a vacancy at the campus. Who is now going to lecture to the students in the absence of the lecturers whom we sent to the host employer? We do get assistance from HR to appoint substitute lecturers. There may be some HR policies allowing campuses to appoint substitutes, say for a week or two through headhunting so that you don't have to follow all the long recruitment processes. So, I feel there, that HR needs to look at such policies for substitute lecturers.*

DPA: *You know Mme (Me), we should appoint such lecturers during the term as it doesn't help to place a lecturer just for one day; it needs to be at least four to five days. Now, it means that we take out that lecturer of class, but we must employ a substitute lecturer for those days. But then again, the Human Resource processes involved in that event are quite*

good. That means funds must be made available to pay for the substitute lecturer, which is not always the case.

The above responses clarify that policies should be implemented that guide the CMT to appoint and pay substitute lecturers who temporarily replace permanent lecturers who go for on-the-job work experience at industries.

This evidence revealed that there was an urgent need to look for other funding options as payment for substitute lecturers has become a critical issue affecting the aspect of workplace experience; hence, the critical need to form partnerships with private funders (Eddy, 2010).

Becker (1964) views the HCT as a guide to drive TVET management to invest in staff development programmes where the returns in quality equal the costs of participation in upskilling staff members.

4.3.4 Curriculum and Resources Aligned to Industry

According to Ferreira (2014:1), learning and teaching cannot enhance experience if lecturers do not have the required practical on-the-job work experience to facilitate teaching-learning. The CMT, as leaders, should ensure that college instructional programmes adhere to the curriculum, they must set goals and quality standards, and keep up to date with latest education policies and legislation (Gumus & Kcaoglu, 2013). Exposing lecturers to actual real-life work experience expands and refreshes lecturers' knowledge of technological innovation and modern developments in industry and in the corporate world (Arfo, 2015).

The following comments reflected the views of participants concerning the provision of resources at colleges to that of industry:

HR Manager: ... first is the identification of companies where we will be placing our lecturers because we need to take into consideration the subject that a particular lecturer is facilitating before we place that individual in a company for upgrading. But it's very difficult

finding a relevant substitute lecturer. So that is one concern that makes us as the college management to solve.

CM 4: *So, the lecturers whom I'm talking of are the ones who are equipping the students to meet the expectations of the real-world workplace. This means that we need to equip the students via delivering the relevant curriculum that should be aligned in terms of resources (human, materials, and courses) to the needs of industry.*

CM 8: *The first step is to identify the most suitable company before lecturers are placed. The expectation is for them to return to college and implement what they learned at the workplace; which means to prepare learners for the outside world.*

The above evidence implies that there must be reciprocal cooperation between TVET institutions and industry (Zite & Deebom, 2017). The TVET colleges must revise and/or restructure curricula to fulfil industry demands and remain relevant to the economy (Pamdoff, 2013; Okoye, 2013). Also, Nafukho, Hairston and Brooks (2004) and Graf (2006) agree that the HCT encourages investment in capacitating individuals to attain higher levels of competencies linked to their job-description which decreases the risk of being redundant in the workplace as well as in the profession, as only the best performing lecturers with updated skills and knowledge will survive possible retrenchments to cut TVET costs.

4.4 CONDITIONS ENHANCING LECTURERS' WORKPLACE EXPERIENCE

4.4.1 Signing of the MoU by CMT

Lecturers' workplace experience is about learning in real-work spaces through industry visits, placements, and other work-related interactions (DHET, 2013). The Policy on Professional Qualification for Lecturers in TVET states that institutions offering TVET programmes need to have an adequate number of suitably qualified and proficient lecturers who are competent in both practical work-related and theoretical aspects of TVET college curricula to create a critical impact on students who need to apply these skills in industry. Hence, TVET college management needs to consider the signing of the MoU to facilitate the process of placing lecturers in industry for on-site training at industries and cooperate organisations.

The following articulations reflected the views of participants regarding the signing of MoUs:

CM 6: *In which ways? One of the ways should be placement through our collaboration with partners by signing a memorandum of understanding.*

HR manager: *The experience that we've had is that we are unable to sign the MOU with the service provider because they ask a lot of questions thinking that we once we place lecturers in their workplace, the company will pay the lecturers. But we have assured them several times that they are not going to pay; we as the college are the ones who are going to take responsibility to pay our lecturers who are placed in their workplace as we want our lecturers to be abreast with new technology.*

The above excerpts indicate that the CMT, in conjunction with the TVET accounting office, is responsible for collaborating with industries by signing the memorandum of understanding (MoU) regarding lecturers to be re-skilled, re-orientated, and familiarised with the recent developments of industries. Also, according to the DHET (2013) policy, industries should provide progress reports indicating that lecturers have acquired (or in the process of acquiring) both theoretical and work-related skills in industry to be proficient to lecture at TVET colleges.

Badenhorst and Radile (2018) indicate that all issues with the induction and orientation procedures for newly appointed lecturers are resolved by the application of distributed instructional leadership practices (training, coaching, and mentoring). Bioduna (2018) advises that the TVET institution should ensure that lecturers have access to instructional and communication technologies in order not to lag behind global standards regarding ever-evolving technology. In support, Schultz (1961), emphasises that investing in lecturers would yield returns for the TVETs, industries, and the SA economy.

4.4.2 Motivating Lecturers

According to Balkrishen and Menstry (2016), the campus manager of a TVET college is responsible for the quality of learning and teaching; and therefore, student success. Bush (2008) emphasises that without astute leadership, especially from the campus manager,

TVET colleges would be unable to offer the high-quality instruction and training required to satisfy South Africa's talent need (DHET, 2013:19).

The following assertions by CM 5 and CM3 provide insight into how CMTs motivate lecturers to attend on-site training at industries:

CM 5: *To overcome the challenges, one needs to conduct workshops with staff members to encourage them to realise exactly how important it is to be placed in industry for first-hand industry experience. Because we are training students to be ready for the workplace, they need that exposure in terms of new technology because they are already part of the industry.*

CM 3: *By encouraging the lecturer to go for on-site workplace experience at industries, and in so doing, grab the opportunity that the college offers them. This may mean shadowing someone in the industry in bettering their knowledge as well trying to also close the gap between the curriculum we are offering, and what industry is looking for. I think that's the role of the campus managers.*

According to the evidence presented above, the responsibility of the CMT is to encourage lecturers to value the importance of on-the-job workplace experience. In other words, lecturers must understand the motive behind the TVET's intention to expose lecturers to real-world industry experiences such that they capacitate students with practical and relevant skills to function successfully in real-life work situations.

Grogan (2013:83) contends that proactive and astute educational managers encourage better teaching skills to produce better student outcomes. Furthermore, the OECD report (2011:5) indicates that sound leadership is important because managers, including campus managers, play a critical role in enhancing the performance of lecturers on campus, as well as creating an innovative and conducive campus climate for promoting professionalism and achieving quality results.

In terms of the HCT, the TVET college management must motivate lecturers to see the importance of human skills and knowledge relevant to strengthen the economy. Becker

(1950) avers that schooling, training, medical care, and even lectures on individual growth, are all capital assets as they can raise earnings, and thus bolster the economic climate of the country.

4.4.3 Budgeting for the Substitute Lecturer

Mtwesi (2017) notes that there is a rapid increase in enrolments at TVET colleges. Without attending to resources, human capital, and revision of TVET programmes, the situation is a recipe for failure. Mtwesi (2017) elaborates that only 18% of the Government's budget was set aside for TVET institutions. The DHET (2015) had also condemned the underfunding of the TVET sector in the Strategic Plan 2015/16 - 2019/20, which was considered as contributing to the TVET industry's vulnerability. The Strategic Plan also stated that 93% of the funding given to TVET colleges is spent on wages, leaving 7% of the budget for all other costs, such as stipends for instructors seeking job experience in the private sector.

The following comments testify to the funding processes of TVET institutions:

***DPA:** We do have the funds; we budget for that because it is a compulsory activity that we should get involved in. The primary source of income to pay for workplace experience is currently the college; we have our target and then we budget on the average for those mentioned in the strategic plan.*

***CM 2:** The institution or the college management must provide the means to finance placement of college lecturers and the payment of substitute lecturers to enhance the workplace experience of college lecturers.*

The above responses confirm that there is a budget available for the placement of lecturers placed in industries for training purposes, and also that there is a budget that can be used to pay the substitute lecturers. The strategic plan indicates how many lecturers should be placed per year.

Zite and Deebom (2017) emphasise that there must be two-way cooperation between TVET institutions and industry. The TVET management should coordinate and monitor the

workplace skills plan to achieve the organisational objectives of the institution (Manyau, 2015).

According to Nafukho, Hairston and Brooks (2004) and Graf (2006), cited in Van der Vyver et al. (2013:378), investing in individuals is directly connected to lecturers' on-site training. This is essential to encouraging academics to pursue best practice.

4.4.4 Reviewing the Curriculum

Okoye (2013) criticises TVET colleges that are not promoting employability skills. This has made SA the importer of skilled labour - engineers are imported when we have unemployed (qualified) graduates from TVET colleges. There is a dichotomy between skills developed by TVET colleges, and the requirements of industry (Pamdoff, 2013; Okoye, 2013).

The participants stated the following regarding the curriculum:

CM 4: *Uh, let me just say that if the curriculum is being revised, then as I've indicated previously, technology changes every now and then, so lecturers need to be able to handle new technology. Also, what is happening in the industry must be familiar to lecturers.*

DPA: *Also, like I said when the curriculum or the syllabus is revised, and there's a new section included lecturers who are teaching that new section are exposed by not being in touch with new content and relevant areas of industry. So, the ideal situation is not possible, but honestly speaking, we work with those who are willing to upskill.*

CM 6: *Our curriculum is outdated; the Deputy Principal Innovation is responsible for curriculum revision for upgrading skills. That person who is clued up is the one who does monitoring with the HOD. With a good, revised curriculum, students graduate to join a company confident that they have the necessary and latest skills and knowledge. Do you understand?*

The evidence is critical of curriculum delivery which is outdated. However, some curricula are revised, hence, lecturers need to be placed in industry to familiarise themselves with the practical side to educate themselves with the new trends. Pamdoff and Okoye (2013)

confirm that syllabi should be periodically renewed or revised, and that workplace experience is vitally necessary to keep up to date with the current trends of workplaces, including learning about (and operating) new types of technology in the industrial and corporate sectors.

Becker (1964) views HCT principles as being relevant to capacitating individuals such that the returns equal the costs involved in upgrading employees.

4.5 THREATS HINDERING LECTURERS' WORKPLACE EXPERIENCE

4.5.1 Finance

The TVET lecturer is supposed to have expertise in at least three areas: content knowledge, teaching-learning skills, and workplace qualifications and experience; however, only a few have expertise in all three areas (Grace et al., 2014). The OECD (2014) confirms that TVET lecturers lack practical and pedagogical skills, as well as practical workplace-related experience. Since the TVET colleges are mainly concerned with preparing learners for the workplace, lecturers who do not possess workplace experience may not be capable of empowering learners with practical on-the-job skills or link theory to practice (Manyau, 2015). Hence, adequate finance is critical for lecturers' placement at workplaces within industry.

The following responses provided some insight into the aspect of finance to upskill lecturers:

CM 6: *It's a challenge, and it's also a threat. This a threat in the sense that chances are students may not get the proper information, and students may not be exposed. Talking about the curriculum qualified and professionally qualified may not get skills as expected.*

CM 4: *Like finance ke engwe ya di (is one of the threats) threats. Ha re sena chelete ya hore batho (when we don't have money for that people) they can go to Pretoria re ba bookele (to book for them) accommodation, re ba etseng (and what not).*

CM 6: *Allright, uh, one of the threats that we are experiencing from an engineering context is that, uh, the qualifications of the lecturing staff. Yes, qualifications in the sense that some of them, the ones who are artisans are professionally qualified but academically unqualified. And that on its own is a serious problem in terms of doing delivery of content - when imparting knowledge to the students. Financing lecturers to attend workplace experience programmes is an issue.*

The above articulations indicate that there is a problem of financing endeavours to train lecturers pertaining to on-site practice. When there is no budget to place lecturers in other provinces because our province has fewer engineering industries, then the quality of TVET programmes comes under question. Since some artisans are professionally qualified but academically unqualified, it becomes a challenge that they cannot attend industrial sites for on-the-job training, so they cannot perform as expected at TVET colleges, hence students are disadvantaged.

According to Grace et al. (2014), the TVET lecturers must possess subject knowledge in at least three areas, namely subject knowledge, pedagogical skills, and workplace qualifications and experience. The OECD (2014) indicates that the TVET lecturers lack practical and pedagogical skills, and real-world workplace exposure. Lecturers who lack workplace experience may not be able to prepare learners for real-life job situations because they cannot make-sense of the relationship between theory and practice (Manyau, 2015).

Human capital is defined by Thomas, Smith and Diez (2013:3) as people in the institution, their ability to perform their duties, and their capabilities. By including their potential, it implies that lecturers are able to develop their expertise and capacity. The HCT presumes that investing in lecturers enhances productivity in institutions (Van Loo & Rocco, cited in Van der Vyver, Van der Westhuizen & Meyer, 2013).

4.5.2 Placement Spaces

According to the Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training in South Africa (RSA, DHET, 2013), institutions offering TVET programmes need to have adequate, suitably qualified, and capable lecturers. They

need to understand both the theoretical and work-related aspects of TVET to develop students who can be proficient in the real-world job set-up. The lecturers' lack of exposure to workplace experience hinders the quality of programmes offered at TVETs.

The following responses indicated that there are challenges when it comes to placing lecturers for workplace on-the-job training:

CM 6: *The threat is that if, uh, the lecturers cannot go to the workplace, and since technology is evolving very fast, they may be left behind. They must learn the modern trends. So then once we've got a workplace placement for lecturers, it's better because now they get to understand modern trends in the field. And then there are only two industries in the area, and they might have been overused for training. You see the new machines are now being introduced, but they don't know how to operate the new machinery because they are still using conventional machinery at the campus, which is a challenge and also a threat.*

CM 2: *The threat is that the TVET sector is growing rapidly in the country. Uh, you can see through the growing number of students that this sector is increasing rapidly. So as a result, the number of lecturers is increasing in different colleges. All those lecturers are expected to go to the workplaces, but you find that not all workplaces will be able to accommodate all these lecturers at the same time. You know in the Free State alone, we have around about four colleges, and we know that we do not have an industry-base that is strong like in Gauteng, KZN, and Western Cape; maybe where there are more industries there and companies there, you know. So, you find that we are competing for space to place lecturers. Secondly, uh, the unwillingness of some companies to accommodate our staff members to enrol for workplace experience – only during off-peak timeframes. The other thing is the issue of budget on its own - it's a serious threat as well.*

CM 3: *I think the biggest threat as I indicated before is us placing the lecturers in the industry where they are using recent technology. Our lecturers are also not acquainted with those latest developments in the industry. The threat is that we are unable to place those people because they might end up breaking those machines while trying to operate them. Also, the industry as I indicated is unable to form partnerships with us, because looking at our outdated curriculum is a threat on its own.*

The above evidence indicates that the TVET sector is growing rapidly, and as a result, the number of lecturers is also increasing, thus creating a logjam as to placement for workplace experience. The industries will not be able to accommodate all lecturers at the same time. In the province where the college is situated, we have four colleges but there are no major industries like in other provinces. Other industries are not willing to accept the lecturers within a certain timeframe because of production deadlines. Our curriculum is a threat on its own because it is outdated, hence, lecturers may damage modern machinery while trying to operate them. Further, the MCC (2020) indicates that regular two-way feedback is critical for any training programme. As such, TVET institutions should ensure that they receive timely and continuous feedback from mentors at industrial sites on the quality of training offered and the progress of lecturers being trained for workplace experience.

According to Schultz (1963), education and training are regarded as the greatest investments to empower employees. This is because education provides benefits to the economy by preparing lecturers for efficiency, discovering talent, increasing employee competencies, creating job opportunities, and providing manpower for continuous economic growth.

4.5.3 Unwillingness to Attend Workplace

According to Manyau (2015), the lecturers hired at TVET colleges lack practical work experience. The primary goal of TVET colleges is to educate students for the job, however lecturers without practical expertise may be unable to do so or link theory to practice. In addition, Mgijima (2014:395) mentions that the management of colleges was not equipped for the enormity of transformation to democracy and equality after 1994, in addition to the tasks that DHET expects to be completed by the TVET sector. Most disturbingly, lecturers who needed workplace experience displayed a reluctance to undergo training.

The excerpts below reflected the views of CMT members on lecturers' reluctance to attend workplace experience training sessions:

CM 8: *Uh, we motivate the lecturers to attend workplace experience training for them to be exposed to modern industrial trends, but not all lecturers are willing to go to the host industry for a week or two.*

CM 6: *All right, uh, one of the threats that we are experiencing from the engineering context is that, uh, the qualifications of the lecturing staff. Yes, qualifications in the sense that some of them, the ones who are artisans are professionally qualified but academically under-qualified. And then the other threat is that if, uh, the lecturers cannot go to the workplace, chances are they may be left behind. They must learn modern trends. So, once we've got placements for lecturers to attend workplace experience workshops, it's beneficial because now they get to understand modern trends in their field of industry.*

The above articulations imply that the lecturers are not willing to attend the workplace experience training sessions for a week or more because of family or pre-planned commitments. When lecturers return to the campus after on-site training, the management expects them to implement what they learned from the industry. Also, the MCC (2020) emphasises that regular feedback is critical in any training programme. Hence, TVET institutions should ensure they provide continuous feedback about the quality of training offered to the lecturers by the industry. A progress report on each lecturer trainee should also be compiled by the mentor of the trainee for CMT's perusal. Moreover, the TVET management should adhere to the workplace skills plan to measure progress pertaining to organisational objectives and performance standards (Manyau, 2015).

The human capital theory encourages people in the institution to exploit their ability to perform their duties to their full potential (Thomas, Smith & Diez, 2013: 3). If lecturers develop to their full potential, then their capacity to reach high levels of expertise will be realised.

4.5.4 Resignation after Acquiring Workplace Experience

The DHET (2013) states that institutions offering TVET programmes need to have capable lecturers who understand both theoretical and work-related scopes to promote students' high quality of academic and practical performance.

The following excerpts provide evidence regarding resignation after acquiring industry experience:

HR Manager: *Well, uh, if I can think of the threats Miss Mokoena, to be honest with you, I personally represent the HR point of view, and think that as a college we perceive many threats regarding this question. Uh, the one that I can think of maybe is that which might not be a big deal, but after our people have acquired skills, there's a possibility that we might lose them. Maybe go to the private sector looking at better packages and opportunities. That's the only threat I can think of.*

CM 8: *Now that same host employer where we placed them might approach those lecturers, and offer them a position, or lecturers can go in another direction. So that is a threat. We train them and re-skill them, and spend money and then, but in the end, someone else might headhunt those lecturers. So those are some of the threats; but in general, the opportunities and the advantages that you will gain from this whole process far outweigh the threat of lecturing staff resigning for greener pastures.*

The above evidence indicates that lecturers might leave the college after acquiring new skills while undergoing training for workplace experience. The host employer might approach the lecturers and offer them better remuneration packages. Positions in the private sector may attract newly trained lecturers who now have workplace experience. In general, lucrative opportunities in other organisations may tempt lecturers to abandon the TVET sector which has a lack of resources and finance. The whole process of placing lecturers in industry to gain workplace experience is a threat in itself, but it is necessary as part of TVET's obligation to professionally develop staff members.

In Nigeria, the current state of TVET colleges reveals that the country is marginalising TVET colleges; hence, Okoye (2013) exposes the fact that beside the challenge of TVET colleges not promoting employability skills, the turnover rate is alarming which led to recruiting skilled labour from foreign countries.

According to Mahoney and Kor (2015), the human capital theory guides institutions' use of (human) capital by continually advocating for the acquisition of new skills and fresh knowledge. The phenomenon of staff turnover is a global reality which we have to

circumvent through innovative strategies which includes retention, better remuneration packages, job-satisfaction, comfortable working environments, regular training to learn about modern trends, and upward mobility, among others.

4.6 CONCLUSION

This chapter presented and analysed the data, and thereafter interpreted the responses of participants to reveal the findings that emanated from the qualitative research processes. The findings that emerged were directly linked to the aim and objectives of the study, in line with all the research questions. The next chapter (5) provided a summary of this research project, presented all the findings, and suggested recommendations.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS, LIMITATIONS, AND CONCLUSION

5.1 INTRODUCTION

This study aimed to explore the role of College Management Teams (CMTs) in enhancing college lecturers' workplace experiences. The aim, objectives, research questions, methodology, and the literature review were aligned to produce the results of this study. Furthermore, the study presented the findings and recommendations regarding the challenges encountered by College Management Teams in their attempts to enhance the workplace experiences of college lecturers.

This study focused on the research question: *What is the role of College Management Teams in enhancing the workplace experience of college lecturers?* This phenomenon has not been limited to South Africa as literature indicates that countries such as Nigeria and the United States of America also have hindrances that stifle College Management Teams' efforts to enhance college lecturers' workplace experiences.

5.2 FINDINGS

5.2.1 Findings pertaining to the Challenges of CMTs

5.2.1.1 Findings regarding partnerships with Industry

The DHET (2013) indicates that lecturers need to possess knowledge of both theory and practice. The literature review also emphasised that the lecturer's prerequisite is to at least be proficient in three areas; namely, subject knowledge, pedagogy, and workplace qualification and experience. Regarding the partnership with industry, empirical data indicated that TVET management does not have a formal partnership with industry which prevents the TVET management from signing the Memorandum of Understanding (MoU).

5.2.1.2 Findings regarding Lecturers' Reluctance to access Workplace Experience

Each lecturer must be placed at a workplace to gain practical experience to prepare learners for the real-world of work by combining theory with practice. Concerning their reluctance to gain workplace experience, empirical data revealed that lecturers felt that the

CMT viewed them as being 'underqualified' to teach students. Also, industry was reluctant to train them to gain work experience because of the outdated curricula offered by TVET colleges, in contrast to industry that adhered to modern trends of production.

5.2.1.3 Findings regarding Financial Constraints

The literature review revealed that capital investment is needed for machinery, laboratories, and workshops which are either dilapidated or non-existent. Furthermore, underfunding of the TVET sector as indicated in the DHET (2015) Strategic Plan 2015/2016 - 2019-2020, hampered efforts of CMTs to place lecturers in industries and companies to gain workplace experience. The empirical data affirmed that there was no policy guiding the CMT about the placement of lecturers, in addition to there being no budget from the DHET that specifically focused on the placement of lecturers for training.

5.2.1.4 Findings on the mismatch between timeframes of industry and TVETs

According to Ayonmike (2015), there is dissonance in timing concerning the training for workplace experience of college lecturers, and the availability of industry to accommodate TVETs at specific times. The empirical data provided evidence that the training time set aside for workplace experience of lecturers was during the holidays, which is inconvenient because the management plan for lecturers is not aligned to lecturers' commitments towards family holiday time. Moreover, the TVET curriculum itself is congested; for example, lecturers are expected to teach, organise classes, set and mark assessment tasks, and assist students with unfinished projects - these will thwart lecturers' plans to attend work experience workshops.

5.2.1.5 Findings on the mismatch of TVET programmes and industry requirements

The literature review provided evidence of the mismatch between the industry and TVET colleges' course offerings. The empirical data indicated that the lecturers lacked skills in pedagogy and workplace experience. It was the responsibility of the CMT to ensure that the industry requirements are in sync with what the lecturer is teaching in his/her coursework. This alignment should be established before lecturers' placement for workplace experience such that the curriculum that is offered by the TVET college coincides with industry's modern trends. Lastly, lecturers need to be placed in the relevant industry according to their area of specialisation to meet industry standards, and to learn to operate modern technology.

5.2.1.6 Findings on the challenges of industry to place lecturers

The DHET (2013) recommends that lecturers be placed appropriately in workplaces for them to gain industry experience and modern skills to teach students practical aspects of their courses to prepare them for the demands of industry. The empirical data provided evidence that the TVET college is situated where there are no industries. Although the Department of Health is in close proximity, it works with patients' confidential information, so they were reluctant to accommodate lecturers to be placed in their type of industry.

5.2.1.7 Findings on the number of host employers in the area

Okoye and Arimonu (2016) indicate that lecturers must be professionally developed to be able to effectively teach what was expected by industry. The empirical data revealed that the area where the TVET college is situated is devoid of big industry, and that small industries will be reluctant to accommodate TVET's request to upskill lecturers because of space constraints, equipment sharing, and time-limitations to mentor them. Also, sometimes industries and companies indicated they were busy with production and that they will be delayed if they capacitate lecturers because industries are business-oriented and may not have time for mentoring.

5.3 SOLUTIONS THAT CIRCUMVENT CHALLENGES AT TVET COLLEGES

5.3.1 Establishing Partnerships with Industries

Establishing a partnership with industry, as revealed in the literature review, involves all stakeholders at different levels collaborating in a shared vision to meet the needs of lecturers. The empirical data affirmed that there must be a partnership between industry and the CMT to enhance lecturers' workplace experience which will benefit both parties (college and industry). This study revealed the importance and possibility of including all stakeholders dedicated to enhancing the lecturer's workplace experience. Such a partnership will enhance lecturers' practical skills that will lead to an improvement in students' academic outcomes.

5.3.2 Motivating Lecturers to Attend Workplace Experience Training

The second challenge regarding the reluctance of lecturers to attend workplace experience training can be circumvented by motivating lecturers to realise the advantages of on-site industry experience. Also, the literature review indicated that to place lecturers in the workplace is to expand and update their knowledge. It also exposes them to innovative methods and modern technological development. The empirical data revealed that lecturers need to be encouraged to go to industry sites to upgrade their knowledge and to close the gap between curriculum offerings at the TVET college and what industry practises. Lecturers must also be motivated to understand the intention of gaining workplace experience; that is, to assist them to be on top of their game by acquiring knowledge and applying skills regarding the latest developments in industry.

5.3.3 Remunerate the Substitute Lecturer

The availability of funds to pay substitute lecturers was a challenge that could be solved. The literature review described the lack of funds at the TVET colleges to remunerate substitute lecturers as a common challenge that needed to be circumvented. The empirical data revealed that when lecturers are placed during the term, there must be funds available to appoint substitute lecturers to offer classes to students who may otherwise be left unattended. This is an indication that HR must review their policies to include stipulations indicating that substitute lecturers must be appointed (and paid) to replace permanent lecturers temporarily during workplace experience training.

5.3.4 Curriculum and Resources to Match Industry

The curriculum content and TVET resources must match those of industry. The literature review indicated that the CMT should ensure that the programmes offered adhere to strict quality curriculum requirements, set goals, and sound academic standards. In addition, CMTs must have an in-depth knowledge and meaningful understanding of educational policies. The empirical data revealed that the CMTs must identify the appropriate industry by considering the subjects offered by the lecturers. The expectation is that lecturers should implement what they have learned from industry so that students become *au fait* with industry standards and its latest developments.

5.4 CONDUCTIVE CONDITIONS TO ENHANCE WORKPLACE EXPERIENCE

Literature reveals four aspects of the role of the CMT in enhancing lecturers' workplace experience. Firstly, the signing of the MoU by CMT such that the industry will serve as an enabling agent. The second aspect that will convince lecturers to realise the importance of workplace experience is by conducting workshops within TVETS to motivate lecturers to be exposed to the 'on-the-job' workplaces. The third aspect that will serve to enable the CMT to function effectively is the availability of a budget to pay substitute lecturers. The last aspect that will allow the CMT to function smoothly is the reviewing of curriculum to be in line with industry. These four enabling factors were discussed below:

5.4.1 Signing the MoU by CMT

Without collaboration or partnership with industry, the CMT will be unable to assist lecturers with workplace experience. The empirical data revealed that the CMT must ensure that there is a definite collaboration and partnership with industry which commences with the signing of the MoU so that TVET lecturers are accepted to undergo workplace experience training.

5.4.2 CMT's Motivation to Lecturers

The CMT is responsible for the quality of teaching and learning at TVETs. The empirical data revealed that the CMT must have workshops with lecturers to encourage them to see the importance and relevance of workplace experience, and to understand that they need to update themselves with the ever-changing demands of global industries.

5.4.3 Funds available to Remunerate Substitute Lecturers

Regarding budgeting and the availability of funds to remunerate substitute lecturers, the empirical data provided evidence that there is a budget available to pay substitute lecturers, and to meet certain expenses for the placement of lecturers.

5.4.4 Reviewing the Curriculum

Lastly, the empirical data exposed the fact that the TVET curricula are outdated. The DPI, as the responsible official, must ensure that the curriculum is reviewed or redesigned, and that lecturers are exposed to real-world workplace experiences to familiarise themselves with the latest industry trends.

5.5 MITIGATING THREATS TO ENHANCE LECTURERS' WORKPLACE EXPERIENCE

The literature revealed four aspects of the role of the CMT in enhancing lecturers' workplace experience. The first aspect is the financial consideration which will be stretched to the fullest if lecturers intending to grasp the opportunity of undergoing workplace experience mentoring were to be placed in other provinces. The second aspect that will hinder the lecturers' workplace experience is placement when space is limited to accommodate all lecturers. The third aspect that will hinder the lecturers' workplace experience is their reluctance to attend workplace experience workshops. The last issue that will hinder the promotion of lecturers' workplace experience is the threat of lecturers resigning after acquiring much-needed industry skills.

5.5.1 Financial Considerations

Several threats were identified that hinder opportunities for lecturers to gain workplace experience. The literature review and the empirical data revealed the threat of TVET's financial capacity. The empirical data exposed the fact that there was no budget to place lecturers in the other provinces, as our province has fewer industries. The other challenge was qualifications because while some artisans are professionally qualified, others are academically under-qualified. The financial aspect of upgrading lecturers' workplace experience and their qualifications can be circumvented by allocating a bigger budget for training or securing a sponsor to upgrade staff members' qualifications in the form of awarding bursaries.

5.5.2 Placement Space

The second threat was the placement space. The empirical data indicated that the industrial sector is growing rapidly, and more lecturers, according to strategic plans, need to be placed for workplace experience. However, industries will not be able to accommodate all the lecturers at the same time. Since some industries are not willing to accommodate lecturers at a certain time in the year, CMTs should stagger the sending of groups of lecturers for workplace experience.

5.5.3 Reluctance to Attend Workplace

The third threat is the lecturers' reluctance to attend the workplace experience workshops. The empirical data confirmed that lecturers are not willing to attend the workplace experience training during their holidays due to other commitments. The scheduling of training during different times of the year by the CMT, coupled with in-house motivational workshops, will obviate non-attendance at 'on-the-job' training sessions. It was expected that lecturers implement what they learned from the real-life workplace to motivate students to achieve better grades.

5.5.4 Resignation after Accessing the Required Industry Skills

The last threat was resignation after acquiring the required skills. The empirical data revealed that the CMT thought that the lecturers might resign after acquiring new knowledge and skills - industries might approach them and offer them better remuneration packages. Hence, this calls for TVET colleges to become more competitive to retain skilled staff by offering incentives like better salaries and conditions of service.

5.6 LIMITATIONS OF THE STUDY

Throughout the research period, the researcher encountered a number of obstacles. Firstly, the research was limited to one TVET college in the Free State. The circumstance at other colleges was not taken into account. It is possible that the challenges that emanate at the college studied are unique, and they have no bearing on how the other colleges' CMTs enhance their lecturers' workplace experience. Nevertheless, it would have been

interesting to compare this college to others. In this research, nine CMTs were interviewed. The question remains about whether the outcomes would have been the same or different if more CMT members were interviewed. Also, data was collected during a difficult time of the year when the college was busy with strategic planning at all campus levels. The participants, although busy, provided much worthwhile information on the research topic. It can be questioned whether participants would have been more honest if they had not been subjected to such time constraints.

5.7 CONSIDERATIONS FOR FURTHER RESEARCH

Based on the above limitations, I recommend that the study be conducted at two TVET colleges in the Free State. The pilot study may be done through the clustering of two TVET colleges where a wider range of programmes are offered. Other researchers may conduct a similar investigation but follow other approaches such as quantitative and participatory action research. Lastly, other researchers may conduct the same study but may focus only on lecturers themselves, while others may include student participants.

For future studies, the researcher can focus on the impact of specialisation in TVET colleges. Centres of specialisation in the TVET college sector are progressive, aiming to inform college differentiation, promote quality teaching and learning, facilitate responsiveness and provide a model for the implementation of QCTO's trade qualifications. At the same time, it develops artisanal skills in demand for economic growth, starting with the strategic integrated projects, focusing on trades in demand, playing a high role in support of the call from employers and the state for more artisans. This will build a quality apprenticeship system which lays the foundation for differentiation in the college system.

5.8 CONCLUSION TO THE STUDY

This study revealed that the aspect of lecturers' workplace experience is still a challenge in the TVET college sector. Since the CMT is accountable to enhance the lecturers' workplace experience, this means that when a curriculum is restructured or revised, they must ensure that the lecturers are placed at convenient venues to gain workplace experience. They must collaborate or partner with industry to place and reskill TVET lecturers. They should schedule a suitable time in their calendar for lecturers to undergo real-life workplace

experience. The CMT should also ensure that they sign the MoU with an industry so that the lecturers can be exposed readily and expeditiously to workplace experience. The lecturers' workplace experience cannot be successful without the availability of resources; these resources must be made available speedily so that lecturers can prepare in advance to expose students to the latest innovations of industry. Despite this study's limitations, it is valuable in the sense that it will inspire other researchers to widen the scope of this endeavour in order to yield results that could provide more benefits for the TVET fraternity.

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ANNEXURE A: APPLICATION FOR TITLE REGISTRATION



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5 October 2021

APPLICATION FOR TITLE REGISTRATION

Applicant: Mokoena, TL
Student Number: 2000057535
Discipline: Education Management
Study Code: Masters (EDML8900)

Dear Ms Mokoena

Your registered title is as follows: "An exploration of the role of College Management Teams in enhancing college lecturers' workplace experiences"

All of the best with your studies.

Yours sincerely,


Prof Patrick Mafora
Chair: CTR committee


Ms CS Duvnhage
Secretary: CTR committee

ANNEXURE B: ETHICS APPROVAL



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

11-Feb-2022

Dear Mrs Thembisile Mokoena

Application Approved

Research Project Title:

An exploration of the role of College Management Teams in enhancing college lecturers' workplace experiences.

Ethical Clearance number:

UFS-HSD2021/1098/22

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Digitally signed
by Dr Adri du
Plessis
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ANNEXURE C: PERMISSION TO CONDUCT RESEARCH



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higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MLT-ADM-Letterhead-2014-F02

2017-09-15

Page 1 of 1

TLM/tn

3 November 2021

Ms TL Mokoena
Masters Student
Qwaqwa Campus
PHUTHADITJHABA
9866

Dear Ms TL Mokoena


PERMISSION TO CONDUCT RESEARCH

Your request to do research on the following topic was approved by the management of the institution: **"An exploration of the role of College Management Teams in enhancing college lecturers' workplace experiences"**.

The researcher will protect the participants as well as the institution and will secure that no harm or damage will be caused to the institution in the research process. The researcher must provide a copy of research article to the college.

The College wishes you success with all your research efforts.

Yours sincerely


ACTING DEPUTY PRINCIPAL ACADEMIC

ANNEXURE D: APPLICANT'S DECLARATION

DECLARATION OF THE APPLICANT

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

- a) I will schedule my research activities in consultation with the College and participants, in order not to interrupt the programme of the College.
- b) I acknowledge that involvement of participants in my research is voluntarily, and that participants have a right to decline to participate in my research study. I will obtain signed consent forms from participants prior to any engagement with them.
- c) Students under the age of 18 may not participate in the study, and therefore I will not need parental consent.
- d) I will inform participants about the use of recording device such as tape-recorder and participants will be free to reject them if they wish.
- e) I will honour the right of participants to privacy, anonymity, confidentiality and respect for human dignity at all times. Participants will not be identifiable in any way from the results of my research, unless written consent is obtained otherwise.
- f) I will not include the names of the College or research participants in my research report without a written consent of individual and College.
- g) I will send the draft research report to research participants before finalization, in order to validate the accuracy of the information in the report.
- h) I will not use the resources of the College in which I am conducting research (such as stationery, photocopies, faxes, and telephones), for my research study.
- i) I will include a disclaimer in any report, publication or presentation arising from my research that the findings and recommendations of the study do not represent the views of the College's or Department of Higher Education and Training.
- j) I will provide a summary of my research report to the Head of the College in which I undertook my research, for information purposes.

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

Signature: 

Date: 15 October 2021

ANNEXURE E: INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Main Research Questions	Sub-questions
What is the role of College Management Teams in enhancing the workplace experience of college lecturers?	What challenges are being encountered by College Management Teams in their role of enhancing the workplace experience of college lecturers?
	In which ways do College Management Teams enhance the workplace experience of college lecturers?
	Under which conditions do College Management Teams enhance the workplace experience of college lecturers?
	What are the threats in College Management Team's role in enhancing the workplace experience of college lecturers?

ANNEXURE F: LANGUAGE EDITING CERTIFICATE

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PROFESSIONAL LANGUAGE EDITING SERVICES



STRIVING
FOR
EXCELLENCE

Brian Naidoo (BA Hons English; BA Hons TESOL; BEd Hons.
BA- English major; Univ. Dip. in Ed.[English special];UCT Cert.in
Legal and Business Writing; UCT Cert. in Copy-Editing; MA Coursework in Research UFS. Assessor's Cert. UFS.
Unisa Counselling Certificate; Evaluator of Schools for Umalusi.

**SPECIALISING IN THE LANGUAGE EDITING OF THESES, DISSERTATIONS,
JOURNAL ARTICLES, PROPOSALS, POLICIES AND PUBLICATIONS.**

CERTIFICATE FOR LANGUAGE EDITING A DRAFT MASTER'S DISSERTATION
**AN EXPLORATION OF THE ROLE OF COLLEGE MANAGEMENT TEAMS IN ENHANCING COLLEGE
LECTURERS' WORKPLACE EXPERIENCES**

T. L. Mokoena

Master's in Education

University of the Free State

TO WHOM IT MAY CONCERN

This certificate confirms that the above-mentioned student submitted her draft master's dissertation to me for language-editing which included correcting in-text citations and the mistakes in the list of references. This was duly edited by me and returned to the student for revisions as per suggestions from me. I make no claim as to the accuracy of the research content. The text, as edited by me, is grammatically correct. After completion of my language editing, the student has the option to accept or reject suggestions/changes prior to re-submission to the supervisor who will check the content and instances of plagiarism, if any. Additional content inserted after my editing will not be regarded as official editing by me.

B.Naidoo

ID: 5606255134081

DATE: 28/07/2023

Professional
EDITORS
30 Guild
1993-2023
Promoting excellence in editing

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THANK YOU FOR YOUR SUPPORT

