EXPLORING QUALITY PERFORMANCE OUTCOMES OF NATIONAL CERTIFICATE VOCATIONAL AT CAPRICORN SESHEGO TECHNICAL AND VOCATIONAL EDUCATIONS AND TRAINING (TVET) COLLEGE, LIMPOPO PROVINCE

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Submitted following the requirements for the degree

of

MASTER OF EDUCATION

in the subject of

EDUCATIONAL LEADERSHIP AND MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF DR J NYONI

DECEMBER 2021

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I <u>Ngwakoana Leichen Matlala</u> hereby declare that this dissertation titled "**exploring quality performance outcomes of National Certificate Vocational Educational at Capricorn Seshego Technical and Vocational Educations and Training (TVET) College, Limpopo Province is of my composition**" and has not been presented or accepted in any previous application for a degree. The work, of which this is a record, has been carried out by me unless otherwise stated and where the work is mine, it reflects personal views and values. All quotations have been distinguished by quotation marks and all sources of information have been acknowledged using references including those of the Internet.

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**Title of research:**

**EXPLORING QUALITY PERFORMANCE OUTCOMES OF NATIONAL CERTIFICATE VOCATIONAL AT CAPRICORN SESHEGO Technical and Vocational Education and Training (TVET) COLLEGE, LIMPOPO PROVINCE**

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# DEDICATIONS

This dissertation is dedicated to the following people for their overt encouragement through my endeavour to complete this work:

- To my husband Madimetja Koos Matlala for his love, continuous encouragement, understanding, and moral support during my studies. His belief in my strength helped me to be even stronger and be full of confidence. I shall remain indebted to him for having trust in me and my work.

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# ABSTRACT

The purpose of the study was to analyze quality performance outcomes of National Certificate Vocational at Capricorn Seshego Technical and Vocational Educations and Training (TVET) College. The study explored the context of quality performance outcomes for National Certificate Vocational (NCV) in South Africa.

This is a qualitative study; therefore, it is located within the interpretive paradigm. A case study strategy was employed in which qualitative approaches such as observations, interviews, journals, and document reviews were utilized to collect the data.

The findings revealed that there are inappropriate strategies for improving performance at TVET colleges. The findings also disclosed that the process of teaching and learning at TVET colleges is inadequate. Moreover, there is a need for the management of TVET college to implement enough factors that influence teacher motivations.

Based on the study findings, recommendations were made for the management; to ensure that the students from Capricorn TVET college are appropriately monitored to ensure that they finish all work set by the end of each lesson, and to ensure that lectures at Capricorn TVET College, properly assist students to learn a lot in all their lessons. The school management was further encouraged to ensure that the students be given appropriate platforms to plan for the classes and to ensure that lectures assist the slower learners to easily catch up on their studies. Lastly, it was recommended for the students to be provided with appropriate time slots to enquire about their challenges and for the lectures to inspire learners by clearly explaining things.

**Keywords**: Students, Leaders, performance, motivation, school management, TVET college, teamwork, timeslots, NCV, Strategies, teaching, and learning

## EXECUTIVE SUMMARY OF THE STUDY

**EXPLORING QUALITY PERFORMANCE OUTCOMES OF NATIONAL CERTIFICATE VOCATIONAL AT CAPRICORN SESHEGO TECHNICAL AND VOCATIONAL EDUCATIONS AND TRAINING (TVET) COLLEGE, LIMPOPO PROVINCE.**

The study explored quality performance outcomes of National Certificate Vocational at Capricorn Seshego Technical and Vocational Educations and Training (TVET) College. The study explored the context of quality performance outcomes for National Certificate Vocational (NCV) in South Africa. This is a qualitative study; therefore, it is located within the interpretive paradigm. A case study strategy was employed in which qualitative approaches such as observations, interviews, journals, and document reviews were utilized to collect the data.

The findings revealed that there are inappropriate strategies for improving performance at TVET colleges. The findings also disclosed that the process of teaching and learning at TVET colleges is inadequate. Moreover, there is a need for the management of TVET colleges to implement enough factors that influence teacher motivations. Based on the study findings, recommendations were made for the management; to ensure that the students from Capricorn TVET college are appropriately monitored to ensure that they finish all work set by the end of each lesson, and to ensure that lectures at Capricorn TVET College, properly assist students to learn a lot in all their lessons. The school management was further encouraged to ensure that the students be given appropriate platforms to plan for the classes and to ensure that lectures assist the slower learners to easily catch up on their studies. Lastly, it was recommended for the students to be provided with appropriate time slots to enquire about their challenges and for the lectures to inspire students by clearly explaining things.

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| | |
|---|---|
| DHET | Department of Higher Education and Training |
| NASFAS | Student Financial Aid Scheme National |
| NCV | National Certificate Vocational |
| NQF | National Qualifications Framework |
| SASA | South African Schools Act No.84 of 1996 |
| DBE | Department of Basic Education |
| ISAT | Integrated Summative Task |
| NATED | National Assembly Training and Education Department |
| QMS | Quality Management System |
| SSS | Student Support Services |
| FET | Further Education and Training |
| SAQA | South African Qualifications Authority |
| TL | Teaching and learning |
| TVET | Technical and Vocational Education Training |
| ELRC | Educator Labour Relations Council |
| NEET | Number of not in Education Employment or Training |
| WIL | Work Integrated Learning |
| WBE | Work Based Exposure |
| NDP | National Development Plan |
| SRC | Student Representative Council |
| NBTE | National Board for Technical Education |

# CHAPTER 1: STUDY CONTEXTUAL BACKGROUND

## 1.1 INTRODUCTION

This chapter briefly presents the background of the study, citing the rationale for and purpose of the study as well as stating the research questions. It further exhaustively discusses the statement of the problem in the context of quality performance outcomes for national certificate vocational (NCV) in South Africa. Finally, this chapter deliberates the significance of the study and outlines the methodological underpinnings of the study.

## 1.2 BACKGROUND OF THE STUDY

Performance is a regular measurement of results and outcomes which creates reliable data on the efficiency and effectiveness of teaching and learning programs. It shows how well activity has been achieved or performed. Performance is the completion of a job or task with the application of skills, knowledge, and abilities. Most Technical and Vocational Education Training (TVET) Colleges around South Africa experience a challenge on the output rate of students in level 04 National Certificate Vocational on both Engineering and business studies.

Poor performance in terms of Level 4's candidates is continuously going up from time to time amongst TVET students in Limpopo's Capricorn TVET Seshego Campus. This poor performance in Level 4's students at TVET Colleges is a serious concern to educationists, organizations, government and the impact it has on the economy and subsequent job creation at large. This problem arises from factors that include amongst others; the absence of incentives, absenteeism on both students and lecturers as well as motivation on lectures to boost their effectiveness and efficiency to bring about excellence and improve students' performance. As a result, poor performance in Level 4's students is continuously going up in many TVET Colleges in South Africa (Dougherty and Lombardi, 2016:326).

The increase of poor performance and failure rate in Level 4's students at TVET Colleges can lead to a big loss for individual students who aim to continue and further their studies with other institutions of higher learning such as universities to pursue their career, as all of that it is likely to be compromised as a result of students' level 4's poor performance, and

this may ultimately affect the socio-economic growth which its aim is to have professionals in different technical fields such as electricians, plumbers, building, boilermakers, and construction to attain their technological developmental targets or goals in the study. As technology is one of the main keys to socio-economic development in a gradually interconnected global world, it is, therefore, crucial to empower TVET students to embrace technology as an important tool for fast-tracking the socio-economic development of the country. Technology education is crucial to national development in different perspectives, such as the use and application of skills, knowledge, modern tools, and materials of technology that add value to human life globally.

## 1.3   PROBLEM STATEMENT

NCV program is a relatively new program, which was implemented for the first time in 2007. There is very little and limited research done in the area so far, and therefore it is still developing. This is evident from the performance of the NCV Level 4 students of Capricorn TVET Colleges Seshego campus between 2016 and 2018 (as accessed from Department of Higher Education and Training (DHET) data based on 25 November 2019); also displayed in Table 1. The average performance of the four departments in Capricorn TVET Seshego campus for the years 2016; 2017 and 2018 is 25%; 3.9% and 34.6% respectively, which is poor.

*Table 1.1: Level 4 pass rates between 2016 and 2018*

| Classification of Programmes | PERCENTAGE PASS 2016 | PERCENTAGE PASS 2017 | PERCENTAGE PASS 2018 |
|---|---|---|---|
| Electrical Infrastructure and Construction | 29% | 30% | 23% |

| Civil engineering and Building Construction | 26% | 29% | 28% |
|---|---|---|---|
| Engineering Related Design | 23% | 31% | 29% |
| Process Plant Operation | 45% | 47% | 46% |

From Table 1.1 above, it is evident that performance in level 4 students is a cause for concern in the NCV program. Poor performance of students at Level 4 leads to dropout, especially in the engineering programs since they are doing seven subjects to complete the qualification. This means that these students cannot graduate since it is expected of them to pass all seven subjects to complete the qualification. It is based on this background that I was inspired and decided to conduct this study. This study investigated the aspects or factors that can be linked to students in NCV Level 4's poor performance. The factors include what students attributed to their poor performance and lectures' views on the performance of their students.

The importance of qualified and motivated lectures in providing quality teaching cannot be over-emphasized. Some sub-questions will guide me to focus on the main research questions that will change the concepts of poor performance by level 4 students, which are as follows:

- How is the level 4 students' performance after the implementation of the financial incentive (NSFAS)?
- What are the attributes of a good lecture?
- What recommendations can be made for improving level 4'students' performance at TVET colleges?
- What are the working conditions at TVET colleges and their influences on teaching and learning activities?
- What should be done to promote the engagement of both level 4's students and lecturers in improving teaching and learning?

- What are the challenges faced by level 4'student in the TVET colleges?

Problems or challenges facing the National Certificate Vocational (NCV)'s Engineering Programme in the Capricorn TVET college Seshego campus: In the Republic of South Africa, the Further Education and Training Act was passed in 1998 and as a result, colleges of Further Education and Training (FET) became the core targets for intensive policy reform after the end of apartheid in 1994. In the years that followed the National Certificate Vocational (NCV) programs were introduced in 2007 at public FET colleges (now known as Technical, Vocational Education and Training colleges, TVET) in South Africa. The core rationale for coming up with the proposed National Certificate Vocational (NCV) program was a direct response to the perceived scarce and shortage of occupational skills within the South African labor sector, of which artisanship was found to be central.

The NCV Engineering is a three-year program offered at Levels 2, 3, and 4 of the South African National Qualifications Framework (NQF). This paper focuses on the NCV Level 4, which is equivalent to Grade 12 of South Africa's school-leaving grade. This NCV program was designed to offer both practical and theory experience in different (Engineering) vocational fields. The South African government is concerned regarding the relationship between education and preparation for work and views the FET band as a way for bridging this perceived gap (Dougherty and Lombardi, 2016, p. 326). SAQA in South Africa is a statutory body regulated in terms of the National Qualifications Framework Act (Act No. 67 of 2008) and it aims to advance the objectives, and oversee the application or implementation of, the South African National Qualifications Framework (NQF) which is a set of guidelines and principles by which records of students or learner-achievement are registered to able national recognition of attained knowledge and skills, thereby ensuring an integrated system that inspires lifelong learning (SAQA, 2015). TVET courses are occupational by nature, meaning that the learners receive practical training and education as a key component of the academic learning function, with a view towards a specific range of employment possibilities, jobs, and promotion. This is following Powell's (2012, pp. 643-653) approaches to broaden the arguments of vocational training and education, especially considering the necessity for eradicating poverty in South Africa.

## 1.4  PURPOSE OF THE STUDY

I realized that there are aspects that contribute towards the National Certificate Vocational (NCV) Level 4 students' poor performance, which need to be taken into consideration. I decided to analyze some of these factors. There is a limited number of studies conducted in this area, which means there is little literature on NCV performance in general. This, however, inspired me to conduct this research study to attempt to fill this gap. The main purpose of this study is to determine the causes of poor performance of level 4's students in the TVET colleges and describe what might be done to boost the quality of learning and teaching. The following objectives undergird my purpose statement.

- Determine strategies for improving student performance at TVET colleges.
- Describe the process of teaching and learning at TVET colleges.
- Analyze how TVET college lectures use a set of strategies to improve curriculum delivery.
- Explain the factors that influence teacher motivation at TVET colleges.
- Critically examine lectures motivation and student performance in the TVET colleges.

## 1.5  RATIONALE OF THE STUDY

National Certificate Vocational (NCV) is offered based on three levels (L2- L4) of the national qualification's framework. These programs are open to students who have attained grade nine. The NCV at level 2 is equivalent to the Grade 10, whilst both level 3 and Level 4 are equivalent to Grade 11 and National Senior Certificate respectively. The NCV was introduced in the year 2007. TVET colleges ought to play a critical role in addressing challenges of a chronic deficiency in technical knowledge and skills, the issues of high youth unemployment whilst closing the gap of access to post-school education.

NCV allows learners to master and access knowledge, skills, attitude, and values for lifelong learning; to continue horizontal training and education; to go into higher education, and to follow employment and self-employment opportunities. Technical and vocational colleges help teach learners the skills to earn good salaries or money in relative opportunities exist

for graduates of technical and vocational-technical schools, however, some doors remain closed to students who cannot follow their bachelor's degree due to dropout.

Nationally, students who go to vocational high schools are most likely to be coming from families with poor backgrounds than students who go to traditional high schools. They are concerned that vocational education is being used to segregate or discriminate against low-income students and put them on a track that is less likely to end or result in a college education.

As level 4's students to complete a qualification, the student must pass all seven subjects per level from level 02 to level 04 (21 subjects), then if the student failed one subject from the lower level that subject cannot be enrolled in the higher level. As a result, the student is expected to enroll in the subject failed at a lower level for the coming academic year, which leads to many students failing to complete their qualification on stipulated time, such results in dropping out of students without qualifying.

I saw the need to analyze the factors affecting the overall performance of NCV level 4's candidates in Capricorn TVET college Seshego campus. I saw the literature gap and decided to conduct the study to analyze and provide information on what are the factors influencing the poor performance of Level 4's students in Capricorn TVET College Seshego Campus at Polokwane municipality in Capricorn District, also to give out recommendations on what are the possible solutions to overcome that.

## 1.6   PHILOSOPHICAL OVERVIEW

Partington (2002) identifies the research orientation and direction as being linked to our philosophical leanings, with philosophy being defined as that which is concerned with the rigorous establishment, regulation, and development of the methods of knowledge creation in all areas of intellectual endeavour. Hughes and Sharrock (1990) maintain that philosophy is concerned with questions and conclusions and relates to the nature of evidence and from this, the nature of the world and how we know some things and believe others. It also involves how we know if certain things are true or false, what assumptions can be made legitimately from different kinds of experiences and what sort of things make up the world.

Furthermore, according to Easterby-Smith, Thorpe, and Jackson (2008), there is the need to seriously consider philosophical issues in the light of historical controversies concerning relationships between theory and data. In this sense, identifying the philosophical approach of this research, as well as the researcher, is crucial because it helps to make the design of the research and its questions clear. This distinction also comes through the evaluation of the relevant data as well as its methods of collection and interpretation. Furthermore, identifying the philosophical approach for this study helps the researcher to decide between the different options for the research designs and to overcome personal limitations regarding the creation and modification of research designs (Easterby-Smith et. al., 2008). In identifying the philosophical approach, it is necessary to consider foundational aspects of philosophy, such as epistemology and ontology.

### 1.6.1  Epistemology and Ontology

Epistemology is the branch of philosophy concerned with theories relating to the 'why' and 'how' of knowledge, which includes the study and acceptance of what is valid knowledge (Collis and Hussey, 2003). On the other hand, ontology is concerned with how we study and what assumptions we make about the nature of existence. Ontology is further concerned about whether we consider the world to be subjective and thereby socially, or reflectively, interpreted, or whether we consider the world to be objective and external (Collis and Hussey, 1997; Stokes, 2011). The range of ontological and epistemological philosophies extend in a broad spectrum, starting from the interpretive/subjective/involved or phenomenological on the one hand and the positivist/objective/detached on the other. Being 'involved' in the research relates to the level of subjectivism and how much the researcher is engaged in the research, whereas being 'detached' relates to the level of objectivism and how little the researcher is directly engaged in the research (Collis and Hussey, 1997). For this research study, being 'involved' or 'detached' is determined by the methods used in different aspects of the work. The two extremes of interpretivism and positivism will now be considered further.

## 1.7 PERFORMANCE FRAMEWORK

The performance and quality framework are the tools for reporting outcomes and results publicly. This is supported by internal controls or systems to identify and monitor how students' performance contributes to the outputs of the entire institution. It involves the council understanding and acting on performance issues at each level of the institution, from students, lecturers, management through to the institution itself. Performance through a planning framework ensures that individuals, teams, and the overall institution know what they should be doing, how they should be doing it, and take responsibility for what they achieve. Below finds the structure of the performance framework and its analysis (Figure 2.1).

*Figure* **1.1:** *Performance* **Framework**
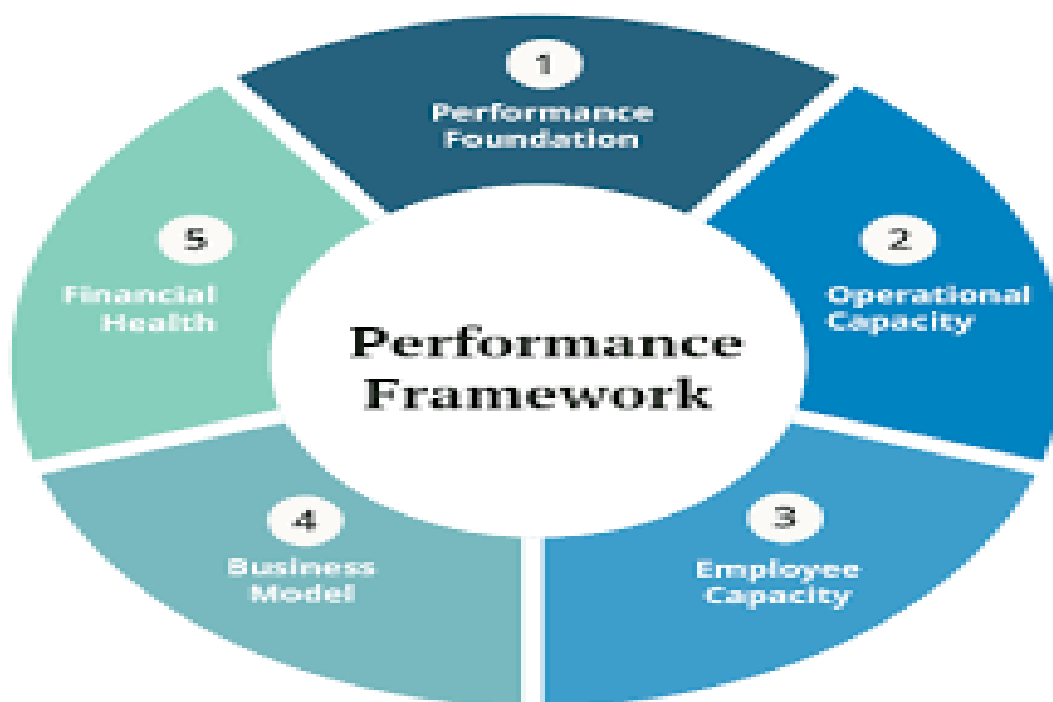


### *Stage 1 -Performance foundation*

Providing the stakeholders with challenging and meaningful yet attainable goals is critical to generating a high-performing institution. It is not appealing to show up to work and not understand or know what you are expected to do or why it is important. Targets give all

affected stakeholders a sense of clarity, purpose, and strategic direction. Moreover, targets or goals offer the basis for providing effective feedback and making correct decisions.

### Stage 2-Operation capacity

The creation of work-integrated learning placements, curriculum, and infrastructural development, that promote effective teaching and learning must be achieved. Lectures and administrative capacity must be improved to deliver programs. Capacity-building course for college staff is required and lecturing staff must be willing to participate in developing programs for delivering quality teaching and learning. Lectures must undergo professional development.

### Stage 3-Employee capacity

Training and support for lectures, as these staffs are responsible for efficient and effective planning and implementation of WIL, which is a cornerstone for (TVET), the necessity for employee development through formal qualifications in the TVET sector is documented (RSA, 2013; Refereed Proceedings of the 3rd International Research Symposium on Cooperative and Work-Integrated Education, Cosser, 2010; Wessels, 2005) WIL programs (Baldwin and Rosier, 2017), needs high qualified lecturers or teachers to enhance the quality of learning and teaching (Cosser, 2010). The key recommendations of the deliberations included strengthening the evidence base for TVET teacher training through studies, knowledge sharing, and deeper collaborations between all stakeholders.

### Stage 4-Business model

One of the key purposes of Technical and Vocational Education and Training (TVET) is the preparation of the youth for jobs. This takes the form of developing and learning work-related knowledge, skills, and scientific principles. Work refers to both self-employment and formal employment. To support self-employment, entrepreneurship courses are also offered in the TVET curriculum. This serves as the transformation and social reproduction of vocational and occupational practices. TVET enables economic growth by growing the productivity of employees. TVET colleges, the same way with other educational institutions also enable

socio-economic development in respect of enhancing the capacity of people to implement socially worthwhile practices. Knowledge is dependent on the global economy, and it is characterized by rapid changes or development in technology and other modes of work. Mostly, employees find themselves declared redundant and jobless. Nowadays more than ever, TVET has the duty of re-skilling such employees to enable them to grasp and get back to work, apart from offering job-related education.

***Stage 5-Financial health***

TVET college aspects such as poor teaching or lecturing methods, poorly equipped libraries, dilapidated infrastructural facilities, laboratories, workshops, and poor provision of TVET instructional materials as well as unconducive school environment are amongst some of the challenges to the implementation of the TVET curriculum. These findings are following Moja (2000), Olumese (2002), Efajemue (2011), NBTE (2011), and Nwokomah (2005). Miheso (2002) indicates that exposure by both teacher and students to a variety of textbooks leads to better performance to alleviate the challenges of an improved financial model which fills the gaps and improves education quality. Effective expansion of TVET colleges due to constant real resources promotes performance.

## 1.8. MAIN RESEARCH QUESTION

The main research question which guided this study is:

What are students and lecturers' ascriptions of poor performance outcomes of NCV Level 4's program at Capricorn TVET college at Seshego campus in Limpopo?

### 1.8.1. Sub-questions

The key research questions were steered by the following sub-questions:

- What are the strategies for improving learner performance at TVET colleges?
- What is the process of teaching and learning at TVET colleges?
- How do TVET college lectures use a set of strategies to improve curriculum delivery?
- What are the factors that influence teacher motivation at TVET colleges?

- Critically examine lecturers' motivation and student performance in the TVET colleges?

### 1.8.2. Objectives of the research

Considering the above research question, the objectives of this research study are:

- Determine strategies for improving student performance at TVET colleges.
- Describe the process of teaching and learning at TVET colleges.
- Analyze how TVET college lectures use a set of strategies to improve curriculum delivery.
- Explain the factors that influence teacher motivation at TVET colleges.
- critically examine lecturer motivation and student performance in the TVET colleges.

### 1.8.3. The primary objective of the study

The primary objective of the study is to analyze the views and experiences of participants and describe how quality performance outcomes of the NCV facilitation program can be achieved at TVET colleges.

### 1.8.4. Research hypothesis

Poor performance for level 4 student NCV certificate is caused by poorly trained TVET lecturers which results in student dropout. The foundation of the NCV was to generate solid learning basics as well as preparing for vocational life, which amongst others, includes allowing students to master and access knowledge, skills, attitudes, and values for lifelong learning; to continue horizontal training and education; to go in higher education and to follow employment and self-employment opportunities.

### 1.9. SIGNIFICANCE OF THE STUDY

Lecturers cannot perform in a vacuum. Several aspects or factors impact their performance. Identifying these aspects or factors may assist boost institution's performance and results. Lecturers should be qualified to perform their jobs so to fulfill

expectations. The finest fit for a job is identified by knowledge, skills, and attitude towards the task. For example, if a worker is in the wrong job for any of these reasons, results will be badly affected. When each and everyone understands the targets and expected outcomes, it is simple to take steps to get there whilst measuring the performance along the way. The institution without clear targets and goals is mostly to spend more time on jobs that are not important towards its predetermined objectives. Lecturers must be provided with relevant tools and equipment to execute practical tasks and ISAT as a curriculum need.

Lecturers need to be supported and motivated to improve the morale and positive culture of the institution. Poor morale may exist if there is material whining, complaining and employees are not eager to work. On a positive note, the workplace is thrilled by a sense of purpose and teams that openly want to collaborate and work together. Simply, because a happy employee is always productive.

## 1.10. CHAPTER SUMMARY AND CONCLUSION

In this chapter, the background to the problem of the TVET students' performance at Seshego TVET College has been given. The purpose of this study as well as its significance and its structure have also been outlined. The rationale of this study and research questions were also presented in this same chapter.

In the next chapter, the literature review on the context of quality performance outcomes for national certificate vocational (NCV) in South Africa will be discussed.

**CHAPTER 2: LITERATURE REVIEW**

**2.1 INTRODUCTION**

According to Nigerian Study by Esene (2011), National Certificate Vocational (NCV) is a study option for students with practical skills. An NCV allows learners or students to attain career-specific skills. Baden and Radile (2018) assert that NCV offers students work-ready skills. In South Africa, Umalusi (2007:4) defines National Certificate (Vocational) as a certificate awarded as a final exit qualification at the end of Levels 2 to 4 on the NQF to candidates who have complied with national education policy on the National Certificate (Vocational). According to the guidelines, the purpose of the National Certificate (Vocational) was to enable students to acquire the necessary knowledge, practical skills, applied competence, and understanding required for employment (Umalusi, 2007:09)

I realized that there are aspects that contribute towards the NCV level 4' students' poor performance, which need to be taken into consideration. In this chapter, I analyzed literature that sheds light on the understanding of issues related to the career advancement of students who undertook studies in Vocational Education and Training Programmes in the field of engineering. This study intended to ascertain whether the programs are effective or not. However, care will be taken about generalizing from a specific context. Furthermore, this study aimed at determining whether the program addressed questions intended to determine aspects of the program that proved to be functional and effective and those that proved to be ineffective to provide advice as to what improvements were required. The other aim of this chapter was to study the vocational education and training programs and models of other countries to see what was functional and productive to be able to borrow and select wisely. The NC (V) program was the result of the 29 processes of evolution in South African technical and vocational education and training over many years of practice. These practices were influenced by several factors including, in the main, economic technological demands on a national and international level.

The literature reviewed, covered opinions, views and experiences as expressed by authors who wrote authoritatively about colleges/institutions which specialize in vocational education and training programs. Creswell (2008: 116) argues that a literature review is a written

summary of articles, books, and other documents that describes the past and current state of knowledge about a topic, and organizes literature into topics, and documents that are needed for a proposed study.

I decided to analyze what could be the reasons for level 4 NCV's poor performance in Limpopo, South Africa. There are a limited number of studies conducted in this area, which means there is little literature on NCV performance in general. However, NCV's poor performance inspired me to conduct this research study to generate knowledge that could be added to an existing one. The main purpose of this study was to understand the causes of poor performance of level 4's students in the TVET colleges and describe what may be done to improve the quality of learning and teaching.

## 2.2 TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) SECTOR IN SOUTH AFRICA

The TVET College sector in South Africa has strong historical roots that can be traced as far back as the 1800s. A thesis by Sooklal (2005:18-19) outlined in-depth the historical analysis of the origins and establishment of the technical college sector in South Africa from 1867 to 1994. The importance of the FET colleges can be attributed to their role in providing people with skills and employment prospects that are not attainable in any other education sector. There was a rapid growth of technical colleges during the 19th and 20th centuries that was accompanied by increasingly formalized apprenticeship training in response to the rapidly growing needs of South Africa's mining industry, as well as the railways and other industries emerging at the time. In 1995, South Africa pioneered the South African National Qualifications Framework to promote the value of different qualifications that can be recognized by the students, employers, and other stakeholders.

The purpose of this Framework was in principle to facilitate lifelong learning, improve transitions of TVET programs, and improve access to higher-level education. The FET College system is now known as the TVET system designed to create opportunities for youth and adults to acquire skills, knowledge, and values for employment and employability. This implied that the TVET curriculum particularly the NC (V) curriculum should address the

needs of the students, industry, and community to meet the economic skills demand of the country. Rasool and Mahembe (2014:8) emphasize this point by indicating that the technical vocational education and training; 30 (TVET) discourse in South Africa was inextricably intertwined within a distinctive set of major policies issued by the post-apartheid government, since the advent of democracy in 1994, which envisioned the future state of the country. The promulgation of the Further Education and Training Colleges Act, No. 16 of 2006, envisaged a considerably broad role for TVET Colleges, which included enabling students to acquire the necessary knowledge; practical skills, and applied vocational and occupational competence; and providing students with the necessary attributes required for employment, entry to a particular vocation, occupation or trade, or entry into a higher education institution.

Although according to the Green Paper (2012:21); "the vision for the public FET colleges is one of the vibrant institutions that offer vocational and occupational qualifications, mainly to young people (16 to 24 years old) this has not been realized". From the historical analysis of the Technical Colleges, FET Colleges to the current TVET Colleges there was a consensus that the sector was not meeting the needs of the economy and society (NPC, 2012:50). The National Planning Commission (NPC) candidly asserts that the Further Education and Training (FET) sector was not effective, it was too small, and its quality output was poor. According to The Green Paper (DHET,2012), "although many advances and gains had been made since 1994, the sector continues to produce and reproduce gender, class, racial and other inequalities regarding access to educational opportunities and success". In conclusion, I argue that at the center of this policy were changes; curriculum review was not adequately consulted by all stakeholders. In chapter 5 of this study a recommendation on how the Community of Practice can be used to promote a coordinated and integrated curriculum review process.

The real challenge that faced the TVET system in South Africa was to provide access to high-quality technical vocational education for all, without losing sight of the TVET's special relationship with the world of work (McGrath, 2012:627). To achieve this, the theoretical grounding of the SA TVET policy needs to shift from the human capital approach and broadened to include human capability and sustainable development approaches. The

public "Further Education and Training" (FET) College sector was transferred to the newly established Department of Higher Education and Training in terms of the 31 Presidential proclamations of May 2009. Gewer (2010: 7) described this move as the repositioning of the college to contribute to the development of an effective skills base for advancing the South African economy. The Preamble of the FET Act (2006:1) declared that when it comes to training and skills development, two key concerns for the Further Education and Training (FET) Colleges Act of 2006 are "to restructure and transform programs and colleges to respond better to the human resources, economic and development needs of the Republic, and to provide optimal opportunities for learning, the creation of knowledge and the development of intermediate to high-level skills in keeping with international standards of academic and technical quality" (FET Act, 2006:1).

## 2.3. STRATEGIES FOR IMPROVING STUDENTS AND LECTURER-PERFORMANCE AT TVET COLLEGES

Kudabo (2012:02) asserts that TVET systems are designed to create opportunities for youth and adults to acquire skills, knowledge, and values for employment. The author further argued that the TVET curriculum must further address the needs of the students, industry, and community with the main objective of meeting the economic needs of skills. The followings are amongst strategies that can be used to improve the curriculum delivery:

### 2.3.1. Training

According to Kudabo (2012:11), educators of TVET should be provided with opportunities to go for training to improve their skills. The study further argues that students should be given qualitative training that involves practices.

### 2.3.2. Encouragement

Both students and staff should be encouraged (Kudabo, 2012:11). This form of encouragement can be through incentives such as free financial support for high performances and money. The author argues that words of encouragement can go a long

way to make students/teachers willing to go the extra mile and provide their best. Moreover, encouragement can be an informed award of any kind.

### 2.3.3. Campaign

It is an act of selling ideas to the people so that they can follow you (UNESCO, 2016:10). This is very important for students from time to time so that their attention is drawn to the benefits that exist in the course

### 2.3.4. Networking

No profession or discipline can be in isolation or has been in isolation (UNESCO, 2016:9). Networking is very important for productivity. Kudabo (2012:11) asserts that the application of technical drawing to another field will go a long way to boost the interests of students in the subject or course, mostly when they could identify the area of application and usefulness.

### 2.3.5. Harmonization

According to Kudabo (2012:12) "harmonization should exist between the technical drawing practices and other technical courses". The author argues that technical courses must be harmonized with TVET courses to bridge the gap between a certificate qualification and a vocation factor of technical education.

### 2.3.6. Interests

The reports by UNESCO (2016:11) assert that the interest of the students in the technical drawing must be enhanced through the production of a model of what, students are to draw and through any sort of method.

### 2.3.7. Charisma

The lecturers of TVET colleges must be charismatic in their lecturing methods. In brief, a studio must be furnished with lively equipment. Collaboration and teamwork must always be encouraged (UNESCO, 2016:10).

### 2.3.8. Attitude development

The students and lecturers need to develop the right attitude to technical drawing. This can be developed by generating a conducive environment and application of what is been done in the class to real-life (Kudabo, 2012:11).

### 2.3.9. Instruments

Kudabo (2012:12) asserts that enough drawing instruments must be made available and at affordable costs to the students. They must be lectured about the use of these instruments.

### 2.3.10. Accreditation

Accreditation is an assessment of college or qualification or course to ascertain whether the objective of the course/institution is attained or not. As found by Kudabo (2012:12) "the contents, mode of teaching, quality of teaching of technical drawing courses must be accessed through a constituted body such as the National Board for Technical Education (NBTE) in Nigeria". The author further asserts that this must be thoroughly done in good faith without deception and judgment must be made accordingly to arrest the abnormalities that may affect the performance of learners or students' performance in the respective module or course.

## 2.4. THE PROCESS OF TEACHING AND LEARNING AT TVET COLLEGE

The popularity of using social networking sites (SNSs) as an educational tool is increasing every day (Baden and Radile, 2018:17). Many educators are now trying to integrate these online teaching platforms that were provided by commercial services such as Google, LinkedIn, and Facebook into the learning environment. Despite the importance of SNSs, a lot of constraints seem to hinder its effective use for collaborative learning in Nigeria by TVET lecturers. Baden and Radile (2018:18) call for continuous professional development (CPD) of TVET lecturers particularly to enable them to acquire the needed soft skills required for effective utilization of SNSs in their teaching practices.

In South Africa the challenges facing the post-school vocational education system are daunting (Department of Higher Education and Training, 2015). There is a lack of coherence, resulting in the fragmentation of the system. Training needs assessment study commissioned in 2014 revealed several major academic challenges facing college leadership. The most pressing issues were poor leadership and management skills and challenges facing lecturers in various aspects of teaching and learning, amongst which were blatant shortcomings in their capabilities to meet the competencies required for effective lecturing. This realization led us to hypothesize that ineffective and fragmented leadership and management practices may be to blame for this situation. I wondered whether an integrated and focused leadership model aimed at distributing ownership for student achievement should be implemented to produce better results. The findings by the Department of Higher Education and Training (2015) recommended for awareness to consider collaboration and the distribution of powers and capabilities to bring about a shared leadership vision in the quest for challenging poor performance at the institutional level in a sector that is in dire need of positive outcomes.

A 2009 audit of the TVET Colleges in the Eastern Cape found that only 38% of lecturers 'are confident in their abilities to fully impart practical skills to students and that 34% were in urgent need of a 'practical up-skilling intervention' (ECCSEC-JIPSA, 2009). These percentages are indicative of a wider crisis in the sector around the capacity of the staff in colleges to teach their subjects, and specifically the practical components of the curriculum. Michael Young (2006) outlines several models of teacher education for the College sector based on international practice. His preferred option is a model that sees professional development as being the joint responsibility of Colleges and universities in partnerships that address the issue of specialist vocational pedagogy and curriculum knowledge. Such partnerships require complex relations between specialists in the appropriate disciplines, professional bodies, and curriculum specialists to avoid the dangers of generic training. Currently, South Africa has not developed this capacity.

According to Papier (2010:04), one of the reasons for the lack of offerings of dedicated programs is that until relatively recently there was no policy on what form of educational training is required for college lecturers. The now-gazetted framework for new qualifications

envisages that all lecturers will progressively improve their qualifications up to graduate equivalence (RSA, 2013). It requires that all lecturers become qualified educators and not just have relevant work-oriented qualifications. The implications for lecturers are that they will need to engage in substantial study, beginning with a short Vocational Educators Orientation Programme (VEOP) and then progressively improving their qualifications. Two potential consequences emerge. Firstly, there is a risk that Colleges may decrease their connections to the world of work through the increasing focus on education over work-based qualifications. Currently, the identities of many lecturers are centered primarily on their subject disciplines or professions. For example, many of the lecturers interviewed in the engineering field saw themselves as artisans and engineers before they saw themselves as teachers. These identities may shift as they are involved in study programs. Secondly, lecturers who do not wish to become 'teachers may leave the Colleges and increase the flow of skills out of the Colleges. In a more positive vein, many of the challenges related to the curriculum change and student transformation already discussed, are primarily educational challenges that could be addressed through better teaching and educational understanding.

Potentially the poor student throughput and pass rates and challenges lecturers reported in their experiences of classroom and workshop interactions could be improved through more effective teaching and learning processes. Nowadays, technology application and integration have become a necessity in teaching and learning processes that demanded high technological knowledge. This study aims to assess the level of competency among TVET instructors by evaluating their professional knowledge based on the TPACK model. A mixed-method study on 300 TVET instructors in Malaysia was carried out to identify the level of TPACK and the factors influencing their knowledge.

## 2.5. NATIONAL CERTIFICATE VOCATIONAL (NCV) OF SOUTH AFRICA

Umalusi (2007:4) defines National Certificate (Vocational) as a certificate awarded as a final exit qualification at the end of Levels 2 to 4 on the NQF to candidates who have complied with national education policy on the National Certificate (Vocational) as published in the Government Gazette, No. 28677 of 29 March 2006, and amended as amended in the

Government Gazette No. 30287, of 12 September 2007. The impact of the NC (V) on career opportunities was embedded in the purpose of this program as captured by the Guidelines and Directives for Certification by Umalusi (2007:9). According to the guidelines, the purpose of the National Certificate (Vocational) was to enable students to acquire the necessary knowledge, practical skills, applied competence, and understanding required for employment:

a) At an elementary level of a particular occupation or trade or class of occupation or trades in the case of Level 2 qualifications.
b) At an intermediate level of a particular occupation or trade, or class of occupations or trades in the case of Level 3 qualifications.

The study surveyed students who passed an exit level 4 to determine whether the purpose of the NC (V) programs had been achieved. Each of the qualifications on Levels 2, 3, and 4 on the NQF had a minimum total of 130 credits as per the policy of Umalusi (2007:4). The qualification consists of two components, namely, the fundamental component, which formed the basis of all other learning and was, therefore, a compulsory 32 component, and the vocational component, which defined the specialization of the qualification. Levels 2, 3, and 4 qualifications on the NQF are all structured as follows:

a) Fundamental component, 50 credits; Language, 20 credits; Mathematics or Mathematical Literacy, 20 credits; and Life Orientation, 10 credits to comply with the entrance requirements of higher education institutions.

b) Vocational component, 80 credits; and 20 credits for each vocational subject to ensure the understanding of the graduates in all four vocational subjects.

The duration and entrance requirements for each NC (V) qualification level are a minimum of one year of full-time learning and a maximum of three years. Entrance requirements for NC (V) Level 2 are Grade 9; or ABET Level 4 / NQF Level 1; or any recognized NQF Level 1 qualification; or approved bridging program equivalent to NQF Level 1; or Recognition of Prior Learning Assessment program, which meets the basic requirements for access to NQF

Level 2. This entrance requirement accommodates students from general schools, technical schools, unemployed youth, and youth or adults with informal knowledge or experience that can be credited through the formal assessment process. The South African occupational and vocational education is a diverse system, unlike in other countries whereby there is a single system called Technical and Vocational Educational Training (TVET). The Further Education and Training colleges were traditionally designed to collaborate with industry by offering only theoretical knowledge to students particularly in the engineering field, which industry and colleges formed partnerships that allowed workers or apprentices to attend classes for about three months and then be at a workplace for nine months in a year until the apprentice qualified as an artisan in a chosen field. In the 1980s the industry training boards (NITBs) were established, which sought to close the gap between theory and practice by coordinating training within the industry with common chain value or products. The advent of the South African democracy ushered in the transformation of the training boards into Sector Education and Training Authorities (SETAs) 33 to be responsible for occupational training in the form of skills development. The HSRC 12th report of 2009 on the Centre for poverty, employment, and growth stated that these levels are integrated with the NQF, as stipulated by the South African Qualifications Authority (SAQA) Act, No 58 of 1995.

After the 2009 national elections, skills development, and higher and further education were drawn together under the purview of the new national Department of Higher Education and Training (DHET). This arrangement enhanced the prospects of the students undertaking the NC (V) program as the SETAs, Industry, and Colleges are managed and coordinated under one department. The article reports on espousing the virtues of SA's vocational training option indicated that the national certificates were designed in consultation with business and industry, owing to the critical skills shortage and students exiting matriculation not having practical skills, and having to be trained to enter the workplace. In addition, it allows students more flexibility for future career choices (http://www.engineeringnews.co.za/article/false-bay-college). Regulation 8(1) of the National Standards Bodies Regulations of 1998, states, "Accordingly, the NC (V) Level 4 intends to enable students to acquire the necessary knowledge, practical skills, applied

competence and understanding required for employment at an elementary level of a particular occupation or trade, or class of occupations or trades. It provides learning experiences in situations contextually relevant to the area in which the program was situated. The NC (V) Level 4 offered programs in the form of subjects that consist of academic knowledge and theory integrated with the particular skills and values specific to each vocational area".

## 2.6. HOW TVET COLLEGES LECTURES MAY USE A SET OF STRATEGIES TO IMPROVE CURRICULUM DELIVERY

According to the South African Qualifications Authority (SAQA), the National Qualification Framework (NQF) is a framework that sets the boundaries, principles, and guidelines, which provide a vision, a philosophical base, and an organizational structure, for the construction of qualifications system (SAQA, 2012). Detailed development and implementation were carried out within these boundaries. All education and training in South Africa fit within this framework. It is a national resource, which represents an effort at integrating education and training into a unified structure offering recognized qualifications. South Africa's National Qualifications Framework (NQF) recognizes three broad bands of education: General Education and Training, Further Education and Training, and Higher Education and Training which is consists of 10 levels, as represented by the National Qualification Framework of SA (by SAQA).

There have been three major drivers of the curriculum change process in colleges. Firstly, by locking the new Colleges into the NQF Levels 2, 3, and 4, a significant part of the work of the former Technical Colleges became ultra vires. This was because the Colleges offered the old National Technical Education (NATED)'s 550 curriculums which progressed from N1-N6, with the top levels at NQF Level 5. Technically this NQF level was in the Higher Education band and was thus the domain of universities and universities of technology. The reality was that Higher Education had little interest in offering courses at these levels and so for some time the status quo remained. However, the NATED curriculum needed significant revision since it was essentially twenty to thirty years old. This constituted the second pressure for curriculum change.

The third pressure on the curriculum was driven by the vision that the senior management in the national Department of Education at the time had for the Colleges. Given that the Colleges were now formally a parallel stream to the last three years of high school, the Department of Education felt that the primary mandate of the Colleges was to provide general vocational training for post-Grade 9 learners. A three-year full-time program, the National Certificate: Vocational (NCV) was designed at NQF Levels 2, 3, and 4, to cater to these needs. At Level 4, this certificate was deemed to be the vocational equivalent of the National Senior Certificate or matric. The NCV curriculum was promulgated after a relatively short development and consultation period in 2006 and was implemented in January 2007. At the same time Colleges were told to phase out the old NATED subjects. The NCV curriculum includes three compulsory elements which mirror the school curriculum, namely Mathematics or Mathematical Literacy, Communication, and Life Skills. In addition, the students then specialize in one of several streams including Civil Engineering, Electrical Engineering, Mechatronics, Engineering, Marketing, Finance, Management, Office Administration, Tourism, Information Technology, Hospitality, Agriculture, Safety in Society, and Education and Development. The nature of the knowledge underpinning the new curriculum has changed given both the introduction of new fields of study and the progression of the various disciplines. While the updating of the knowledge base is critical for the delivery of education and training of quality, there is additional pressure on the lecturers to update their knowledge. Most research shows how crucial the educators' capacity to work with the knowledge requirements of a curriculum is, for successful implementation. It is unclear whether the lecturers in the Colleges were adequately equipped for the curriculum reforms; further research is required in this regard. While there were widely divergent responses to the curriculum changes, there was widespread concern amongst the lectures with whom s interacted, that the NCV was not sufficiently flexible to cater for the traditional College student. Already in 2005, the South African College Principals Organisation (SACPO) issued a statement commenting on the proposed new curriculum (at that stage referred to as the Further Education and Training Certificate [FETC]: Vocational).

In the statement SACPO pointed out that a three-year full-time program did not take seriously the urgency with which the country needed to deal with its skills crisis: Regarding the purpose of the proposed policy, it is SACPO's perception that the document does not make specifically clear how the dire skills shortages in the fields of science, engineering and technology are going to be fore-grounded. The National Skills Development Strategy requires the providers of education and training such as FET Colleges to address these shortages by offering relevant, effective, and efficient education and training as a matter of urgency. If FET Colleges are going to be incentivized through recapitalization and other means, to focus their learning program provision towards the FETC (vocational) – three-year qualification – SACPO believes that "occupational" training will suffer greatly and therefore limit the public providers, such as FET Colleges', contribution towards shrinking the skills shortages in South Africa over the short term. Students will "qualify" at NQF Level 4 without having attained the level of skill that would make them immediately employable e.g., licensed electrician (SACPO 2005).

At the heart of SACPO's concern lay the tension between colleges that were responsive to labour market needs by offering flexible courses that enabled employers to release staff for short blocks of time, versus the education departments' vision of colleges as being primarily vocational and technical high schools. The structure of the NATED program used a trimester system that allowed students to move between college and work in a three-month cycle. Employers generally viewed this arrangement as being preferable in that they would have the benefit of the apprentice for blocks of time while the NCV student would effectively only be employable upon graduation. The SACPO statement also highlighted what became an increasing source of tension between Colleges and the Department.

Colleges were told that their funding stream and recapitalization budgets would be linked to the enrolment of students on the NCV only. However, as many as 50% of students in the Colleges were not in the NCV program, and there was thus grave concern that the Colleges would not be financially viable. Indeed, as it developed, it became increasingly clear that the funding subsidy for NCV students was insufficient and Colleges that did focus entirely on NCV provision were placed at risk financially. Colleges that continued to enroll students into the old N-courses and those that offered separately funded skills courses through

partnerships with industry, government, or the SETAs, were better able to manage the resources and deal with staffing needs more flexibly. In some Colleges, the bulk of the students was not enrolled for the NCV. After the Colleges were transferred to the new DHET, there was an about-turn concerning the NATED programs, and the minister announced that these programs would be retained and would receive subsidies while all the offerings were reviewed. This was due to the strong preference from industry for the NATED curriculum and a general distrust of the NCV. However, this decision was largely reactive and triggered further reviews of both the NCV and NATED curricula. The confusion over the nature of what Colleges should be offering had an obvious impact on the staff. In some Colleges, senior managers were openly dismissive of the new NCV, and this hostility was tangible amongst staff. Lecturers' identities were to some extent shaped by the programs they were working on, and distinct categories of staff began developing in the Colleges. New lecturers were employed to offer the fundamental subjects such as Communication, Life Skills, Mathematical Literacy, and Mathematics. These lecturers often had different backgrounds, coming from the world of education rather than from the workplace, and often had degree-level qualifications. These patterns changed the nature of the workforce in the Colleges. In all, the curriculum reforms and pressures had a significant impact on the lecturers and changed how many were expected to work. But the curriculum reform also changed the students.

The curriculum of Technical and Vocational Education Training (TVET) is designed based on a job title and plays an important role in producing skilled and semi-skilled manpower. Therefore, the effectiveness and the quality of the TVET system should be given priority to ensure the production of human capital full fills the requirement of the job market and industries. Alexander (2008) found that most improvement agendas related to training effectiveness and its quality did not emphasize education processes such as teaching and learning. A study done by Faruque (2010) found that among the causes of poor TVET system is its low quality of instructors, limited professional development program to improve content knowledge and pedagogical techniques as well as no control done over the quality of expertise. UNESCO-UNEVOC reported a similar problem found in the Malaysian TVET system where pedagogical aspects were not emphasized in the training of novice instructors

(Ehlers, 2010). To improve the quality of instructors, improvement to the professional development program is necessary by evaluating the current performance of TVET instructors.

Although, much research had identified various types of competencies required by technical instructors, less was done to evaluate the performance of these competencies (Wan Nooraini, Wan Kamaruddin, and Mohammed Sani Ibrahim, 2010). Koehler, Shin, and Mishra (2012) stated that assessment on instructor performance specifically their professional knowledge has not been fully analyzed. Hence, this study was performed to fill in the gap by measuring the level and identifying the factors influencing the professional knowledge gained among TVET instructors.

## 2.7. A PERSPECTIVE ON THE NEWLY INTRODUCED PROGRAMME

The public TVET Colleges have been offering an exciting, modern, and relevant program of study in vocational programs (Department of Higher Education and Training, 2015). The vocational programs were the eleven high skills, high quality, and high knowledge programs that were introduced at FET Colleges in 2007. The programs were intended to directly respond to the priority skills demands of the modern economy. The National Certificate qualification is a full-year program at each of the NQF levels of study. A student is issued with a certificate on successful completion of each level of study. As indicated by the Department of Higher Education and Training (2015), the list below represents the eleven initial programs launched in 2007:

  i.   *National Certificate - Office Administration*
 ii.   *National Certificate – Marketing*
iii.   *National Certificate - Finance, Economics & Accounting*
 iv.   *National Certificate – Management*
  v.   *National Certificate - Building & Civil Engineering Construction*
 vi.   *National Certificate - Engineering & Related Designs*
vii.   *National Certificate - Electrical Infrastructure & Construction*
viii.  *National Certificate - Information Technology & Computer Science*

ix.  *National Certificate - Primary Agriculture*

 x.  *National Certificate - Hospitality*

xi.  *National Certificate – Tourism*

The aim was to analyze the first, second, and third cohorts of graduates of the NC (V) programs with the purpose to assess the impact made by the qualification on the career of the graduates.

## 2.8.  FACTORS THAT INFLUENCE LECTURERS MOTIVATION AT TVET COLLEGES

Technological knowledge is an important competency required by every TVET instructor to produce alternative instructional methods. Thus, nowadays, technological knowledge is no longer seen as a tool used to facilitate teaching and learning processes but has become a necessity and compulsory knowledge every instructor must have (Mishra and Koehler, 2006, 2008; Sahin, 2011). Unfortunately, King and Wang (2008) reported that instructors were lacking technological knowledge had led to an ineffective teaching and learning process besides failing to interconnect the whole learning process. Therefore, it is important to know the root causes of low technology integration in the teaching and learning process. Professional knowledge is specialized knowledge required to perform a specific type of job (Clarke and Hollingsworth, 2002). Just like any other profession, TVET instructors need a set of specific professional knowledge which includes knowledge of concepts, theories behind each practical application as well as a method to expand those pieces of knowledge to create a new one (Muttaqin, 2007). Professional knowledge distinguishes the knowledge required by a TVET instructor to an engineer (Ben-Peretz, 2011; Shulman, 1986; Thornberg, 2008) and is used as a basis for the action taken and referred to when making a decision (Clarke and Hollingsworth, 2002).

Literature on professional knowledge is broad, diverse, and was studied from various perspectives (Ohi, 2007). The nearest model that fits the teaching profession of TVET instructors is the professional knowledge framework proposed by Mishra and Koehler (2006) on the Technological Pedagogical Content Knowledge (TPACK). TPACK framework emphasizes technological knowledge and technology integration in the whole process of

teaching and learning. It is also an expansion to the Pedagogical Content Knowledge (PCK) model by Shulman (1987). According to Mishra and Koehler (2006), to integrate technology effectively, an instructor must be fluent in all seven dimensions of professional knowledge namely, the Pedagogical Knowledge (PK), Content Knowledge (CK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK) and Technological Pedagogical Content Knowledge (TPACK). TPACK model was selected as a basis for TVET instructor professional knowledge since the TVET curriculum involves a lot of high-tech machines and technical equipment (Guthrie, Harris, Simons and Karmel, 2009; Muttaqin, 2007) particularly in practical training that requires high technological knowledge.

The teaching and learning orientation uses a lot of hands-on application, emphasizes building experience, and promotes collaboration. Besides, the TPACK model also has been identified as an agent of multi-disciplinary integration which currently are taken at separate entities by most instructors (Francis, 2010). Covey (2011) mentioned that to solve the most difficult problems or to come up with an effective solution, one should be able to synergize all the options or choices available and come up with a hybrid solution known as the third alternative. Several variations of findings had been reported on the level of professional knowledge gained. Shaharom and Salwah (2010) found that new Physic teachers had moderate PCK while the study by Yeo and Siti Sara (2010) stated that student teachers had high Pedagogical Knowledge. Female teachers were found to have higher Pedagogical Knowledge (PK), but lower technical knowledge (TK) as compared to male teachers (Low, 1999; Shaharom and Faridah, 2010). Therefore, a study is needed to assess and capture the performance of TVET instructors so that an improvement to the TVET system quality could be done.

## 2.9. CRITICAL ANALYSIS AND EXAMINATION OF LECTURERS MOTIVATION AND STUDENT'S PERFORMANCE AT TVET COLLEGES

### 2.9.1 Attitude and motivation of students

Motivation to learn is one of "the most powerful factors affecting attitude to education, lecturers and the author of a classic study of successful language learning (Naiman et al., 1978) concluded that the most successful students are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them associated with motivation: positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity". As a result, from this information, the underlying motivation and good attitude to study the language are mainly influential.

Students must know what they need or must learn the new skill as the best motivation comes from within. To use motivation as a driver, goals will be a destination. Targets or goals may enhance inspiration to learn and assist set clear expectations. Such as what is to be attained? By what time? What would be the service or product? What is required to get there? Since students expect themselves to prosper, not only set targets but track them. Tracking status or progress will assist to visualize achievement and it will increase motivation, mostly during the struggle. This will also help to develop another vital ingredient of a positive attitude to learning.

### 2.9.2 Increasing the level of achievement for students

Research shows that school-level factors (for example size, resources, and culture) may have a huge impact on the performance (Mbugua et al., 2012; Sa'ad, Adamu, and Sadiq, 2014; Howie, 2003).

Students should be assessed regularly during the learning process and again, after the learning process by summative and formative and assessment, constant feedback must be provided to all stakeholders after each assessment, the question paper must be up to standard and relevant according to the learning outcomes and subject outcome of that levels

as well as the instructions on the question paper must be clear, unambiguous, and easy to interpret. The feedback loop concept should be utilized during students and lecturers simultaneously gathering as well as analyzing the student learning information to evaluate where students are and where they require an educational support improvement. Lectures must self-assess how well they always perform their duties to ensure constant recognition of students' strength and create a climate of mutual respect. The lecturer must establish a culture of evidence and justification in their classrooms. And, again lecturers must take steps to ensure that all students are always engaged in the academic content as much as possible.

### 2.9.3 Lack of teaching and learning resources

Shortage of teaching or learning material has also been noted as one of contributing factors towards poor performance in level 4' subjects (Miheso, 2002; Mbugua, Kibet, Muthaa and Nkonke, 2012; Sa'ad, Adamu and Sadiq, 2014; Tshabalala and Ncube, 2016). According to studies that were conducted in Kenya, Nigeria, and Zimbabwe respectively by Miheso (2002) indicates that exposure by both teacher and students to a variety of textbooks lead to better performance in other subjects. Sa'ad, Adamu, and Sadiq (2014) argue that overcrowded classes and a shortage of qualified teachers also contribute towards poor performance in other subjects. A lack of resources, including the provision of appropriate textbooks, could have a real impact on students' education.

According to Yusuf and Soyemi (2012), insufficient funding is one of the challenges for implementing curriculums in TVET institutions. In addition, Okoroafor (2010), found that some of the challenges for implementing the TVET curriculum include inadequate infrastructure, lack of sponsorship, lack of rewards for excellence, and inadequate timing. Furthermore, Nwogu and Nwanoruo (2011), Odu (2011), and Okebukola (2012) argue that the problems of TVET are more, and amongst others includes inadequate material resources and human capital in terms of quantity and quality.

### 2.9.4 Lecturers views on students' performance

Lecturers' perceptions of students are a contributing factor to achievement (Tsanwani et al., 2014). Lecturers' causal attributions have a latent influence on students' attributions through

their (teachers) actions (Baştűrk, 2016). Lecturers should be careful about the way they describe the performance of their students.

Technical Vocational Education and Training (TVET) in the Republic of South Africa has undergone major structural, institutional, and curricular changes over the recent last fourteen (14) years. Many findings revealed a lack of compatibility between student type, curricula reforms, and lectures' adaptability to the reform. Moreover, this research revealed unintended consequences of educational changes and the existence of tensions between perceptions, experience, and vision of students and lecturers with the national vision of skills development for the republic's economic paybacks.

## 2.10.  CHAPTER SUMMARY AND CONCLUSION

In this chapter, I discussed relevant available literature on the quality performance for National Certificate Vocational (NCV) in TVET colleges. TVET and NCV were fully and extremely analyzed and followed up by discussions on strategies for improving student performances at TVET colleges as while as the processes of teaching and learning at TVET colleges. Additionally, this chapter evaluated how TVET college lectures use a set of strategies to improve Curriculum delivery and explained the factors that influence teacher motivations at TVET colleges. Finally, this chapter critically analyzed lecture motivations and student performances in the TVET colleges. The next section presents the study findings.

# CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

## 3.1. INTRODUCTION

Chapter 1 of this study outlined the way under which this research study was conducted, while chapter 2 outlined the literature review which was conducted. This chapter deliberates the research philosophy, the research design, and the research strategies. It further explains the target population, sampling method utilized, the sample size, rationale regarding the choices of both the participants and the research site. This was followed by deliberations on the research instrument, analysis of data methods used, and validity and reliability of this research study. The quality measures of conducting this study were considered throughout the study and ethical considerations which were upheld are also discussed in this chapter. Briefly, owing to the nature of the stated research questions, this qualitative study was located within the interpretive/constructivist paradigm.

## 3.2. THE RESEARCH PHILOSOPHY

The study by Zukouskas, Vveinhard, and Andriukaitiene (2018:123) argues that the most important part of research methodology is research philosophy. Igwenagu (2016:06) asserts that "research methodology can be defined as a set of systematic techniques utilized in the research study". According to Almalki (2016:290), the research methodology is a guide relating to how research is conducted. Three key research paradigms are quantitative, mixed methods, and qualitative approaches.

According to Almalki (2016) "quantitative research is a methodical empirical investigation of the observable phenomena via statistical, mathematical, computational techniques". The most important goal of quantitative research is to enhance and employ theories, mathematical models, and hypotheses concerning the phenomena. Quantitative research is used to quantify the problem by producing numerical data which may be transformed into usable statistics. Additionally, it can be used to quantify attitude, behavior, opinion, and other distinct variables and oversimplify the conclusion from a greater population sample.

Secondly, the other research paradigm is mixed methods research. Bacon-Shone (2015) asserts "mixed methods research as an empirical research that encompasses collecting, analyzing, and integration of both quantitative and qualitative data". Lastly, the third and final research methodology is the qualitative research approach. According to Bacon-Shone (2015), qualitative research can be a systematic technique of observation to get nonnumerical data. Adhikari (2018) asserts that the qualitative research method may refer "to the meanings of concepts; metaphors, definitions; symbols; descriptions and features of things and not to their measures". Moreover, Adhikari (2018) asserts that both qualitative and quantitative research methods vary principally in; the kind of data collection instruments they use, their analytical objectives, the kind of data they offer, and the degree of flexibility built in the study design. The Table below 3.1, illustrates some of the differences between qualitative and quantitative research approaches:

**Table 3.1: Differences between quantitative and qualitative research approaches**

| | Quantitative | Qualitative |
|---|---|---|
| **General framework** | Seek to confirm hypotheses about phenomena | Seek to explore phenomena |
| | Instruments use more rigid style of eliciting and categorizing responses to questions | Instruments use more flexible, iterative style of eliciting and categorizing responses to questions |
| | Use highly structured methods such as questionnaires, surveys, and structured observation | Use semi-structured methods such as in-depth interviews, focus groups, and participant observation |
| **Analytical objectives** | To quantify variation | To describe variation |
| | To predict causal relationships | To describe and explain relationships |
| | To describe characteristics of a population | To describe individual experiences |
| | | To describe group norms |
| **Question format** | Closed-ended | Open-ended |
| **Data format** | Numerical (obtained by assigning numerical values to responses) | Textual (obtained from audiotapes, videotapes, and field notes) |
| **Flexibility in study design** | Study design is stable from beginning to end | Some aspects of the study are flexible (for example, the addition, exclusion, or wording of particular interview questions) |
| | Participant responses do not influence or determine how and which questions researchers ask next | Participant responses affect how and which questions researchers ask next |
| | Study design is subject to statistical assumptions and conditions | Study design is iterative, that is, data collection and research questions are adjusted according to what is learned |

Authored by Adhikari (2018)

In this study, I used qualitative because the key aim of this research study was to analyze the quality of performance outcomes for national certificate vocational at Capricorn Seshego TVET College in Limpopo Province. In the short term, the key objective of this research is not to investigate the effects but rather to analyze and subsequently describe quality performance outcomes. In this study, a qualitative approach was conducted based on the interview questions by allowing for numerical analysis and treatment of structured data collected from the campuses within Capricorn TVET colleges in Limpopo Province. The qualitative approach enabled this study to analyze the effects of the quality of performance outcomes for national certificate vocational.

## 3.3.   THE RESEARCH DESIGN

Akhtar (2016:67) asserts that "research design may refer to a framework of methods and techniques carefully chosen by a researcher to combine various components of the research rationally so that a research problem is effectively and efficiently handled". The research design provides understanding concerning how to perform or conduct research using a specific methodology. Several research designs which the researcher may well use in conducting the research are "exploratory", "explanatory", "descriptive", "Case Study" and "experimental".

The study by Akhtar (2016:75) indicates exploratory research as interim research to explain the precise nature of the problem planned to be resolved. "Exploratory research is utilized to safeguard that additional research is considered during an experiment stage as well as determining the research priorities and collecting data which can be difficult to take note of without exploratory research" (Akhtar, 2016:75). Explanatory research is research conducted in respect of the problems which in the past were not well examined or researched; generates operational meanings; and offers a better-researched model (Adhikari, 2018). Akhtar (2016:75) indicates that "experimental research is the study that strictly adheres to a scientific research design". On the other hand, Akhtar (2016:74) asserts descriptive research to be a research method that describes physiognomies of the population that is examined or researched. Furthermore, Akhtar (2016:74) indicates that "a

descriptive research emphasis greater on a 'what', of a research subject rather than a 'why' of a research subject".

In this study, the research design was done based on descriptive research because the key aim of this study was to analyze the quality of performance outcomes for national certificate vocational at Capricorn Seshego TVET College in Limpopo Province. This same study was highly concentrated on the "what" hence it was conducted based on a descriptive research design

## 3.4.    THE RESEARCH STRATEGIES

As stated above, the research design of this research study was conducted through a descriptive research design. Hale (2018) found the three types of descriptive research design to be a "survey", "case study" and "observational". Whereas the study by Adhikari (2018) asserts that the "case study approach is particularly useful when there is a need for an in-depth examination of people or groups of people, or a phenomenon of interest, in a natural, real-life context". Furthermore, on the case study, Hale (2018) indicates that it may include a detailed study of people or just a person whilst with an observational method (which is sometimes called field observation) human and animal behaviours are thoroughly observed. On the other hand, Hale (2018) indicates that in a survey method research, participants or respondents answer and respond to questions "administered through interviews or questionnaires; and after the participants responded to the questions, the researcher characterizes the responses provided by them".

In this study. I chose the case study research design because the key aim of my study was to analyze the quality of performance outcomes for national certificate vocational at Capricorn Seshego TVET College in Limpopo Province. In simple terms, given the nature of my research, which involved collecting information through face-to-face interactions with participants, I found the case study to be the relevant one as it allowed me as a "qualitative researcher, to gather high level and detailed data which combined both objective and subjective information, thus enabling an in-depth understanding of the data" (Adhikari, 2018). The case study was both appropriate and relevant for this study.

## 3.5.   TARGET POPULATION

Alvi (2016:11) asserts that "the target population is all participants found to meet a condition specified for a research investigation". A population is a complete group of potential participants or respondents to whom the researcher of the study wants to offer the findings of the conducted study. In this study, a target population would be 47 lecturers who specialize in different programs, 475 students at Capricorn TVET College, at Seshego.  The combined 522 of the target population illustrated in table 3.2 below, represent 100% of lecturers (47) and 100% registered level 4 students (475) as of 28 February 2021.

**Table 3.2 Summary of headcounts as of February 2021**

| Name of department/section | Number of level 4 students | Number of NCV lecturers |
|---|---|---|
| Electrical Infrastructure and Construction | 150 | 18 |
| Civil engineering and Building Construction | 125 | 12 |
| Engineering Related Design | 125 | 12 |
| Process Plant Operation | 75 | 5 |
| **Total Population (Students & Lecturers)** | **522** | |

**Table based on the data from Capricorn TVET College**

## 3.6.   SAMPLING

Alvi (2016:11) asserts that "sample can refer to the group of a smaller number of respondents chosen from the population for investigation purpose. Sampling is a process by which the sample is pulled out from the population". Moreover, Sarstedt, Bengart, Shaltoni, and Lehmann (2017:02) found that "sampling strategy is a plan set to ensure that the sample used in the research represents the population from where the researcher drew his or her sample". Masoga (2013:51) indicates that "there may be challenges met when it is not possible to survey the entire population and states that sample surveys are alternatively valid through the following circumstances": When it is unlikely to survey the full population; when the researcher encounters budgets constraints to survey the complete

population; and when the researcher composed all data but quickly requires the outcomes of the research study.

Masoga (2013:51) indicates that the main broad classes of sample designs may be probability and non-probability sampling. "Probability sampling may be defined as a sampling technique, under which, a sample from the large population is chosen using a method following the theory of probability" (Sarstedt et al., 2017:02). Moreover, a probability sampling design is most important as it avoids bias as entirely respondents or participants from the population have a chance to be selected. However, on the other hand, "non-probability sampling design can be defined as a sampling technique, by which, members are chosen based on non-random methods" (Masoga, 2013:53). Non-probability sampling design is less likely than a probability sampling design to provide or offer a representative sample. In simple terms, the prospects of bias in "non-probability sampling" design are quite high as opposed to "probability sampling design". Sarstedt et al. (2017:02) assert that "the followings are 4 main methods of probability sampling:

i. Simple random: It is a method whereby every population element has an equal chance of being selected into the sample.

ii. Systematic: it is a method that chooses an element of the population at the beginning with a random start and following the sample fraction choose every kth element.

iii. Stratified: it is a method that divides the whole population into sub-groups and then makes use of simple random on each sub-population; and

iv. Cluster: Through this method, the entire population is divided into internally heterogeneous sub-populations."

Additionally, Masoga (2013:53) argues that "the main types of non-probability sampling are as follows:

i. Accidental sampling: this method is a convenient kind of sampling as members of the population who are available for research purposes can become respondents.

ii. Haphazard sampling: in this method, samples are cheap and quick, which includes things such as interviews with individuals on the streets.

iii. Snowball sampling: it is based on the analogy of a snowball that begins small but becomes bigger as it rolls and picks up additional snow.

iv. Purposive sampling: it is used when the researchers rely on their experiences of previous research findings to deliberately find units of analysis, in such a way a sample they achieve may be considered as being representative of the respective population."

The above-cited discussions are justification for selecting the sampling method employed in this study, rather than surveying the whole population of interest. In this study, the purposive sampling design was used. There are four (4) programs or departments which this study focused on, at Capricorn TVET College, and the sample size of this research comprised of lecturers and students. It was purposefully selected to analyze the effects of the quality of performance outcomes for national certificate vocational. The sample of this study comprises of 40 participants, which are made of twenty (20) females and twenty (20) males. I initially intended to sample 60 participants. However, I learned during the data collection phase that some students and lecturers were not interested in partaking in this study. I ended up with a total of 40 participants who indicated their willingness to participate in the semi-structured, face-to-face interviews. Participants were either lecturers or students based at the targeted: electrical infrastructure and construction; civil engineering and building construction; engineering-related design; and process plant operation. Masoga (2013:53) asserts that "using a small sample was sufficient to present the complexity of the information provided by the participants".

**Table 3.3: Unity of Analysis**

| Participants per faculties | Electrical Infrastructure and Construction | Civil engineering and Building Construction | Engineering Related Design | Process Plant Operation |
|---|---|---|---|---|
| Lectures | 1 | 1 | 1 | 1 |
| Students | 9 | 9 | 9 | 9 |
| **Total Interviewees** | 10 | 10 | 10 | 10 |

The four focus group interviews comprised both students and lecturers from the targeted faculties. There were 10 participants in each focus group

### 3.6.1 Selection criteria

I utilized the following selection criteria for the participants. The participants had to be either lecturers or students in the faculties of electrical infrastructure and construction; civil engineering and building construction; engineering-related design; and process plant operation. The participants are active students or lecturers in the targeted faculties as of 28 February 2021. These participants are either students or lecturers for NCV level 4's in the respective faculties.

### 3.6.2 Positioning myself in the study – critical reflection

Almalki (2016) asserts that "qualitative research study is affected by whether the researcher is part of the research study and shares the participants' experiences". My position as a lecturer in the TVET college that was in the process of transforming and the participant' of this particular study posed a challenge but was beneficial to the study. I had been lecturing at TVET for over 5 years and, thus, it was possible that my personal experiences, beliefs, and knowledge may have hindered the process of co-constructing meanings or it might have led to biases. As found by Masoga (2013:54) "my handling and presentation of the data may have been better if I had been an outsider, as I may not have considered the complex meanings and contribution to the understanding both of my research topic and of the process involved in the creation of the new knowledge that was emerging". Nevertheless, I need to highlight that I was unfamiliar with certain experiences under this study. Being unfamiliar with the respective participant's experiences assisted me to approach the researched topic from a different and fresh viewpoint, whilst posing new questions. Moreover, I should emphasize that my experience of studying the unfamiliar had its advantages and disadvantages.

The advantages that I enjoyed included my familiarity with the sampled TVET college, while the sampled participants did not view me as an outsider. I am of the view that being an insider helped and developed the quality of this study as my experience and knowledge in

the sampled faculties within Capricorn TVET College helped me in developing proper questions which were of significance to the investigated topic (Shai, 2017:50). Moreover, the process of recruiting the sampled participants was not as difficult as it may otherwise have been, because as an "insider", I had complete access to invite the participants to be part of my study. Nevertheless, I was very careful and cognizant of the impact my position may have on this study. Most importantly, I focused on the following factors, namely, "self-knowledge and sensitivity and creating relevant knowledge, while I carefully monitored myself to find a balance between the personal and seeking information as an outsider" (Masoga, 2013:55).

## 3.7.   DATA COLLECTION METHODS

Data collection "refers to how the data required to answer the research question(s) is gathered" (Shai, 2017:50). In this section, I deliberate the actual collection process and the steps covering the process.

### 3.7.1. Seeking consent

The first step in gathering the requisite data involved requesting permission from the relevant authority of the participating TVET college and the intended participants (Trigueros and Sandoval, 2017:01). Thus, letters requesting such permission were sent to the Faculty of Education Ethics Committee. As soon as the permission had been granted, I organized meetings with the participants on different dates. At these arranged meetings the purpose of the study was described, and I then obtained the consent of those who volunteered to participate in this study. Discussion on the ethical procedures undertaken is in section 3.13 of this chapter.

### 3.7.2. Face-to-face semi-structured interviews

The main source of the needed data was semi-structured, in-depth interviews which I conducted (Masoga, 2013:56). "The semi-structured, face-to-face interviews are preferred by many researchers as they are not following any particular order of questioning whilst the

questions may be adapted, and supplementary questions asked to probe and explain the participants' responses" (Fraser, Fahlman, Arscott and Guillot, 2018,262). The interview schedule recapped me of the main themes that I ought to cover through the interviews. Heale and Twycross (2015:67) concur that "face-to-face interviews enable the researcher to develop a relationship with the participants, they yield the highest response rates of the percentages of people agreeing to participate and enable the researcher to gain participants' cooperation and encourage them to respond honestly". The face-to-face interviews assisted me to clarify ambiguous answers as well as to seek follow-up information. Significantly, the face-to-face and semi-structured interviews assisted to create a relationship with the respondents.

Face-to-face and semi-structured interviews were suitable for gathering the requisite data as they offered opportunities for personal and direct verbal encounters between me, as the researcher, and the respondents of this study (Fraser et al., 2018:62). As the investigator, I had the opportunity to observe visual clues, such as body language and levels of discomfort and comfort. It enabled me to have full control of the interview process. The participants who were interviewed included students and lecturers from the targeted faculties. At the time of this study, all participants were fully active in their respective schools or faculties as either students or lecturers. The interviews were conducted at a time and place convenient to the participants with the interviews being conducted after or before their respective classes so that they are not interfering with their studies.

Averagely, interviews took between 45 to 60 minutes. The longest interview took 60 minutes (1 hour). In some instances, the partakers seemed not to be willing to partake in the interview. Furthermore, I noticed that some of the partakers were fearful and hesitant about voicing their honest opinions as they felt that I was seeking information on behalf of the management of Capricorn TVET College. As a researcher, I managed such situations by "explaining the purpose of the research and assuring the participants of the confidentiality and anonymity of the data" (Masoga, 2013:56)

As the investigator, I formulated a set of predetermined, open-ended questions and I made use of the interview schedule as my guide during the interviews with the respondents.

Regardless of the in-depth information that the interviews offered for the study, I bore in my mind caution that interviews might result in unreliable and biased information because as the researcher, I could have prejudiced the respondents to give answers I wanted to hear. To avoid this, I encouraged all the respondents "to feel free, to share relevant information and to be sincere in doing so by assuring them that all the information was confidential and would be used for research purposes only" (Heale and Twycross, 2015: p. 67). Moreover, as the investigator, I only asked questions that were contained in the interview schedule, and I further used probing for clarification and depth. Through the permission of the respondents, I audio-recorded the interviews and took notes throughout the interviews. Fraser et al. (2018: p. 62) concurred with the taking of notes by saying that "taping recording and capturing non-verbal clues are extremely important data gathering techniques for a qualitative study".

### 3.7.3. Document analysis

I analyzed documents related to this study as an extra source of data for the research. The purpose of the document analysis was to substantiate the information from the interviews. Heale and Twycross (201567) assert that document analysis is "a qualitative method which is used to collect data by analyzing written materials that contain information relevant to the research topic". Document analysis remains an imperative source of evidence and I carefully chose it because of the informative value of the method. The process of document analysis aided me as the researcher, to reveal themes important to this study, whilst it further helped me to find evidence to compensate for the weaknesses of the interviews.

Moreover, I analyzed several forms of written documents on the quality performance outcomes for national certificate vocational from TVET colleges with the main aim of shedding light on the critical ways to improve the performance of teaching and learning. The written data sources I used comprised of newspaper articles, published and unpublished documents, and policies (Fraser et al., 2018:62), that linked to the improvement of quality performances by national certificate vocational students at TVET colleges. The exploration

of the gathered documents helped me as a researcher, with background information both on the national certificate vocational and the performance of respective students.

Documents can be a very important source of data in interpretative case study research. Shai (2017: p. 50) caution on the gaps that can arise when documents are analyzed, for example, as a poor organization and biased, misinterpretation of information and selective interpretation by the researcher. I addressed these weaknesses in this study by using documents applicable to the researched topic. This process comprised the evaluation of the quality of the documents to determine the credibility, authenticity, representativeness, accuracy, and meaning of the documents being studied. Furthermore, I used a critical eye to establish the meanings of the documents; the relevance of documents to the research problem and purpose, and their contribution to the issues being analyzed. As indicated by Trigueros and Sandoval (2017: p. 2) "a clear and planned method of analyzing the relevant documents minimizes the issues and challenges that may be encountered".

Furthermore, I made use of the field notes and a reflective diary throughout the process of data collection to write reflections that captured the meanings of the interview discussions.

### 3.7.3.1. Field notes

Writing the field notes throughout the research process was important and it helped me to excel with the interviews. Through the data collection process, I wrote down some notes during each interview I held with the respondents. These notes of our discussions assisted me to clarify grey areas. Furthermore, they stirred new thoughts during the data collection and data analysis as well as during the presentation and interpretation of the findings. Additionally, I documented the confusions and frustrations I encountered in the field (Heale and Twycross, 2015:67). With the permission of the respondents, I audio-recorded the interviews in case I missed something in my notes.

After each interview, I e-mailed the interview transcripts to the participant for authentication. I have also made use of the feedback material to confirm and expand the interpretation of the data during the analysis process ((Fraser et al., 2018:62). I recorded the respondents'

keywords; phrases and statements verbatim to permit their respective sounds or voices to be heard. These field notes assisted me to develop new questions, if any were considered necessary, after the questions in the interview schedule had been asked and recorded.

### 3.7.3.2. Reflective diary

Masoga (2013:56) suggested that "the researcher keep a reflection diary to write down thoughts and reflections on the research experience". I kept a reflective diary from the beginning of my research journey and a key plan was to utilize it during the data collection and data analysis processes. Nevertheless, the thoughts and reflections that I documented in this diary were not analyzed. The main aim of this diary was to assist me to endlessly check if I were doing the right thing during the research, both ethically and methodologically and ethically.

### 3.7.3.3 Data collection instruments

I conducted face-to-face and semi-structured interviews in this study. Heale and Twycross (2015, p. 67) assert that document analysis is "a qualitative method which is used to collect data by analyzing written materials that contain information relevant to the research topic". Document analysis remains an imperative source of evidence and I carefully chose it because of the informative value of the method. The process of document analysis aided me as the researcher, to reveal themes important to this study, whilst it further helped me to find evidence to compensate for the weaknesses of the interviews. The interviews were conducted at a time and place convenient to the participants with the interviews being conducted either after or before their respective classes so that they are not interfering with their studies. Averagely, interviews took between 45 to 60 minutes. The longest interview took 60 minutes (1 hour). In this study, both recorder and diary were used to collect and record the data.

## 3.8. PILOT STUDY

Fraser, Fahlman, Arscott, and Guillot (2018:261) defined a pilot study "as a trial run or a mini version of a full-scale study done in the preparation of a final or complete study". According

to Fraser et al. (2018:261), the pilot studies are specific pre-testing of research instruments such as questionnaires or interview schedules. Fraser et al. (2018:261) assert that "the purposes of the pilot study are.

i. To check the approaches to be used.
ii. To obtain data on which the actual sample size will be based.
iii. To check whether you have selected the finest methods to measure dependent variables.
iv. To ensure that the methods to be used in the study are feasible.
v. To check whether the independent variable of the study is manipulated accurately.
vi. To check whether the test and or measure are appropriate; and
vii. To check whether the participants in the study fully understand the directions as well as what they are expected to do."

A pilot study assisted the researcher to refine a research instrument; to ensure that respondents are not encountering problems in responding to the questions, to ensure that there are no issues in respect of weighing the validity of the respective questions. Furthermore, a pilot study assists in capturing the data; and to check the research methods, and ultimately ensuring that there are feasible for this research. In respect of this study, a pilot study was conducted from 10 participants (students and lecturers) from Capricorn TVET College to ensure and verify whether the targeted participants understood the set questions. Most importantly, respondents of the pilot study were offered chances to add any ideas before the final questions were circulated to the sampled respondents. The feedback from the pilot study conducted for this research was used to effect corrections and adjustments to the research instrument. Nevertheless, the entire selected 10 participants who partaken in the pilot study of this research; praised the set questions as being very fruitful, clear, and straightforward. Participants of this research's pilot study only suggested simplicity regarding the language used on the questions for them to be easily understood. The pilot study's participants suggested that instead of using "criticized publicly" terminology, the word must be paraphrased to read as "criticized in front of the class". Recommended changes were actioned.

## 3.9. DATA ANALYSIS

According to Shai (2017:50) "data analysis is a process in which the researcher makes sense of the data which has been collected". The key aim of the data analysis is to reduce the composed data into smaller themes. As stated by Shai (2017:50), the identification of themes is the most vital task in qualitative research data analysis. Kumar and Yale (2016:1644) describe them as "umbrellas" under which the researcher categorizes information before, during, and after the data collection. This study made use of ongoing and inductive data analysis with the data being analyzed during the collection process to make sense of the raw data to develop the themes and concepts developing from it. As indicated by Fraser et al. (2016:262), "the essence of inductive analysis in qualitative data is to make room for findings to emerge from the significant themes inherent in the raw data codes". In this study, I used both the research questions and the concepts from the conceptual framework underpinning the study.

**Figure 3.1: Data analyses Plan**
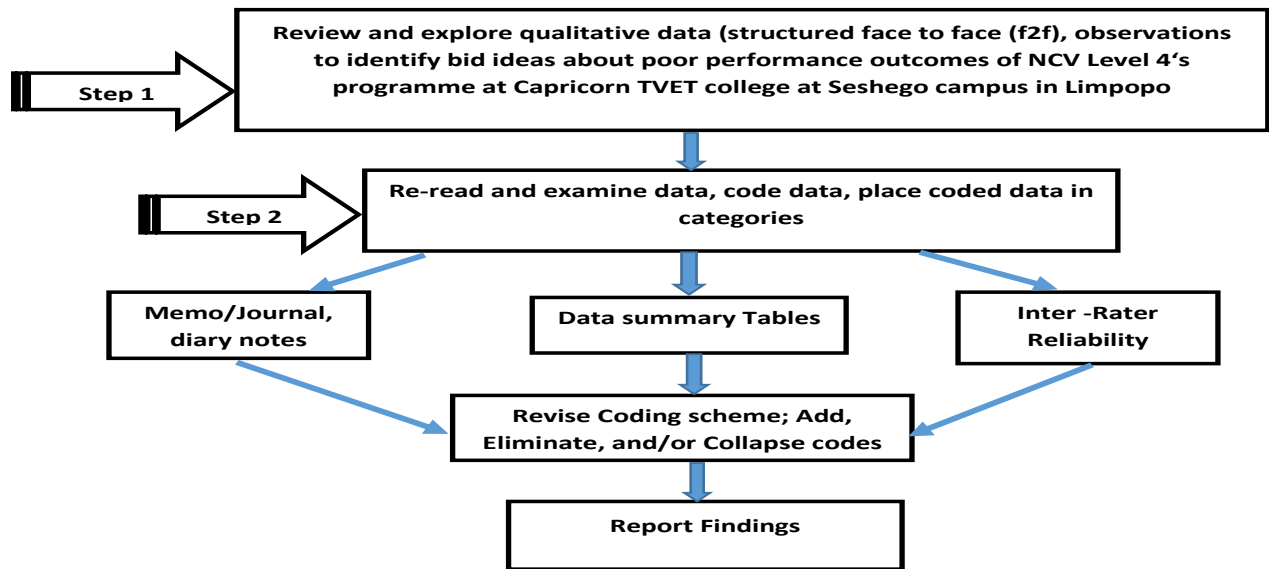


**Figure 3.1: Study Plan for Qualitative Data Analysis, adapted from Bloomberg and Volpe (2016) Road Map for the Process of Qualitative Analysis: An Outline (p. 195). Analysis Creswell (2013) considers "validation in qualitative research as a process**

**where researchers assess the accuracy of the investigation if it closely describes the participants"**

Creswell (2013) considers "validation in qualitative research as a process where researchers assess the accuracy of the investigation if it closely describes the participants' perceptions". Validation strategies are used to make sure researchers use systemic procedures depending on the qualitative approach used (Creswell, 2015; 2013). "Often, the most rigorous qualitative research uses triangulation of multiple methods and sources to shed light on a theme or perspective" (Merriam and Tisdell, 2016; Creswell, 2015; 2013). Bloomberg and Volpe (2016) describe how surveys, interviews, observations, focus groups, critical incidents, and document reviews are a means to accomplish triangulation. This study used surveys, interviews, observations, and an extensive artifact review for its analysis.

In this study, I used the thematic data analysis procedure. According to Kumar and Yale (2016:1644) "thematic data analysis is an advantageous way of organizing and analyzing the information collected in the research. This is a data analysis approach that comprises the creation and application of codes to data". Kumar and Yale (2016:1644) assert that coding in the research context refers "to the process of marking different categories of data with symbols, descriptive words or unique identifying names". In this research, the data gathered from the interview transcripts, policy documents, field notes, and recorded audios were properly analyzed. I analyzed the data through the following six major phases: "familiarity with the data", "generation of codes", "searching for themes among the codes", "reviewing the themes", "defining and naming the themes" and "producing the final report".

In this study, the data were analyzed in the following manner. I recorded the interviews verbatim and played or listened to the recordings repeatedly for clarity and familiarity to aid me to derive the best understanding possible from the collected data. After that, I coded the data by looking for specific words from which themes were identified (Fraser et al., 2016:262). Immediately after the coding, I combined the codes to form groups, which I then sorted into themes, and sub-themes that aligned with this study's research questions. These

themes were formed from very careful scrutiny of the data about the themes that would emerge inductively from the literature review of this study

I deemed an inductive thematic analysis to be proper and suitable for this study because the study intended to reveal answers from the data which had been composed, simply to highly understand and deliberate the topic of this research.  My analysis of the data encompassed "working with data, organizing it, breaking it into meaningful units, synthesizing it and searching for patterns, discovering what is important and what is learned and deciding what to tell others" (Kumar and Yale, 2016:1644). Moreover, it is imperative to highlight that the data analysis, as well as interpretation exercise, was an ongoing process that was interwoven with the data collection process. As highlighted earlier on, I conducted the interim data analysis and interpretation during a review of the data every time I returned from the fieldwork.

The data analysis process assisted me as the investigator of this study to check whether the data I was gathering was proper (Fraser et al., 2016:262). Most importantly, I must indicate that an extensive analysis of data was assumed after I had done most of the data collection. To be on par with the data I immersed myself in the data by reading through every text line by line. It highly helped me come to an in-depth understanding of the data. It is imperative to narrate the findings by making use of the existing theories to check and determine whether they stand to be true or false.

## 3.10.   VALIDITY AND RELIABILITY

Masoga (2013:54) define reliability as "something to do with the precession and accuracy of a measurement procedure that a study is using. The reliability of instruments that yield quantitative data may be an appropriate measure criterion for evaluating its adequacy or quality. It is established when a first test as well with a re-test gather the same results when the same participants are given the scores under similar conditions". Heale and Twycross (2015:66) assert that validity may be an extent, to which, a concept is accurately measured in the quantitative research study. Validity relates to the uniformity of a measure. Furthermore, the study by Masoga (2013:54) indicates that the respondents partaking in an

instrument meant to measure motivation must always or almost have the same answers each time the tests are done and retested.

In this study, the questionnaires were made relatively easy to follow and understood. The code of ethics was appropriately applied. It was ensured that there is informed consent from all the participants throughout the study. The beginning of each questionnaire explained the objectives of the study. The participants were openly assured and informed that their participation is voluntary, their responses would be treated with confidentiality, and that each participant had the right to withdraw or end their participation at any time without any need to provide their reasons. Assigning fictitious numbers or names in the transcription of the survey-maintained anonymity of respondents.

## 3.11.  LIMITATIONS OF THE RESEARCH

This study was conducted based on lecturers and students from Capricorn TVET College at Seshego. This study's target population was based on all lecturers and students from all programs or courses at Capricorn TVET College, irrespective of their race, belief, age, gender, and so on. However, due to limited time, at the disposal to realize the planned goals and objectives of this study, this study cannot claim to have found or even to have revealed all the problems that hinder the efficient and effective quality of performance outcomes for national certificate vocational. It would be practically impossible because problems are not static, but dynamic and contextual. Some of the respective respondents may not have understood the asked questions while some of them may have provided the answers that were favorable so that they are not ruining their reputation and these participants may have tried to rate the high quality of performance outcomes for national certificate vocational.

## 3.12  ELIMINATION OF BIAS

This study was performed with a curiosity and inclusively to reduce bias. Kumar and Yale (2016:1644) assert that bias "is any tendency that avoids unprejudiced consideration of a question". Bias in the research occurs when a systematic blunder is introduced into sampling by choosing and encouraging one outcome over the other outcomes. The study by Kumar and Yale (2016:1644) further indicates that bias may occur at any phase of research;

including the gathering of data or with the study design, and in the process of data analysis and publication.

In this research, a sampling bias was minimized by randomly picking samples, and by not including or accounting for the participants who withdrew from this research as well as those that are not based at Capricorn TVET College. Furthermore, a random selection of participants was only done from students and lecturers without any form of discrimination based on race, age, gender, and so on. A questionnaire survey was conducted on the demographic questions to profile the physiognomies of the participants. In addition, a cover letter was distributed to the respondents to encourage and induct them to honestly answer the questions. The circulated covering letter drew the aim as well as benefits of this study. Moreover, it explained that participation in this study is voluntary.

## 3.13   ETHICAL CONSIDERATIONS

The University of South Africa examined all aspects of the research in ethical considerations to ensure that participants have given informed consent, to ensure no harm comes to participants, to ensure confidentiality and anonymity, and to ensure that permission is obtained. Importantly, in avoidance of personal bias and to add credibility and validity, this study was conducted with minimal interventions. Access for the collection of data in this study was accomplished by asking an approval to conduct this study from the Campus Principal of the targeted TVET college, by explaining the purpose of this research. A cover letter and permission letter(s) from Capricorn TVET College were addressed to all participants, assuring them (respondents) that the data gathered will be treated with confidentiality, and the data will only be used solely for this academic research. Anonymous questionnaires were created to hide the identities of respondents so that others cannot recognize them.

The whole data gathered from the respondents remains confidential. The researcher received voluntary consent from every respondent of this research. Importantly, respondents of the study were informed that participation in this survey was not compulsory and that each of them is openly free to withdraw from the study with no repercussions. This study displayed

gratitude to the people who participated in it. The aim of these ethics in this research study was mainly to ensure that no individual suffers adverse reputations from the conducted research activities. All sources that were used in this study are acknowledged and recognized.

## 3.14  POPIA FOR RESEARCHERS

The Protection of Personal Information Act 4 of 2018 (POPIA) applies to research activities that involve identifiable personal information of individuals or organizations. Considering the impact that research has on participants' right to privacy is not just a POPIA obligation, it is also an integral part of research ethics. Pre, during, and post research study, I de-identified the participants (juristic and natural persons) by masking their identity where I could, I collected as little as possible, remained transparent, and kept participants' information safe and secure by encryption.

## 3.15  CHAPTER SUMMARY AND CONCLUSION

This same chapter discussed the approach to the empirical study, to analyze the effects of the quality of performance outcomes for national certificate vocational. Elements of this chapter comprised the research design; research instrument; research philosophy; sampling and target population and pilot study. In addition, this very same chapter encompassed the data collection methods; elimination of bias; limitations of research; data analysis; reliability and validity; and ethical considerations. In the next chapter 5, this study deals with the analysis of the data composed.

**CHAPTER 4: DATA ANALYSIS, INTERPRETATION, AND PRESENTATION**

## 4.1    INTRODUCTION

The preceding chapter dealt with the research design and methodology employed in this research study. In this chapter, I discuss and outline the findings of the study. Consequently, data produced through observations, semi-structured interviews, and document reviews were scrutinized. From this study, the data which was gathered (particularly from interviews) were transcribed and analyzed through phenomenological steps as asserted by Giorgi, Fisher, and Murray (1975).  Particularly, that was done to identify any hidden meanings the respondents were inferring to. These phenomenological steps that were used were drawn from the study by Giorgi et al (1975): "First, the data should be read to obtain the overall sense of the phenomenon of interest. Second, the researcher must make sense of the phenomenon that is being studied. Third, to make sense of the data, the entire transcript must be read. Fourth, the transcript of the data collected must be thoroughly read to identify hidden meaning that depicts different aspects of the phenomenon being studied. Fifth, the researcher must identify and make unambiguous the importance of aspects of the phenomenon being studied. Sixth, the general structure of the phenomenon studied must be formulated and articulated".

This study aimed to elicit the ascriptions of stakeholders such as students and lecturers on the poor performance outcomes of NCV Level 4's candidates at Capricorn TVET college Seshego campus in Limpopo. In brief, to analyze the quality performance outcomes of NCV at Capricorn TVET college and to identify the initiatives and measures that can be taken to improve performance.

The findings as well with the presentation of data, in this chapter, focused on the research question/s as outlined in chapter one (1):

- What are the strategies for improving student performance at TVET colleges?
- What is the process of teaching and learning at TVET colleges?
- How do TVET college lecturers use a set of strategies to improve curriculum delivery?
- Explain the factors that influence teacher motivation at TVET colleges?
- Critically examine lecturer motivation and student performance in the TVET colleges?

## 4.2 STRATEGIES FOR IMPROVING STUDENT PERFORMANCE AT TVET COLLEGES.

### 4.2.1 Monitoring of students and expectations to finish all work set by the end of the lessons.

The view held by all the respondents of this study is that the students are not appropriately monitored to ensure that they finish all work set by the end of the lessons. All students' participants pointed out that they sometimes experience uncooperativeness within their respective departments.

All students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Engineering Related Design and another one student from Process Plant and Operations) said:

> *As students, in the classes, we are not given enough time to ask more questions, so that we understand the themes by heart. We sometimes end up cramming and, in our view, this can be corrected by ensuring that lecturers allocate more time for clarity-seeking sessions.*

One student participant from the school of Process Plant Operation in full support of the views raised by the other students' participants of this study said:

> *I am a first learner but I think enough time is not provided to learners to fully understand the taught sections in the class. As students sometimes we take the*

*initiative to work as groups after the classes because we don't get enough timeslots to consult with lectures during the sessions.*

On the other hand, one student participant from the school of Engineering Related Design, in support of the views raised by the other learners' participants of this study said:

*Even though, I perform well with my courses, in my view, students are not appropriately monitored to make sure that they finish all work set by the end of all lessons. Our lectures seem to think that our level of understanding is the same and once they (lecturers) notice that the so-called top-performing learners understand the taught topics, they (lecturers) assume that every learner understood and then close the lessons. I think lecturers need to be accommodative of all students in the classes.*

Moreover, lecturers mentioned that they sometimes ensure that students are closely monitored to make sure that all expected study deliverables are attained by the end of the lessons but on most occasions, they fail to achieve the intended results due to limited timelines assigned to the subjects by the school.

In brief, all lecturers' participants from this study corroborated the statements made by students' respondents of this research and said:

*We always try to work hard and continuously monitor our students to ensure that they all understand and master the subjects being taught, however, due to limited time assigned per subjects, some of our learners who are not quick to understand the subjects are left behind. If extra time can be allocated for the sessions, it would highly assist us as lectures to get everyone on par. After each session we would have all learners happy and fully understanding the addressed sections.*

The literature confirms this finding as according to Mbugua et al. (2012), the school-level factors such as ways of teaching, resources of educating have a huge impact on performance. Moreover, Sa'ad et al. (2014) assert that students should be assessed

regularly during the learning process to ensure that subjects are well understood. It is concluded that the students from Capricorn TVET college are not appropriately monitored to ensure that they finish all work set by the end of each lesson. Appropriately monitoring students throughout the classes and allowing enough questions asking sessions would assist in getting them (students) to understand and master the addressed sections of their studies.

## 4.2.2 Lecturers help students to learn a lot in every lesson.

The views held by all the participants of this study is that the students may not be appropriately helped by their respective lecturers to learn a lot in every lesson. All students' participants pointed out that they seem not to get full support from their lecturers in terms of difficulties experienced during the sessions.

All students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Engineering Related Design and another one student from Process Plant and Operations) said:

> *Lectures in our classes are quick when they deal with the important sections, and this results in us failing tests and exams because of not fully understanding the key topics that are relevant. Our lecturers must improve their ways of teaching and take it amongst themselves to ensure that each student from their classes understands concepts before concluding on starting with new chapters.  This would highly assist us to do well with our subjects.*

Moreover, in full support of the gathered views by other students' participants of this study, one student participant from the school of Engineering Related Design said:

> *The methods of teaching used by our lectures cater the top-performing learners and our lecturers seem to believe that our level of understanding is the same so, once they notice that the so-called high-performing learners understood the discussed topics, they leave others behind without being accommodative of our*

*level of thinking. They don't necessarily ensure that all students master the discussed topics before they move to new sections.*

Whilst, on the other hand, one student participant from the school of Process Plant and Operations corroborated the views of other students' participants of this same research study and said:

*Even though I always do well with my subject, however, I think our lecturers during the classes, are not accommodative of students that are slower in understanding the topics. There is no poor understanding person in life, sometimes our lecturers need to energize themselves to meet the so-called underperforming learners half-way. The lectures need to improve in explaining the topics clear.*

Furthermore, all lecturers participants mentioned that as much as they try by all means to have all students fully master their courses, they, however, have issues in respect of the resources and timelines (limited time to conduct classes) given to them and they believe that if the school can equip them with enough resources such as enough print out of subjects' slides, the introduction of mock tests, and enough allocation of classes' timeslots, it would assist them in getting all students on par. They all allude to the fact that with the current resources assigned to them as lecturers, they likely fail to get all students to master their subjects.

All lecturers' participants in this research corroborated the views of their students' participants and said:

*If we can be provided with adequate resources and enough timeslot per session, then we can assist all learners to master their subjects, but we are trying to get all learners master the subjects. We somehow agree that our current lecturing tools are not enough to help us get all learners master the respective subjects.*

From the literature review, this finding is confirmed by Kudabo (2012:02), who asserts that TVET systems are designed to create opportunities for youth and adults to acquire skills,

knowledge, and values for employment. The author further argued that the TVET curriculum must further address the needs of the students, industry, and community with the main objective of meeting the economic needs of skills. It is concluded that lectures at Capricorn TVET College are not properly assisting students to learn a lot in all the conducted lessons. Lecturing methods must be improved to meet the understanding level of students during sessions. This would highly assist students to perform well in their tests and exams.

**4.2.3 Lecturers are quick to praise excellent performance by students.**

The view held by all the respondents of this study is that lecturers are quick to praise and say something nice when students do well. All students' participants pointed out that they always receive praise from their lecturers when they performed well with their tests and exams. This was further confirmed by all lecturer's participants in this study that they always acknowledge the excellent performance of their students as a motivational tool to keep up the good work.

The entire students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations said:

> *We always receive praise from our lectures when we did well with our tests and exams. This highly motivate us, by knowing that we are valued by our respective lectures. It is very important that our excellent performances are acknowledged by the school to keep us determined and committed to our courses.*

On the other hand, in support of the students' participants of this research, all lecturers' participants said:

> *We acknowledge high performance by our students, so to motivate them do even much better in the upcoming tests and exams. We normally praise high-performing learners in public as to motivate their fellow students to pull up their socks and do well in their schoolwork.*

The literature confirms this finding as according to Kudabo, (2012:11) both students and staff should be encouraged. This form of encouragement can be through incentives such as free financial support for high performances and money. Kudabo, (2012:11) argues that words of encouragement can go a long way to make students and or teachers willing to go the extra mile and provide their best. From this finding, it is confirmed that lecturers at Capricorn TVET College are doing well in terms of acknowledging good performance by students. This motivates students to always do well and excellently pass their courses.

## 4.3 PROCESS OF TEACHING AND LEARNING AT TVET COLLEGES.

### 4.3.1 Students are allowed to plan for the classes.

The view held by all the respondents of this study is that the students are not given the platform to plan for the classes. All students' participants pointed out that they are not allowed, nor given the platform to plan for the classes. They don't have any platform to recommend sections, that they may be wishing to be lectured on. According to all the respective students, this makes it difficult for them to have revision classes for the chapters or sections that they did not understand well. This was further confirmed by all lecturer's participants in this study, who conceded that they conduct the classes based on the approved timetables, and due to limited assigned timelines, they do not allow students to make them deviate from the approved timetables by the respective schools.

All the students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations said:

> *We are not allowed to plan for the classes. Our view is that, had we been given time to sometimes plan for the classes, this would assist us to master the themes that we did not understand well in the already passed sessions. This simply because as students we would request lecturers to revisit topics that we did not understand well.*

Moreover, all lecturers' participants of this study corroborated the statements made by students' respondents and said:

> *We rely on the approved timetables when we conduct the classes, and we are given limited timelines. We are expected to comply with these approved timetables, and we don't allow our learners to make us deviate from the approved process flow.*

From the literature review, the finding by UNESCO reports indicated that a lecture of TVET must be charismatic in their lecturing methods (UNESCO, 2016:10). The UNESCO reports assert that collaboration and teamwork must always be encouraged. It is concluded that students from Capricorn TVET college are not given the platform to plan for the classes and this is likely to cause them (students) not to fully understand and master the sections that they did not understand well in the previous sessions.

### 4.3.2 Criticism of poor-performing students in front of the classes.

The views held by all the respondents of this study is that students are not criticized in public for poor performance but rather, are criticized privately for poor performance whilst praised in public for excellent outcomes. All students' participants pointed out that they always receive praise from their respective lecturers when they performed well in their tests and exams and mentioned that their lecturers privately criticize them for poor performance. This was further confirmed by all lecturer's participants in this study that they do not criticize their students in public, they conduct one-on-one sessions to address them in respect of poor performance.

All the students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Engineering Related Design and another one student from Process Plant and Operations) said:

> *We don't get criticized in public for poor performance and our lecturers privately criticize us for poor performance. However, we always receive public praise from*

*our lectures when we did well with our tests and exams. Lecturers are doing well by not embarrassing us in public but only calling us to their offices to privately address our inadequate performances.*

Moreover, a single student participant from the school of Process Plant and Operations; and another one student from the school of Engineering Related Design, both in full support of the views raised by their counterparts' leaners' respondents of this study said:

*We are top-performing learners in our classes, and we always get acknowledged and praised for our excellent performance, but we have never faced with a situation whereby we are criticized in front of our respective classes for the poor performance but however our lecturers normally call us into in their offices to address our poor performances and help. We think our lecturers are correctly handling poor performances by the students because they (lecturers) do not criticize us in public but rather criticize us privately.*

Whilst, on the other hand, all lecturers' participants of this study corroborated the interesting views mentioned by their students and said:

*We are not allowed at all to criticize learners in public by the school. And, over and above that, our ethics do not allow us to embarrass our learners in public. We conduct one-on-one sessions to criticize them for poor performance.*

From the literature review, Kudabo (2012:11) asserts that the students and lecturers need to develop the right attitude to studies. This can be developed by generating a conducive environment and application of what is been done in the class to real-life (Kudabo, 2012:11). It is therefore concluded from this finding that lecturers at Capricorn TVET College are doing well in terms of not criticizing learners in public for poor performance as this would likely make them feel not valued, feel embarrassed, and to feel discriminated against.

### 4.3.3 Lecturers' promotion of teamwork amongst the students.

The views held by all the participants of this study is that the lecturers from Capricorn TVET college appropriately promote teamwork amongst the students. All students' participants pointed out that their lecturers always encourage the students to work as groups and the students also mentioned that at Capricorn TVET college, they (students) are also assigned group assignments that require them to either submit as a group or even make presentations as a team. This is the promotion of teamwork at its best and it highly assists them in their studies, whilst developing them to be the better workforce because, in these days, teamwork is encouraged. The reason is, these days, businesses are performance-driven so companies or firms target candidates who are team players so that quality and quantity results are attained within the prescribed timeframes.

All the students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations said:

> *Our lecturers are the promoters of group work. In classes, we are sometimes asked to analyze or even discuss topics as a team. Again, our lecturers sometimes issue group assignment that requires us to work as a team. Through these forms of group assignment, we are sometimes required to make physical presentations as a group or sometimes we are required to make written submissions. In our view, this highly trains our mindset to be team players because employers are on the lookout for team players candidates so that they become productive. Unity is the power, if people work as a group, they tend to deliver excellent results within time. This assists firms to gain a competitive advantage in their sectors. Unlike an environment whereby people work in silos.*

In addition, all lecturers' participants corroborated the statements or views of the students' participants by mentioning that they are required by the school to promote teamwork and that they always promote group work amongst students so that they can help each other in

terms of coursework and perform extremely well in their tests and exams. This also develops them to be ready for jobs because teamwork is the key to the success of organizations.

In brief, to support the students' respondents' views, all the lecturers' participants of this study said:

> *We are the promoters of group work amongst our students. For example, we always provide group assignments, and, on this assignment, it is compulsory for them to work as a group and submit as a group. The marks get allocated to the students as a group and on these kinds of group assignments, we don't accept individual submissions, as a result, individual submissions are disqualified. Again, in promotion of teamwork amongst our students, we also require them (students) to do projects which are presented as group. By doing this we inspire and develop our students to be team players because at work environment, working as team is a very fundamental tool that assists the companies to appropriately coordinate its processes, and this help business to achieve their annual and strategic objectives.*

From the literature review, this finding is confirmed by UNESCO (2016:9) reports which found that no profession or discipline can be in isolation or has been in isolation. According to UNESCO (2016:9), networking is very important for productivity. Collaboration and teamwork must always be encouraged. As found by Kudabo (2012:11), the students and lecturers need to develop the right attitude to technical drawing. This can be developed by generating a conducive environment and application of what is been done in the class to real-life (Kudabo, 2012:11). It is concluded that lecturers at Capricorn TVET college promote teamwork amongst students. These lecturers need to keep up the good work because by promoting teamwork amongst students, they prepare them for employment. These days, more than ever, businesses only appoint team players.

## 4.4 SET OF STRATEGIES USED BY TVET COLLEGE LECTURERS TO IMPROVE PERFORMANCE.

### 4.4.1 Lecturers' assistance to the slower students to nicely catch up.

The views held by all the participants of this study is that the slower learners are not adequately assisted by the lecturers to nicely catch up on their course work. All students' participants pointed out that their lecturers seem not to consider the so-called slower learners and that in most cases, once the lecturers notice that the so-called top performers in the classes are on the same page with them on the subject taught, they (lecturers) tend to end the respective classes and assume that all other students are on the same page with them. This highly contributes towards the huge failure rate because all students are not treated fairly and the lecturers conclude the classes once they see fewer students understanding the addressed topics of the course topics or chapters.

All the students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Engineering Related Design and another one student from Process Plant and Operations) said:

> *Our lectures are quick when they deal with the important sections, and this results in us failing tests and exams because of not fully understanding the key topics that are relevant. When they notice that one or fewer students are in par with the discussed topics, they (lectures) assume that everyone is covered and then move on to the next sections without catering all the learners.*

On the other hand, one student participant from the school of Engineering Related Design supported the views of fellow students' participants of this same study by saying:

> *Even though I perform well with my courses, I think the methods of teaching used by our lecturers cater to the top-performing learners and our lectures seem to believe that our level of understanding is the same, so once they (lecturers) notice*

*that the so-called top-performing learners understood the discussed topics, they leave others behind without being accommodative of our level of thinking.*

Moreover, in support of the views raised by the students' respondents of this research, another student participant from the school of Process Plant and Operations said:

*I personally do well with my subjects, however, in my view, our lecturers are not accommodative of students that are apparently slow in easily understanding the topics. My submission is that lecturers must always energize themselves to meet the so-called underperforming learners' half-way in terms of imparting knowledge.*

Additionally, all lecturers' participants corroborated the statements or views of the students' participants by mentioning that as much as they try to have all students master the courses, they occasionally have issues regarding the inadequate resources and timelines (limited time to conduct classes) assigned to lecturers by the college. According to these lecturers' participants, if the college can equip them with enough resources such as sufficient print out of subjects' slides, the introduction of mock tests, and enough allocation of classes' timeslots then it would assist in getting all students on par in terms of the addressed topics. They all allude to the fact that with the current resources assigned to them as lecturers, they fail to completely get all the students to master the addressed sections during the class sessions.

In support of the students' respondents' views, all the lecturers' participants of this study said:

*If we can be provided with adequate resources and support, then we will easily assist all learners (irrespective of their thinking level) to master their subjects. We are trying to get all learners master the subject. But however, we do agree that our current lecturing tools are not adequate to help us get all learners master their respective subjects. The slower learners are sometimes left behind.*

In the literature review, this finding is confirmed by Kudabo (2012:12), who found that enough instruments must be made available and at affordable costs to the students.

Students must be lectured about the use of these instruments. It is concluded that lecturers at Capricorn TVET college appear not to assist the slower learners to easily catch up on their studies. Lecturers during sessions must become more accommodative of all students irrespective of their thinking level. This would improve the performance of students and schools and further contribute towards building the economy of the country by providing a capable workforce.

## 4.4.2 Students slots to enquire about challenges.

The views held by the participants of this study is that the students are not afforded adequate time slots by the lecturers to enquire about the course's challenges. All students' participants pointed out that they occasionally face uncooperativeness from the schools. According to the students' participants, lecturers tend to always rush and finish teaching, without providing them with adequate time to consult about the challenges they are facing.

All the students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Engineering Related Design and another one student from Process Plant and Operations) said:

> As students, in the classes, we are not given enough time to ask more questions about our course challenges so that we can appropriately understand the taught sections. We sometimes end up cramming and, in our view, this can be corrected by ensuring that lecturers allocate more time for questions sessions.

On the other hand, another single student participant from the school of Process Plant Operation, in full support of the views raised by the students' respondents of this study said:

> Even though I am a first learner, however, I think enough time is not provided to learners to fully understand the taught sections in the classes. This simply because as students, we are not afforded time slots by our lectures to enquire about the course challenges.

Whilst, in support of the other views raised by fellow students, one student participant from the school of Engineering Related Design said:

*Beside the fact that I do well with my studies, I don't think we are being offered sufficient times by our educators to understand the topics that are taught. I am saying this because I somehow believe that the hours assigned to the respective sessions are not enough to allow us to properly seek clarities from our lectures as sometimes from the observations of these poor lectures, I can see that they are willing to help but they avoid risking other planned classes under their umbrellas.*

Additionally, lecturers' participants mentioned that as much as they wish to afford students enough time slots to enquire, they are bound to comply with the approved timelines of the school so that they don't find themselves not complying with the approved timetables. They conceded that based on the limited timelines assigned per the subjects, they sometimes fail to afford students enough time slots to address their coursework challenges.

In brief, all participants employed as a lecturer at Capricorn TVET college corroborated the views of the students' participants in this same research study and said:

*Unfortunately, we work according to the approved timetables, and we do offer question sessions if there is time available but, in most cases, due to limited timelines assigned to our courses, we sometimes not offering these sessions. If we can be allocated more time per session, then we would better offer appropriate clarity seeking sessions. However, we always adhere to the approved timetables and wishes for the school to relook at how the timetables are structured and maybe come up with the initiative to introduce either extra classes or assign more times per classes so that some of our learners are not left behind in terms of the deliverables or expectations. This will highly improve the performance of our learners and make our school better or competitive as compared to other colleges in the sector.*

From the literature review, Mbugua et al. (2012) assert that the school-level factors such as ways of teaching, resources of educating have a huge impact on the performance of students. In addition, the study by Sa'ad et al. (2014) argues that students should be assessed regularly during the learning process to ensure that the subjects are well understood. It is concluded that students at Capricorn TVET college are not provided with appropriate time slots to enquire about the challenges they experience in their courses. It very imperative for the students to be afforded adequate time slots for clarity-seeking sessions so that they completely understand the taught subjects to position themselves better for tests and exams.

## 4.5 FACTORS THAT INFLUENCE TEACHER MOTIVATION AT TVET COLLEGES.

### 4.5.1 Lectures are recognized for the excellent performance of their students.

The views held by all the participants of this study is that the lecturers are recognized for the excellent performance of their respective students. All students' participants pointed out that their schools normally hold award ceremonies for high-performing students and in these same awards, the school issue awards to performing lecturers. They view this as a powerful tool that motivates both students and lecturers to always provide their best.

All the students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Civil Engineering and Building Construction) said:

> *Our college always hold year end awards ceremonies and amongst some of the awarded candidates, are lectures for the outstanding performance of their students. In our view, the school, through these awards, motivate both lectures and us to always provide our best. It is very crucial for schools or colleges to acknowledge the best performance.*

On the other hand, one student participant from the school of Civil Engineering and Building Construction supported the views of the fellow students' participants of this study by saying:

*Apart from the fact that we don't know if the school offers performance bonuses to the lectures, in my observation, lectures who always receive high-performance awards appear to be well of, as compared to those that are not granted the high-performance awards. For example, these high-performing lecturers, drive nice expensive cars, they stay at expensive places, and they wear expensive clothes so, in my view, the school recognizes high-performing lecturers.*

Moreover, all lecturers' participants corroborated the statements or views of the students' participants of this research by mentioning that even though the country is experiencing the challenges caused by Covid-19 to the economy which amongst others led to some of the salary benefits being capped to assist the country to recover its economic growth, they very appreciate of the benefits offered to them in the form of performance bonuses and salary increases. The college recognizes high performance by them (lectures), and this is very motivating, and it inspires them to always perform well, knowing that their employer values them.

In short, to support the views by all the students' respondents of this research, all the lecturers' participants said:

*The college provide us with performance bonuses and further awards us certificates for excellent performance. Even though some of our salaries are capped for this financial periods due to covid-19 implications, we acknowledge the fact that our own country is in need of financial support to recover from the negative implications of both Covid-19 and the recent protest looting (that our country faced in mid-June 2021), our view is that we have to collectively assist the country with its economic recovery plan so that our next generation would enjoy the benefits being enjoyed by the current generation and for our country to be sustainable. Our view as human beings we need not to be selfish but rather*

*be supportive to our country to gain its competitive advantage and saves the lives*
*for all South Africans. United we stands and God bless South African.*

From the literature, this finding is confirmed, as according to Kudabo (2012:11), both students and staff should be encouraged. This form of encouragement can be through incentives such as free financial support for high performances and money to lecturers and students (Kudabo, 2012:11). Baştűrk (2016) argues that words of encouragement can go a long way to make students and or lecturers willing to go the extra mile and provide their best. Moreover, encouragement can be an informed award of any kind. It is concluded that lecturers at Capricorn TVET college are recognized for the excellent performance of their students. The college is praised for its work in acknowledging best performance as this is a motivational tool for these lecturers to always provide their best because they know that the school values them. The school needs to be the promoter of high performance and contribute towards the maximation of the workforce to assist the economic recovery plans and make the country sustainable through the provisions of a capable workforce.

### 4.5.2 Lecturers are inspired to explain things clearly.

The views held by all the respondents of this study is that the lecturers appear not to be inspired to clearly explain things. All students' participants pointed out that lecturers during classes appear not to explain themes more clearly because of the timeslots provided by the approved timetables of the school. They highlighted that they do not get enough clarity-seeking sessions as lecturers sometimes leave immediately after sessions to go lecture in other committed classes.

All students' participants from the schools of Electrical Infrastructure and Construction; Civil Engineering and Building Construction; Engineering Related Design; and Process Plant Operations (except for one student from Engineering Related Design and another one student from Process Plant and Operations) said:

*Students are not given enough time to ask more questions about the taught*
*sections and when we try to address these matters with our lectures, they mostly*
*indicate that they have got limited timelines as per the approved timetables and*

*it is not like they don't wish to have extra sessions but however, they try not to risk missing other committed classes as outlined in the approved timetable by the school. In our view, the current timetable systems set both students and lecturers for failure. As the results, lecturers are not inspired to explain subjects in a clear manner as they are not provided with sufficient timeslots*

One student participant from the school of Process Plant Operation in full support of the views raised by the other students' participants of this study said:

*Honestly speaking, I am a first learner, however, I think enough time is not provided to lecturers to explain subjects in a clearer manner. Lecturers appears to have limited time for each class and are mostly overloaded whereby even when we visit them for one-on-one sessions in their offices, one can see the volume of their work because sometimes must they rush to commence lecturing in other classes.*

On the other hand, one student participant from the school of Engineering Related Design, in support of the views raised by the other students' participants of this study said:

*I perform well with my courses, in my view, lectures are not inspired to provide their best. I have noticed in some of our classes, lectures sometimes when they notice that the so-called high performing learners understood the addressed sections, they simply assume that everyone is on par. Through my observations, I noticed that the contributory factor for this, is simply because our lectures are assigned limited time to conduct classes. Based on this, in my opinion, lectures are not inspired to explain things clear.*

Additionally, lecturers mentioned that as much as they try to explain sections and chapters clearly, they are sometimes disadvantaged by the limited times provided by the approved timetables which they must always comply with and avoid being seen as if they are not working according to the instructions given by their employer. They highlighted that if the school can relook in their timetables and try to assign adequate timeslot per class, this will

highly assist them to provide their best and explain subjects more clearly. Most importantly, students will do well and pass their subjects well.

In short, all lecturers' participants from this study corroborated the statements made by students' respondents and said:

> *We always try to work hard and continuously try to explain subjects and chapters to our learners in a clear manner. However, due to limited time assigned to us per class, some of our students who are not quick to understand the things are left behind. It really pains us as lectures and our view is that, if extra time can be allocated per class, it would highly assist us as lectures to get everyone on par. And, after every conducted class each learner would understand the important sections and pass both tests and exams with high colours.*

The literature confirms this finding as Okoroafor (2010) found that some of the challenges for implementing the TVET curriculum include inadequate infrastructure, lack of sponsorship, lack of rewards for excellence, and inadequate timing. Furthermore, Nwogu and Nwanoruo (2011), Odu (2011), and Okebukola (2012) argue that the problems of TVET are more, and amongst others includes inadequate material resources and human capital in terms of quantity and quality. It is concluded that lecturers at Capricorn TVET college are not inspired to explain things to the students in a clear manner. If the college can relook in their timetables and try to assign adequate timeslot per class, this would highly assist them (lecturers) to provide their best and explain subjects more clearly. Most importantly, through the allocation of adequate timeslot on timetables, students will understand subjects or chapters better and do well in their year-end exams.

## 4.6   CHAPTER SUMMARY AND CONCLUSION

The quality performance outcomes for national certificate vocational depends on many contributory factors. This chapter outlines the findings that emerged from the data gathered from the interviews and from the relevant documents that were considered significant to the purpose of this research. I interpreted the findings; conclusions were drawn to answer the research questions. From the gathered findings, it is evident that there is a huge need for

appropriate strategies that can accelerate and improve the performance of the students and lecturers at Capricorn TVET College.

The next chapter presents the findings, recommendations, and conclusions.

# CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.1. INTRODUCTION

This chapter presented the findings from the interviews which I conducted with the lecturers and students and from the document analysis. It provides a brief debate of the data analysis and the understandings obtained from the literature review about the research question/s. The findings from the empirical research which I conducted, assisted to realize answers to the research questions on the context of quality performance outcomes for national certificate vocational (NCV) in South Africa. Moreover, this chapter concludes with recommendations for further research on similar topics.

The main purpose of this chapter is to highpoint the findings which were informed in chapter four and to present these findings by the interview questions which were aligned with the secondary research question/s, which supported the primary research question/s: "What are the students and lecturers' ascriptions of poor performance outcomes of NCV level 4s program at Capricorn TVET college at Seshego campus in Limpopo?" This question was important as it drew answers related to the aim of this research study, namely, to explore the context of quality performance outcomes for NCV.

## 5.2. ANALYTIC SUMMARY OF KEY FINDINGS

The main objective of this study was to explore the context of quality performance outcomes for national certificate vocational (NCV) in South Africa. In chapter four of this study, I detailed the experiences of lecturers and students about the research topic. This chapter compared the discussions and the findings from the recent available literature on the research topic. Moreover, based on what arose from the conceptual framework that underpinned this study; I present recommendations about the context of quality performance outcomes for NCV in South Africa.

A component of the summary of the findings is to provide a discussion for each of the findings, using anchor verbiage that justifies rather than distorts the intent of the findings.

Some of the more common and consistent gaps, issues, and opportunities for improving poor performance outcomes of NCV Level 4's program come from the following areas:

- Strategies for improving student performance at TVET colleges.
- Process of teaching and learning at TVET colleges.
- Set of strategies used by TVET college lecturers to improve performance
- Factors that influence teacher motivation at TVET colleges

### 5.2.1. Theme 1: Strategies for improving student performance at TVET colleges

#### 5.2.1.1 Monitoring of students and expectations to finish all work set by the end of the lessons.

The view held by all the respondents of this study is that the students are not appropriately monitored to ensure that they finish all work set by the end of the lessons. All students' participants pointed out that,

 "*they sometimes experience uncooperativeness within their respective departments*". This finding was further corroborated by all lecturers participants who confirmed that "*due to limited time assigned per subjects, some of their students who are not quick to understand topics, are likely to be left behind*".

The literature confirms this finding as according to Mbugua et al. (2012), "the school-level factors such as ways of teaching, resources of educating have a huge impact on performance". Moreover, Sa'ad et al. (2014) assert that students should be assessed regularly during the learning process to ensure that subjects are well understood.

#### 5.2.1.2 Lecturers help students to learn a lot in every lesson.

The views held by all the participants of this study is that the students may not be appropriately helped by their respective lecturers to learn a lot in every lesson. All students' participants pointed out that "*they seem not to get full support from their lecturers in terms of difficulties experienced during the sessions*"  Furthermore, all lecturers participants mentioned that "*as much as they try by all means to have all students fully master their*

*courses, they, however, have issues in respect of the resources and timelines (limited time to conduct classes) given to them and they believe that if the school can equip them with enough resources such as enough print out of subjects' slides, the introduction of mock tests, and enough allocation of classes' timeslots, it would assist them in getting all students on par. They all allude to the fact that with the current resources assigned to them as lecturers, they likely fail to get all learners master their subjects*". From the literature review, this finding is confirmed by Kudabo (2012:02), who asserts that TVET systems are designed to create opportunities for youth and adults to acquire skills, knowledge, and values for employment. The author further argued that the TVET curriculum must further address the needs of the students, industry, and community with the main objective of meeting the economic needs of skills.

### 5.2.1.3 Lecturers are quick to praise excellent performance by students

The view held by all the respondents of this study is that lectures are quick to praise and say something nice when students do well. All students' participants pointed out that "*they always receive praise from their lecturers when they performed well with their tests and exams*". On the other hand, in support of the students' participants of this research, all lecturers' participants mentioned that "*they acknowledge high performance by their students, so to motivate them to do even much better in the upcoming tests and exams. They normally praise high performing learners in public as to motivate their fellow students to pull up their socks and do well in their schoolwork*". The literature confirms this finding as according to Kudabo, (2012:11) both students and staff should be encouraged. This form of encouragement can be through incentives such as free financial support for high performances and money. Kudabo, (2012:11) argues that words of encouragement can go a long way to make students and or teachers willing to go the extra mile and provide their best.

### 5.2.2. Theme 2: Process of teaching and learning at TVET colleges.

#### 5.2.2.1 Students are allowed to plan for the classes.

The view held by all the respondents of this study is that the students are not given the platform to plan for the classes. All students' participants pointed out that,

"*they are not allowed, neither given the platform to plan for the classes. They don't have any platform to recommend sections, that they may be wishing to be lectured on*". According to all the respective students, "*this makes it difficult for them to have revision classes for the chapters or sections that they did not understand well*". This was further confirmed by all lecturer's participants in this study, who conceded that "*they conduct the classes based on the approved timetables and due to limited assigned timelines, they do not allow students to deviate from the approved timetables by their respective schools*". From the literature review, the finding by UNESCO reports indicated that a lecturer of TVET must be charismatic in his or her lecturing methods (UNESCO, 2016:10). The UNESCO reports assert that collaboration and teamwork must always be encouraged.

#### 5.2.2.2 Criticism of poor-performing students in front of the classes.

The views held by all the respondents of this study is that students are not criticized in public for poor performance but rather, are criticized privately for poor performance whilst praised in public for excellent outcomes. All students' participants pointed out that, "*they always receive praise from their respective lecturers when they performed well with their tests and exams and that their lecturers privately criticize them for poor performance*". This was further confirmed by all lecturer's participants in this study that "*they do not criticize their students in public, and that they conduct a one-on-one session to address them in respect of poor performance*". From the literature review, Kudabo (2012:11) asserts that the students and lecturers need to develop the right attitude to studies. This can be developed by generating a conducive environment and application of what is been done in the class to real-life (Kudabo, 2012:11).

### 5.2.2.3 Lectures' promotion of teamwork amongst the students.

The views held by all the participants of this study is that the lecturers from Capricorn TVET college appropriately promote teamwork amongst the students. All students' participants pointed out that "*their lecturers always encourage the students to work as groups and the students also mentioned that at Capricorn TVET college, they (students) are also assigned group assignments that require them to either submit as a group or even make presentations as a team. This is the promotion of teamwork at its best and it highly assists them in their studies, whilst developing them to be the better workforce because, in these days, teamwork is encouraged. The reason being, these days, businesses are performance-driven so companies or firms target candidates who are team players so that quality and quantity results are attained within the prescribed timeframes*". In addition, all lecturers' participants corroborated the statements or views of the students' participants by mentioning that "*they are required by the school to promote teamwork and that they always promote group work amongst students so that they can help each other in terms of their course work and perform extremely well in their tests and exams. This also develops them to be ready for jobs because teamwork is the key to the success of organizations*". From the literature review, this finding is confirmed by UNESCO (2016:9) reports which found that no profession or discipline can be in isolation or has been in isolation. According to UNESCO (2016:9), networking is very important for productivity. Collaboration and teamwork must always be encouraged. As found by Kudabo (2012:11), the students and lecturers need to develop the right attitude to technical drawing. This can be developed by generating a conducive environment and application of what is been done in the class to real-life (Kudabo, 2012:11).

### 5.2.3. Theme 3: Set of strategies used by TVET college lecturers to improve performance.

### 5.2.3.1 Lecturers' assistance to the slower learners to catch up.

The views held by all the participants of this study is that the slower learners are not adequately assisted by the lecturers to catch up on their course work. All students' participants pointed out that "*their lecturers seem not to consider the so-called slower*

*learners and that in most cases, once the lecturers notice that the so-called top performers in the classes are on the same page with them on the subject taught, they (lecturers) tend to end the respective classes and assume that all other students are on the same page with them. This highly contributes towards the huge failure rate because all students are not treated fairly and the lecturers conclude the classes once they see fewer students understanding the addressed topics of the course topics or chapters*". All lectures' participants corroborated the statements or views of the students' participants by mentioning that "*as much as they try to have all students master the courses, they occasionally have issues regarding the inadequate resources and timelines (limited time to conduct classes) assigned to lecturers by the college*". Moreover, these lecturers' participants mention that "*if the college can equip them with enough resources such as sufficient print out of subjects' slides, the introduction of mock tests, and enough allocation of classes' timeslots then it would assist in getting all students on par in terms of the addressed topics*". They all allude to the fact that with the current resources assigned to them as lecturers, they fail to completely get all the students to master the addressed sections during the class sessions. In the literature review, this finding is confirmed by Kudabo (2012:12), who found that enough instruments must be made available and at affordable costs to the students. Students must be lectured about the use of these instruments. It is concluded that lecturers at Capricorn TVET college appear not to assist the slower learners to easily catch up on their studies. Lecturers during sessions must become more accommodative of all students irrespective of their thinking level.

### 5.2.3.2 Students slots to enquire about challenges.

The views held by the participants of this study is that the students are not afforded adequate time slots by the lecturers to enquire about the course's challenges. All students' participants pointed out that "*they occasionally face uncooperativeness from the schools*". According to the students' participants, "*lecturers tend to always rush and finish teaching, without providing them with adequate time to consult about the challenges they are facing*". In support of the students' participants, lecturers mentioned that "*as much as they wish to afford students enough time slots to enquire, they are bound to comply with the approved*

*timelines of the school so that they don't find themselves not complying with the approved timetables*".

They conceded that based on the limited timelines assigned per the subjects, "*they sometimes fail to afford students enough time slots to address their course work challenges*". From the literature review, Mbugua et al. (2012) assert that the school-level factors such as ways of teaching, resources of educating have a huge impact on the performance of students. In addition, the study by Sa'ad et al. (2014) argues that students should be assessed regularly during the learning process to ensure that subjects are well understood.

### 5.2.4. Theme 4: Factors that influence teacher motivation at TVET colleges.

#### *5.2.4.1 Lecturers are recognized for the excellent performance of their students.*

The views held by all the participants of this study is that the lecturers are recognized for the excellent performance of their respective students. All students' participants pointed out that,

"*their schools normally hold the award ceremonies for high performing learners and in these same awards, the school issue out awards to performing lectures. They view this as a powerful tool that motivates both students and lecturers to always provide their best*".

Moreover, all lecturers' participants corroborated the statements or views of the students' participants of this research by mentioning that,

"*even though the country is experiencing the challenges caused by Covid-19 to the economy which amongst others led to some of the salary benefits capped to assist the country to recover its economic growth, they very appreciate of the benefits offered to them in the form of performance bonuses and salary increases. The college recognizes high performance by them (lecturers), and this is very motivating, and it inspires them to always perform well, knowing that their employer values them*".

From the literature, this finding is confirmed, as according to Kudabo (2012:11), both students and staff should be encouraged. This form of encouragement can be through

incentives such as free financial support for high performances and money to lecturers and students (Kudabo, 2012:11). Baştűrk (2016) argues that words of encouragement can go a long way to make students and or lecturers willing to go the extra mile and provide their best. Moreover, encouragement can be an informed award of any kind

### 5.2.4.2 Lecturers are inspired to explain things clearly.

The views held by all the respondents of this study is that the lectures appear not to be inspired to clearly explain things. All students' participants pointed out that "*lecturers during classes appear not to explain themes more clearly because of the timeslots provided by the approved timetables of the school*". They highlighted that "*they do not get enough clarity seeking sessions as lecturers sometimes leave immediately after sessions to go lecture in other committed classes*". Additionally, lecturers mentioned that "*as much as they try by all means to explain sections and chapters clearly, they are sometimes disadvantaged by the limited times provided by the approved timetables which they have to comply with them at all times and avoid being seen as if they are not working according to the instructions given by the employer*".

They highlighted that,

"*if the school can relook in their timetables and try to assign adequate timeslot per class, this will highly assist them to provide their best and explain subjects more clearly. Most importantly, students will do well and pass their subjects well*".

The literature confirms this finding as Okoroafor (2010) found that some of the challenges for implementing the TVET curriculum include inadequate infrastructure, lack of sponsorship, lack of rewards for excellence, and inadequate timing. Furthermore, Nwogu and Nwanoruo (2011), Odu (2011), and Okebukola (2012) argues that the problems of TVET are more, and amongst others includes inadequate material resources and human capital in terms of quantity and quality

## 5.3. CONCLUSION

The main purpose of this study was to "explore the context of quality performance outcomes for national certificate vocational (NCV) in South Africa". I performed interviews with the respondents to analyze their experiences of participation in their respective roles and contributions to the TVET college.

In the college environment, various strategies and processes of teaching and learning are used to promote quality performance outcomes of National Certificate Vocational at respective colleges. Colleges must have appropriate strategies to fulfill their strategic objectives and minimize unwanted barriers to excel with the curriculums. It is very key for proper processes to be implemented to gain competitive advantages in the market.

## 5.4. RECOMMENDATIONS

- The management of the college is recommended to ensure that the students from Capricorn TVET college are appropriately monitored to ensure that they finish all work set by the end of each lesson. Appropriately monitoring students throughout the classes and allowing enough questions asking sessions would assist in getting them (students) to understand and master the addressed sections of their studies.

- The management of the college is encouraged to ensure that lecturers at Capricorn TVET College, properly assist students to learn a lot in all their lessons. Lecturing methods must be improved to meet the understanding level of students during sessions. This would highly assist students to perform well in their tests and exams.

- The lecturers at Capricorn TVET College are recommended to keep up the good work of acknowledging good performance by students. This motivates students to always do well and excellently pass their courses.

- The management of the college is recommended to ensure that students from Capricorn TVET college are given an appropriate platform to plan for the classes and this would assist them to fully understand and master the sections that they did not understand well in the previous sessions.

- The lecturers at Capricorn TVET college are encouraged to keep up the good work of not criticizing students in public for poor performance. Praising them in public and only criticizing privately makes them feel valued and not discriminated against.

- The lecturers at Capricorn TVET college are recommended to keep up the excellent work of promoting teamwork amongst students. These days, more than ever, businesses only appoint team players.

- The management of the college is recommended to ensure that lecturers at Capricorn TVET college assist the slower learners to easily catch up on their studies. Lecturers during sessions must become more accommodative of all students irrespective of their thinking level.

- The management of the college is encouraged to provide students with appropriate time slots to enquire about the challenges they experience in their courses. It very imperative for the students to be afforded adequate time slots for clarity-seeking sessions so that they completely understand the taught subjects to position themselves better for tests and exams.

- It is encouraged for the lecturers at Capricorn TVET college to keep up the excellent work of recognizing good performance by their students. The school needs to be the promoter of high performance and contribute towards the maximation of the workforce to assist the economic recovery plans and make the country sustainable through the provisions of a capable workforce.

- It is recommended that the management of Capricorn TVET college ensure that lecturers inspire their students by explaining things more clearly. If the college can relook in their timetables and try to assign adequate timeslot per class, this would highly assist them (lecturers) to provide their best and explain subjects more clearly. Most importantly, through the allocation of adequate timeslot on timetables, students will understand subjects or chapters better and do well in their year-end exams.

## 5.5.    FURTHER RESEARCH

In the light of the limitations of the study detailed in chapter three, future research is recommended to incorporate the following:

a) A mixed methodology such as questionnaires and interviews as the data collection instruments. The interviews will help probe for a deeper understanding of the responses gathered through the questionnaires.

b) This study sampled only targeted schools (lecturers and students) from Capricorn TVET College. In the future, the scope of the sample should be enlarged to include all TVET colleges in Limpopo Province.

c)  From this study, the data analysis was only done descriptively. Inferential analysis such as hypothesis testing will add more value to the analysis data.

## 5.6.    SUMMARY AND OVERALL CONCLUSIONS

The purpose of the study was to explore quality performance outcomes of National Certificate Vocational at Capricorn Seshego Technical and Vocational (TVET) college in Limpopo Province focused on its electrical infrastructure and construction; civil engineering and building construction; engineering-related design; and process plant operation schools. The aspects that hinder the context of quality performance outcomes for national certificate vocational (NCV) in South Africa were discussed in chapter 4 of this study. Most importantly, recommendations to the solutions of the problems stated in chapter one have been briefly outlined in this chapter. Finally, the objectives of the study were achieved.

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# APPENDICES

**APPENDIX A: PARTICIPANT INFORMATION SHEET**



**PARTICIPANT INFORMATION SHEET**

17 June 2021

Title: Exploring Quality Performance Outcomes of National Certificate Vocational at Capricorn Seshego Technical and Vocational Education and Training (TVET) College, Limpopo Province

**DEAR PROSPECTIVE PARTICIPANT**

My name is Ngwakoana Leichen Matlala and I am doing research under the supervision of Professor J Nyoni, a professor in the college of Education towards a Master of Education Degree at the University of South Africa. We are inviting you to participate in a study entitled the quality performance outcomes for national certificate vocational: a case of Capricorn Seshego TVET college, Limpopo.

**WHAT IS THE PURPOSE OF THE STUDY?**

The aim of this study is to explore quality performance outcomes for national certificate vocational, a case of Capricorn Seshego TVET College, Limpopo. I am conducting this research to determine the causes of poor performance of the NCV level 4's students in the TVET colleges and describe what may be done to improve the quality of learning and teaching.

**WHY BEING AM I INVITED TO PARTICIPATE?**

You are invited to participate in the research because your inputs are important on the study topic due to being involved with the targeted Electrical Infrastructure and Construction, Civil Engineering and Building Construction, Engineering Related Design and Process Plant Operation. The research requires participants between the age group of 18 to 65 years of age, who are either lectures or students at the targeted departments. Your contact details were obtained through a referral from your college during the institutional approval to conduct research. The participants chosen for the research study are approximately 30 to 40.

**WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?**

The study involves an audio taping interview, with approximately 10 open ended questions focusing on the quality performance outcomes of NCV level 4's students at Capricorn TVET College. The interview would be scheduled through a prior appointment and confirmation. The expected duration of the interview is between 45 to 60 Minutes.

**CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?**

Participating in this study is voluntary and you are under no obligation to consent to participation.   If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason, there is no penalty or loss of benefit for non-participation.

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

The benefits are the inputs given to the research study to help with the findings. There is no any form of reward or compensation that would be given for participating in the study.

**ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?**

The anticipated or potential inconvenience for taking part in the study is low risk as only sickness on the day of the appointment to conduct the interview and rescheduling the interview and the respondents' sacrifice of their timeslot to participate in the study is the only risk but low one. No discomfort, harm or side-effects foreseeable to the participants.

**WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?**

Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including a transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data may be used for other purposes, e.g. research report, journal articles, conference presentation. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

## HOW WILL THE RESEARCHER[S] PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of 5 years in a locked cupboard/filing cabinet at the researcher's resident for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. The transcripts will be shredded and burnt and the computer saved documents will be permanently deleted.

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

There will be no payment or reward offered, financial or otherwise. Any costs incurred by the participant should be explained and justified.

## HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has not yet received a written approval from the Research Ethics Committee of the College of Education, Unisa. Once received a copy of the approval letter can be obtained from the researcher if you so wish.

## HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Ngwakoana Leichen Matlala on 082 253 4102 or 49969978@mylife.unisa.ac.za. The findings are accessible for 5 years after completion of the research report.

Should you have concerns about the way in which the research has been conducted, you may contact Professor J Nyoni, email: nyonij@unisa.ac.za, phone: 084 688 6226.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Ngwakoana Leichen Matlala

17 June 2021

**APPENDIX B: CONSENT TO PARTICIPATE IN THE STUDY**

College of Education
UNISA

**CONSENT TO PARTICIPATE IN THIS STUDY**

I, ___Ngwakoana Leichen Matlala___ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the audio taping interview

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)        ___Ngwakoana Leichen Matlala_____

_____        ___17 June 2021_____
Participant Signature        Date

Type text here

Researcher's Name & Surname (please print)        _____

_____        _____
Researcher's signature        Date

**APPENDIX C: PERMISSION REQUEST LETTER**

College of
Education

UNISA

PERMISSION REQUEST LETTER

Request for permission to conduct research at Capricorn TVET College

Topic: Quality Performance Outcomes for National Certificate Vocational: A Case of Capricorn Seshego TVET College, Limpopo.

**17 June 2021**

**Office of the Principal**
Mr LJ Mamabolo
16 Market Street
Polokwane
0699
Tel: 015 230 1800
Email: ceo@capricorncollege.edu.za

Dear Principal

I, Ngwakoana Leichen Matlala, am doing research towards a Master of Education degree with Professor J Nyoni, a professor in the College of Education at the University of South Africa (UNISA). Presently I am working as Lecture at Capricorn TVET College.

I am engaging in a research project with the aim of exploring the quality performance outcomes for national certificate vocational: a case of Capricorn Seshego TVET college, Limpopo. The study will entail data collection through interviewing selected Capricorn TVET College lectures and students. Analysis of the collected data will also be done.

The benefits of the study are report and highlight the impacts of quality performance outcomes for national certificate vocational. There are no potential risks anticipated. Feedback procedures will entail a research finding dissertation, available upon request.

Your organisation has been selected to participate in my study because it has direct impact on quality performance outcomes for national certificate vocational.

According to the UNISA Research Ethics Policy the following should be noted: all participation are on voluntary basis, with the participant's prior consent and right to exit the process at any time without any recourse; all information gathered will remain as the property of the researcher and UNISA and will only be used for this research project; the data will be securely maintained by myself for a period of 5 years after which it will be destroyed, the researcher will ensure confidentiality and anonymity of the respondents from your organisation. There will be no payments, gifts, rewards or any other incentives to the participants.

Please note that I would require permission towards my application for ETHICAL Clearance prior to conducting the research. I would forward you a copy of the certificate once obtained.

Please feel free to contact my supervisor, Professor J Nyoni, email: nyonij@unisa.ac.za, phone: 084 688 6226, should you require additional information.

With appreciation
Yours sincerely

.......................
Ms Ngwakoana Leichen Matlala
Lecture (employee number: 82727511)

kindly sign the below to indicate your willingness to participate in the study.

**I Principal of Capricorn TVET College, Mr LJ Mamabolo** herewith give my permission for the study to be conducted at ICASA.

.....................
**Signature**

20.09.2021
**Date**

## APPENDIX D: COVER LETTER FOR QUESTONAIRE

**Title of questionnaire: Research Interview Questions**

Dear respondent

This questionnaire forms part of my master's research entitled: exploring quality performance outcomes of national certificate vocational at Capricorn Seshego Technical and Vocational Education and Training (TVET) College, Limpopo Province for the degree MEd at the University of South Africa. You have been selected by a purposive *sampling* strategy from the population of 700. Hence, I invite you to take part in this survey.

The aim of this study is to : exploring quality performance outcomes of national certificate vocational at Capricorn Seshego Technical and Vocational Education and Training (TVET) College, Limpopo Province. The findings of the study may benefit the NCV level 4's students in the TVET colleges in respect of ways to improve the quality of learning and teaching.

You are kindly requested to participate in the interview, comprising of 4 sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The interview will take approximately 45 to 60 minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this interview is voluntary and you have the right to omit any question if so desired, or to withdraw from answering to the interview without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Capricorn TVET College and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: 082 253 4102, e-mail: 49969978@mylife.unisa.ac.za and my supervisor can be reached at 084 688 6226, Department of Educational Leadership and Management, College of Education, UNISA, e-mail: nyonij@unisa.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to Ms Ngwakoana Leichen Matlala before 25 July 2021

**APPENDIX E: RESEARCH INTERVIEW QUESTIONS**

<div align="center">

**Research Interview Questions**

</div>

**Title:** Exploring Quality Performance Outcomes of National Certificate Vocational at Capricorn Seshego Technical and Vocational Education and Training (TVET) College, Limpopo Province.

**The study aims address the primary question:** What are the ascriptions of stakeholders such as students and lecturers on the poor performance outcomes of NCV Level 4's candidates at Capricorn TVET college Seshego campus in Limpopo?

**Therefore, the interview questions are as per below derived from research questions:**

| Research Question | Interview Question |
|---|---|
| 1. What are the strategies for improving learners and lectures performance at TVET colleges? | 1.1. Are students monitored and expected to finish all work set by the end of the lesson? And why? |
| | 1.2. How are lectures helping students to learn a lot in every lesson? |
| | 1.3. Do you think lectures are quick to say something nice when student do well? |
| 2. What are the process of teaching and learning at TVET Colleges? | 2.1. In your view, are the students sometimes allowed to plan for the class? And why? |
| | 2.2. Do you think is appropriate to criticize students in front of the class for poor performance? And why? |
| | 2.3. Are lectures promoting teamwork amongst the students? |
| 3. How TVET College lectures use a set of strategies to improve performance | 3.1. Are lectures assisting the slower learners to catch up in a nice way? And why? |
| | 3.2. Do you think students are afforded time slot by lectures to enquire about course challenges? Why? |
| | 4.1. In your view, are lectures recognized for excellent performance by their students? And why? |

| 4. Factors that influence teacher motivation at TVET colleges | |
|---|---|
| | |
| | 4.2. Are lectures inspired to explain things clearly? Why? |

**Highly appreciated for your kind participation and, GOD BLESS**