

LECTURERS' PERSPECTIVES OF PROFESSIONAL OCCUPATIONAL
COMPETENCE: An exploratory case study at selected TVET colleges in the Gauteng
Province.

By

MOJALEFA DANIEL MALUKA

submitted in accordance with the requirements
for the degree of
Master of Commerce
in the subject
Business Management

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR M.C. MULAUDZI

JANUARY 2022

TABLE OF CONTENTS

LIST OF FIGURES	vi
LIST OF TABLES.....	vi
DECLARATION	vii
ACKNOWLEDGEMENTS	viii
DEDICATION.....	ix
ABSTRACT.....	x
CHAPTER 1 INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.2.1 Lecturer competence deficiencies in the TVET sector.....	4
1.2.3 The professionalisation of TVET lecturers	5
1.3 STATEMENT OF THE PROBLEM.....	8
1.3.1 Research questions	10
1.3.1.1 Central research question	10
1.3.1.2 Research sub-questions.....	11
1.3.2 Research objective	11
1.3.2.1 Primary research objective	11
1.3.2.2 Secondary research objectives.....	11
1.4 SIGNIFICANCE OF THE STUDY	13
1.5 CONTEXT OF THE STUDY.....	14
1.6 THEORETICAL FRAMEWORK	16
1.6.1 Social learning theories.....	16
1.6.2 Continuing professional development theory	17
1.6.3 Learning organisation theory	17
1.7 RESEARCH METHODOLOGY	18
1.8 ETHICAL CONSIDERATIONS.....	19
1.9 DISSERTATION LAYOUT	20
1.10 CHAPTER SUMMARY.....	21
CHAPTER 2 PROFESSIONAL OCCUPATIONAL COMPETENCE AND WORKPLACE LEARNING.....	22
2.1 INTRODUCTION	22
2.2 THE THEORETICAL FRAMEWORK UNDERPINNING THIS STUDY	22

2.2.1 Social Learning Theory	23
2.2.2 Wenger’s social theory of learning.....	25
2.2.3 Theory on continuing professional development.....	26
2.2.4 Learning organisation theory	28
2.3 GLOBAL PERSPECTIVES ON PROFESSIONAL OCCUPATIONAL COMPETENCES	29
2.3.1 Continuing professional development of TVET lecturers	31
2.4 PROFESSIONAL DEVELOPMENT IN TVET COLLEGES ACROSS SOUTH AFRICA.....	32
2.4.1 Policy on professional qualifications for TVET lecturers in South Africa	32
2.4.1.1 Basic competences for professionally qualified TVET lecturers	33
2.4.2 Professional occupational competences of TVET lecturers.....	35
2.4.2.1 TVET lecturers’ vocational knowledge.....	35
a) Content knowledge.....	36
b) Pedagogical content knowledge	37
c) Psychological pedagogical knowledge	38
d) Counselling knowledge.....	38
2.4.2.2 TVET lecturers’ motivational orientation	39
a) The role of intrinsic motivation in lecturer performance	41
b) The role of extrinsic motivation in lecturer performance	42
c) TVET lecturer self-determination	43
2.4.2.3 TVET lecturer self-regulation.....	43
a) Self-regulation as learnt behaviour	44
b) Self-regulation failure.....	47
c) Self-efficacy	48
2.4.2.4 The role of TVET lecturers’ values and beliefs on their work and person	49
a) The meaning of work for TVET lecturers	50
b) TVET lecturers as agents of attitude and value change	50
c) Self-efficacy beliefs.....	51
d) Motivational beliefs	52
2.5 CONCLUSION	52
2.6 CHAPTER SUMMARY.....	52
CHAPTER 3 RESEARCH METHODOLOGY	54
3.1 INTRODUCTION	54

3.2 METHODOLOGICAL FRAMEWORK ADOPTED IN THIS STUDY	54
3.2.1 Research Philosophy	55
3.2.1.5 Interpretivism	56
3.2.2 Research approach	57
3.2.2.1 Qualitative research approach.....	57
3.4 RESEARCH DESIGN	58
3.4.1 Qualitative research designs.....	58
3.5 RESEARCH METHODS	60
3.5.1 Population.....	61
3.5.2 Sample selection	61
3.5.2.1 Probability sampling	61
3.5.2.2 Non-probability sampling	62
3.5.3 Data collection instrument.....	65
3.5.4 The role of the researcher.....	66
3.5.5 Procedures for data collection	67
3.5.6 Data analysis	68
3.5.6.1 Demographic and biographical Information	70
3.5.6.2 Data transcription and analysis.....	71
3.6 TRUSTWORTHINESS OF THE STUDY.....	73
3.6.1 Credibility	73
3.6.2 Dependability	74
3.6.3 Transferability	74
3.6.4 Confirmability	75
3.7 ETHICAL CONSIDERATIONS.....	76
3.7.1 Ethical clearance	77
3.7.2 Informed consent	77
3.7.3 Privacy and confidentiality	78
3.7.4 Avoidance of harm (non-maleficence)	78
3.7.5 Honesty and transparency	78
3.7.6 Reflexivity and the researcher’s role	79
3.8 CHAPTER SUMMARY.....	79
CHAPTER 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS..	80
4.1 INTRODUCTION	80
4.2 DATA FROM INTERVIEWS.....	80

4.2.1 Lecturers' perspectives on vocational knowledge	80
4.2.1.1 Responses from TVET College A.....	81
4.2.1.2 Responses from TVET College B.....	82
4.2.1.3 Responses from TVET College C.....	83
4.2.1.4 Responses from TVET College D.....	85
4.2.1.5 Responses from TVET College E.....	86
4.2.1.6 Integration of responses from colleges.....	88
4.2.2 Lecturers' perspectives on self-regulation and dysregulation	89
4.2.2.1 Responses from TVET College A.....	89
4.2.2.2 Responses from TVET College B.....	91
4.2.2.3 Responses from TVET College C.....	92
4.2.2.4 Responses from TVET College D.....	93
4.2.2.5 Responses from TVET College E.....	95
4.2.2.6 Integration of responses from colleges.....	97
4.2.3 Lecturers' perspectives on motivation.....	97
4.2.3.1 Responses from TVET College A.....	97
4.2.3.2. Responses from TVET College B.....	99
4.2.3.3. Responses from TVET College C.....	100
4.2.3.4. Responses from TVET College D.....	101
4.2.3.5. Responses from TVET College E.....	103
4.2.3.6 Integration of responses from colleges.....	104
4.2.4 Lecturers' perspectives on beliefs and values	105
4.2.4.1 Responses from TVET College A.....	105
4.2.4.2 Responses from TVET College B.....	107
4.2.4.3 Responses from TVET College C.....	108
4.2.4.4 Responses from TVET College D.....	109
4.2.4.5 Responses from TVET College E.....	110
4.2.4.6 Integration of responses from colleges.....	112
4.2.5 Barriers to professional occupational competence development	112
4.2.5.1 Responses from TVET College A.....	113
4.2.5.2 Responses from TVET College B.....	114
4.2.5.3 Responses from TVET College C.....	115
4.2.5.4 Responses from TVET College D.....	116

4.2.5.5 Responses from TVET College E	118
4.2.5.6 Integration of responses from colleges	119
4.2.6 Improving professional occupational competence development.....	120
4.2.6.1 Responses from TVET College A.....	120
4.2.6.2 Responses from TVET College B.....	121
4.2.6.3 Responses from TVET College C.....	122
4.2.6.4 Responses from TVET College D.....	123
4.2.6.5 Responses from TVET College E	125
4.2.6.6. Integration of responses from colleges	126
4.3 FINDINGS OF THE STUDY.....	126
4.3.1 Interview questions and findings.....	127
4.3.2. Key Research Findings.....	130
4.3 CHAPTER SUMMARY.....	132
CHAPTER 5 CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS.....	133
5.1 INTRODUCTION	133
5.2 CONCLUSIONS OF THE STUDY BASED ON RESEARCH QUESTIONS	133
5.2.1 Research sub-questions	133
5.2.1.1 Research sub-question 1:.....	133
5.2.1.2 Research sub-question 2:.....	134
5.2.1.3 Research sub-question 3:.....	135
5.2.1.4 Research sub-question 4:.....	136
5.2.2 Central research question.....	137
5.5 LIMITATIONS OF THE STUDY	138
5.6 RECOMMENDATIONS OF THE STUDY.....	138
5.7 SUGGESTIONS FOR FUTURE RESEARCH.....	142
5.8 CONCLUSION	142
REFERENCES	144
APPENDICES.....	162

LIST OF FIGURES

Figure 1.1 <i>The Significance of The Study</i>	13
Figure 1.2 <i>Number of Public TVET Colleges Per Province</i>	15
Figure 1.3 <i>Schematic Representation of Research Methodology</i>	19
Figure 2.1 <i>The Relationship Between the Theories Used in This Study</i>	23
Figure 2.2 <i>Woodfolk's Model of Triarchic Reciprocal Causality</i>	24
Figure 2.3 <i>The Research Onion</i>	55
Figure 4.1 <i>Graphical Representation of Results of The Study</i>	130

LIST OF TABLES

Table 3.1 <i>Demographics of Participants (PL1 TVET Lecturers)</i>	70
Table 4.1 <i>Alignment of Research Objectives and Research Findings</i>	130

DECLARATION

Name: Mojalefa Daniel Maluka_____

Student number: 36180548 _____

Degree: Master of Commerce in Business Management (Human Resource Management)

Title of the dissertation: **LECTURERS' PERSPECTIVES OF PROFESSIONAL OCCUPATIONAL COMPETENCE: An exploratory case study at selected TVET colleges in the Gauteng Province.**

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

____5 January 2022____

DATE

ACKNOWLEDGEMENTS

By the grace of God, I am what I am and His grace to me is not without effect. First and foremost, I am grateful to God, who has always been by my side. Thank you, Jesus Christ.

I am grateful to my supervisor, Professor M.C. Mulaudzi for your mentorship. I appreciate your wisdom and your faith in me.

To my wife, Kgabo, and my children, Mohau, Ofentse and Molebogeng, thank you for understanding and really encouraging me to pursue my studies. My mothers, Mrs. Maluka and Mrs. Mashala, thank you for your unwavering support throughout the years. To my siblings, ausi Christinah, abuti Thapelo, ausi Innocentia, sesi Rebecca, and abuti Thabo, you are all God-sent. To the Nhlapo family, the Mashala family, the Bokaba family, the Maluka family, and my nephews and nieces, may God grant you more grace.

To Uniting Believers Church and all the leaders, thank you for your love and support. You remain the best church ever. I also want to thank Bishop Tshalo Katshunga & Pastor Beatrice Katshunga without whom I would not have made as much progress as I have.

I wish to thank my colleagues and friends as well as the participants who made this research possible. Lastly, I wish to thank the participating Gauteng TVET colleges and their management, who extended their hands to accommodate me. Kea leboha!

DEDICATION

This work is dedicated to Jesus Christ, my wife, my children, and my mothers.

ABSTRACT

The primary objective of this study was to explore lecturers' perspectives of professional occupational competence at selected TVET colleges in the Gauteng Province. The professionalisation of TVET college lecturers is central to the transformation and empowerment of the lives of students and society at large. Central to the idea of the professionalisation of lecturers is their training and development to equip them with the necessary professional occupational competences to ensure that they continue to provide enrolled students with quality education. This study adopted a qualitative approach. A purposive sampling technique was used to select the 15 participants. Data saturation was used to determine the sample size. Data were collected through semi-structured interviews with the lecturers employed across five selected TVET colleges in the Gauteng Province. Thematic analysis was used to analyse the data collected.

The findings of this study show that although TVET lecturers have confidence in their own teaching abilities, they have inadequate levels of professional occupational competences, and they are not thriving in their work environment. The study recommends that to improve professionalism in the sector, pre-service lecturer training qualifications and continuing professional development programmes must focus on teaching professional occupational competences as a matter of priority. This study only explored the perspectives of TVET lecturers; no other personnel's perspectives were explored.

Keywords: beliefs, motivational orientation, self-regulation, values, vocational knowledge.

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In this chapter, the background to the study, the statement of the problem, the research questions, and research objectives are presented. The significance of the study and the context of the research are outlined. An overview of the theoretical framework, the research methodology, and ethical considerations are also presented in the chapter. The chapter concludes with a layout of the dissertation and a chapter summary.

1.2 BACKGROUND TO THE STUDY

Globally, TVET colleges are expected to address socio-economic demands to assist societies in developing skills that will render them employable and capable of entering the entrepreneurial space (United Nations Educational, Scientific and Cultural Organization - International Centre for Technical and Vocational Education and Training UNESCO-UNEVOC, 2021). TVET colleges are defined as public or private institutions that are “established or declared as technical and vocational education and training colleges” (UNESCO, 2022). TVET institutions, the world over, are undergoing rapid transformation to enable them to meet the expectations and demands placed before them. TVET lecturer education and development is high on the priority list of the UNESCO-UNEVOC which has been tasked with ensuring that among other tasks, it aligns TVET institutions to the Sustainable Development Goals (SDG), more specifically SDG number 4 (Quality Education). According to UNESCO-UNEVOC (2021), a major global challenge that is faced by TVET institutions is that of TVET lecturers’ obsolete pedagogical approaches to teaching and learning, and inadequate preparedness for a digitised, volatile, and complex world (Khoza, 2021).

The primary objective of this study was to explore lecturers' perspectives of professional occupational competence at selected TVET colleges in the Gauteng Province. The Department of Higher Education and Training (DHET) recorded that Gauteng Province had 1180 female TVET lecturers and 1142 male TVET lecturers in 2016 (DHET, 2018a). The TVET sector forms a significant part of South Africa's National Development Plan 2030. The learning environment along with the lecturers, play a central role in the administration and facilitation of teaching and learning. It is, therefore, of vital importance for the learning environment and the facilitation of lecturer training and education to be of a high quality.

The social learning theory by Bandura (1971), emphasizes the importance of the individual (cognitive and behavioural factors) and the environment in the facilitation of learning and development. If the environment and/or the individual fail to engage or interact meaningfully, then barriers to learning persist and prevail. If lecturers, students and their environment do not possess the determination to learn, but instead they fail to engage in a dynamic and meaningful manner, then learning is hampered and learners produce poor results (Kanwar et al., 2019).

The White Paper on Post-School Education and Training (DHET, 2014) details plans by DHET to grow and develop public TVET colleges into flagship institutions, used as producers of artisans and skilled labourers for businesses and industry at large. In the same white paper, it is further mentioned that there is an urgent need for the development of teaching and learning skills and infrastructure for TVET college transformation. According to Kipkogei (2018), TVET colleges are resource-constrained work-environments and it will only be through their collaboration with the private sector that they will maximise their potential. Research by Badenhorst and Radile (2018) revealed that TVET colleges, in South Africa, faced challenges that made it difficult for them to function at optimum best. The challenges were poor leadership and management skills, as well as incompetent lecturing staff. Teamwork and self-mastery are two qualities of a learning organisation. Lecturers who lack autonomy, relatedness and competence then struggle with self-directedness, morale and self-efficacy (Ryan &

Deci, 2017). TVET colleges also face the challenge of being held in very low esteem by their communities, who see colleges as spaces where low quality students are trained (Boka et al., 2016). All these negative circumstances then translate in TVET colleges failing to meet the characteristics of a learning organisation, one that is thriving along with its workers.

TVET lecturers in South Africa lack crucial competences that are necessary for effective teaching and learning (Khoza, 2021). Lecturers who are not adequately trained become an impediment to teaching and learning in the class and it eventually manifests in poor student results (Badenhorst & Radile, 2018). According to Buthelezi (2018), a significant proportion of lecturers possess TVET related qualifications, but not all are professionally qualified as educators. Van der Bijl and Oosthuizen (2019) found that TVET lecturers vary significantly in terms of their qualifications, competences, skills, and backgrounds. Some lecturers possess skills but no teaching pedagogy, while those who identify as pedagogues have inadequate skills. According to Boka et al. (2016), the lack of a specified pathway towards TVET lecturer qualifications also leads to professional identity challenges which then lead to low occupational commitment. Communities of practice are then never realised due to a lack of collective identity, meaning-making, belonging and practice (Wenger, 2000). TVET colleges in South Africa are experiencing a higher staff turnover due to administrative, resource, and organisational challenges and a lack of career development, or growth opportunities (South African Qualifications Authority [SAQA], 2016).

Switzerland and Germany have been hailed as success stories in the TVET sector, having been able to forge partnerships between industry and colleges, to produce students that are robust and capable of contributing to the world of work in meaningful ways (Deissinger, 2016). It is unfortunate, however, that in South Africa, research has shown that there are shortcomings with regards to the calibre of TVET lecturers (Badenhorst & Radile, 2018). In Costa Rica and Nigeria, TVET lecturers were found to lack vocational knowledge to which researchers suggested professional development in these areas be prioritised to ensure that the sector did not continue to struggle with

ineffective lecturers (Organisation for Economic Cooperation and Development [OECD], 2015).

As reported by Chakroun (2019), there has been a global concern surrounding lecturer competences and qualifications; a spotlight has been cast on the TVET lecturer profession as a whole. Jacobs (2016) argues that the insufficient emphasis paid to occupational competence development in the TVET sector is having a negative impact on the development of the sector, globally. There is a dire need for intentionality in creating, sustaining and promoting a culture of self-directedness, communal learning, and personal development which is a tenant of Wenger's theory of social learning (Wenger, 2000). It is encouraging though to note that there is a global shift toward developing qualification and competency frameworks which can be followed by aspiring and current lecturers (Chee Sern et al., 2018).

1.2.1 Lecturer competence deficiencies in the TVET sector

A study by Ismail et al. (2018) found that personal traits and professionalism, teaching and technical training and innovation were key competencies in effective knowledge transfer from lecturer to students. There is a growing global interest in the investigation of competence assessments and development to ensure that labour market needs for competent graduates are met and that the TVET workforce is motivated and adaptive to demands placed on the sector (Jacobs, 2016).

For the TVET sector across the globe to fulfil its mandate of producing graduates who will contribute positively and effectively to the economy, it will need to have competent lecturers. According to Von Treuer and Reynolds (2017, p. 2), competence is "what individuals need to do and the behaviours they should undertake for certain activities, tasks or roles to perform their professional responsibilities effectively". Vonken (2017, p. 67) defined competence as "capabilities, mostly of employees, to perform in a certain way in organisations". Chee Sern et al. (2018, p. 2) defined competence as "a person's ability to possess adequate skill, knowledge, attitude or behaviour to perform a certain

activity”. Considering the abovementioned definitions, competence in this study should be understood as TVET lecturers’ professionalism, knowledge, skilfulness, and relational competence and lecturers’ ability to inform and guide the learning and teaching in their institutions (Nopiah & Sattar, 2018).

In their study of competence modelling in the TVET sector, Hamisu et al. (2017) highlighted a need for ongoing learning and competence development to ensure that lecturers improve their capabilities and skills. The lack of competent lecturers in TVET colleges brings challenges, which require new ways of performing work effectively and judicially. Zinn et al. (2019) mention techniques or competences of the individual teacher and teaching processes as playing a significant role in the transfer and implementation of policy and education systems. Lecturers who display competence gaps or deficiencies are currently failing to create appropriate professional profiles and they are also failing to implement and transfer policy prescripts set about by their superiors, translating in poor student performance and results (Makgato, 2021).

In South Africa, DHET is responsible for the oversight of TVET colleges and is the employer of the majority of public TVET lecturers. The country has fifty multi-campus TVET colleges that deliver programmes at more than 264 campuses and delivery sites (Education Training and Development Practices Sector Education and Training Authority [ETDP-SETA], 2018). As a measure to address lecturers’ lack of technical and professional competences, DHET introduced the Policy on the Professional Qualifications for Lecturers in Technical Vocational Education and Training (DHET, 2013). The policy however has not been adequately implemented, leading to widening competence gaps between old and new lecturers in the TVET colleges (Van Der Bijl & Oosthuizen, 2019).

1.2.3 The professionalisation of TVET lecturers

There has been a global focus on the professionalisation of TVET lecturers stemming from the realisation that should these lecturers not receive the required professional

development, then the quality of teaching and learning, lecturer wellbeing and quality of work life will be negatively affected (Nopiah & Sattar, 2018). In South Africa, the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training lists ten basic professional or occupational competences for professionally qualified lecturers which must be observed when lecturers are being evaluated or even recruited (DHET, 2013, p. 40). These competences are:

1. A sound knowledge base in terms of their own subject specialisation. The lecturers must know how to teach the subject, how to select, sequence and pace content in accordance with both subject and learner needs and how to integrate teaching of knowledge, practice, and affective attributes.
2. A sound understanding of the TVET context in South Africa, including the policy environment and contextual realities. Lecturers must be able to adjust their practice to take this into account.
3. Knowledge of learners, including understanding their diversity in terms of socio-economic background, age, culture, life and work experience, learning styles and aspirations, and special education needs, and they must use this knowledge to adjust teaching and learning approaches to accommodate learner diversity.
4. Advanced speaking, reading, and writing skills in order to be able to communicate effectively in the language of learning and teaching.
5. Effective management of teaching and learning environments to enhance learning.
6. Ability to assess learners in varied and reliable ways and to use the results of assessments both to improve learners' learning through a variety of types of feedback and to improve their own practice.
7. Information and Communication Technology (ICTs) literacy. This means lecturers should be competent users of ICTs, as well as be able to integrate ICTs in an effective manner in teaching and learning.
8. Knowledge about the demands that will be made on their learners in the workplace and ability to use the subject they are teaching to help equip their learners to meet these demands.

9. A positive work ethic, display of appropriate values and conduct that enhances and develops the vocational teaching profession.

10. Ability to reflect critically, in theoretically informed ways and in conjunction with a professional community of colleagues, on one's own practice, in order to constantly improve it and adapt it to evolving circumstances.

In their study, Zinn et al. (2019) indicate that TVET lecturers have a deficit in these professional occupational competences which could be detrimental to the efforts to professionalise the sector through new qualifications. The authors indicate that competence is a quality that encompasses four aspects, namely: vocational knowledge, beliefs and values, motivational orientation and self-regulation (Zinn et al, 2019, p. 178). The four aspects that encompass competence are explained briefly below.

Vocational knowledge: Zinn et al. (2019) define vocational knowledge as a subject or craft specific knowledge and skill that can be subdivided into four categories, namely: content knowledge, pedagogical content knowledge, pedagogical-psychological knowledge, and counselling knowledge.

Beliefs and Values: Beliefs are defined as preconceptions, orientations, perspectives, or mental models of reality that form the basis for values, attitudes, and cultures (Gilakjani & Sabouri, 2017). Values are beliefs that form one's frame of mind and reference; they influence culture, ethics, emotions, motivations, attitudes, and behaviour across various contexts, whether the person is aware of them or not (APA, 2022).

Motivational orientation: Motivational orientation is defined as the source of motivation for an individual to perform a particular action and can either originate from internal/intrinsic factors such as personal achievement or external/extrinsic factors such as rewards (Badubi, 2017).

Self-regulation: According to Gagnon et al. (2016), self-regulation is one's capacity to lead self, as well as plan, organise, control, assess, and change internal states to

achieve desired goals across a variety of situations and circumstances. Self-regulatory processes include self-reflection, self-monitoring, and self-acceptance (Wentzel et al., 2019).

Establishing a successful teaching and learning environment will not only be a matter of updating vocational knowledge, it will require an in-depth look into TVET lecturers' roles and working conditions (Boka et al., 2016). The consequences of not remedying any challenges stemming from a lack of personal resources and an unhealthy work environment would leave TVET lecturers struggling with physical and mental health challenges, absenteeism and presenteeism, and reduced engagement, productivity, and innovation (Gauche et al., 2017). Based on the background information, research exploring lecturers' perspectives of professional occupational competence at TVET colleges should be conducted.

1.3 STATEMENT OF THE PROBLEM

The TVET college sector across the world faces a challenge of lecturer pedagogical under-preparedness and underdevelopment that is fuelled by the lack of a competence development and capacity building culture (Boka et al., 2016; Rudman & Meiring, 2018; Voctech, 2018). TVET lecturers do not have the necessary social and professional competencies and qualifications to do their work as expected and this poses challenges for their work performance (Nopiah et al., 2018). According to DHET (2021), in 2018 only 60% of TVET lecturers had suitable professional qualifications to teach in the sector. If the qualifications and competences captured in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training were to be enforced in South Africa, most lecturers would be found wanting (Zinn et al., 2019). As well intended as any best plans and policy reforms on the professionalisation of lecturers is, if government fails to recognise lecturers' professional reality or context (environment), then it will fail to invigorate the TVET sector (Papier, 2021). The environment in which TVET lecturers find themselves is that of difficulty, barriers to

participation, barriers to teaching and learning, and lack of support and resources (Meiring, 2019).

The average TVET lecturer is demotivated, disillusioned, stressed, dissatisfied, and demoralised, due to challenges stemming from their professional reality and work environment (South African Qualifications Authority [SAQA], 2016). This suggests that TVET colleges may not possess the qualities of a learning organisation. A learning organisation is one which promotes personal mastery, team learning, systems thinking, shared vision and mental models (Alipour & Karimi, 2018). Bandura's social learning theory highlights the importance of environmental factors and personal factors in the achievement of social learning. It will therefore require a recalibration of the environmental factors, personal factors and behavioural factors of the lecturers and leaders to ensure that lecturer professionalisation and professional development is realised (Bandura, 1971; Gauche et al., 2017). The workplace identity of the TVET lecturer is in crisis mode; with the average lecturer harbouring feelings of uncertainty and inadequacy, seeing as their beliefs, values, and priorities in the workplace are constantly in a state of change and uncertainty (Boka et al., 2016). According to Lutaaya (2017), poor conditions of service for TVET lecturers such as, poor salaries, housing, poor facilities, and lack of necessary skills, lead to low morale and high lecturer turnover. A high staff turnover then affects any attempts to build a sense of belonging, community, identity and common practice, which are important elements of social learning according to Wenger (2013). Lecturers struggle with feeling confined, inadequate and incompetent due to working in constrained, strenuous and under-resourced environments (Meiring, 2019; Nopiah & Sattar, 2018). According to the self-determination theory, when individuals feel constrained and incompetent, then their self-efficacy and motivation are hampered, leading to poor performance (Badenhorst & Radile, 2018; Ryan & Deci, 2017).

TVET lecturers should be well-resourced, self-efficacious, and competent, in order for them to produce learners that are contributors to the social and economic welfare of their country (DHET, 2013). If lecturers themselves lack skill, professionalism,

knowledge, preparation, and support, the entire TVET education and training value chain is compromised, reflecting in the poor results of learners (Ismail et al., 2018; Makhaya, 2016). Professional development and competence gaps in TVET lecturers are a global problem; many lecturers do not have TVET teaching qualifications and those that have teaching qualifications often do not have skills training or work experience as they come from university with teaching and/or academic qualifications only (Makgato, 2021).

Boka et al. (2016) argue that new TVET lecturer qualifications will not necessarily motivate lecturers to embark on further study. Boka et al. argue that as well intended as any recapitalisation, capacitation and professionalisation efforts may be, if the lecturers are not thoroughly prepared, then they will struggle to cope with change initiatives. Since incompetent lecturers have been identified as one of the main factors that contribute to the unemployability of TVET students, it would be prudent for colleges and other stakeholders to prepare programmes that will attend to competence deficiencies (Nopiah & Sattar, 2018). The problem that this research seeks to address is that of TVET lecturers' professional occupational competence deficiencies. The perspectives of the TVET lecturers are critical to understanding the development interventions that are in place, how such interventions have been implemented, and how continued professional occupational competence deficiencies could impact on the lecturers at selected TVET colleges in the Gauteng Province.

1.3.1 Research questions

The following research questions were formulated to guide this study:

1.3.1.1 Central research question

What are the TVET lecturers' perspectives of professional occupational competence at selected colleges in the Gauteng Province?

1.3.1.2 Research sub-questions

The following are the sub-questions of this study:

Research sub-question 1: What lecturer professional occupational competence development interventions are offered within the selected TVET colleges in the Gauteng Province?

Research sub-question 2: To what extent has the professionalisation of TVET lecturers been implemented at selected colleges in the Gauteng Province?

Research sub-question 3: How does the deficiency of professional occupational competences impact on TVET lecturers at selected colleges in the Gauteng Province?

Research sub-question 4: How has TVET lecturers' professional occupational competence development been managed, supported, and administered across selected colleges in the Gauteng Province?

1.3.2 Research objective

The following research objectives were formulated to guide this study:

1.3.2.1 Primary research objective

The primary objective of this study is to explore the TVET lecturers' perspectives of professional occupational competence at selected colleges in the Gauteng Province.

1.3.2.2 Secondary research objectives

The following are the secondary objectives of this study:

Research objective 1: To establish the professional occupational competence development interventions that are offered to lecturers at selected TVET colleges in the Gauteng Province.

Research objective 2: To explore the extent of the implementation of TVET lecturer professionalisation at selected colleges in the Gauteng Province.

Research objective 3: To understand the impact of professional occupational competence deficiencies on TVET lecturers at selected colleges in the Gauteng Province.

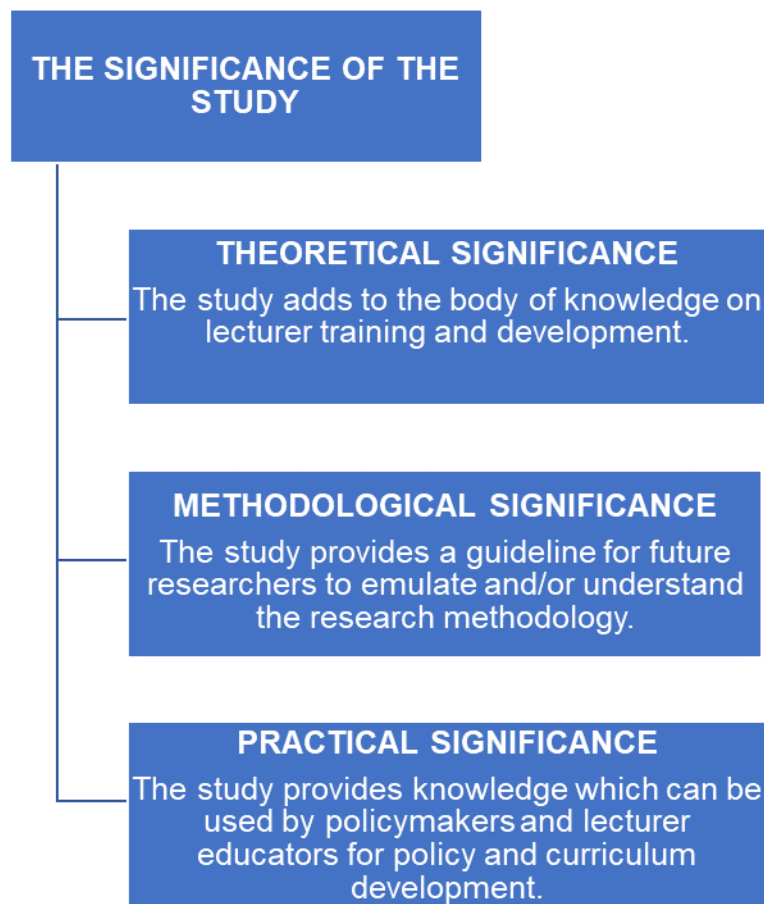
Research objective 4: To explore the manner in which lecturers' competence development is managed, supported, and administered across selected TVET colleges in the Gauteng Province.

1.4 SIGNIFICANCE OF THE STUDY

This subsection highlights the practical, methodological, and theoretical significance of this study. Figure 1.1 provides a schematic overview of the significance of this study which is followed by a brief outline.

Figure 1.1

The Significance of The Study



This study offers insight into TVET lecturers' perspectives of professional occupational competence, adding to the body of knowledge in the training and development subfield of Human Resource Management (HRM). This study uncovers salient issues pertaining to the critical area of TVET lecturers' competence development, inclusive of lecturers'

needs and associated deficiencies. The deficiencies have been shown to negatively impact on lecturers' cognitive and behavioural functioning (Meiring, 2019). Therefore, there is a demand and a need for the prioritisation of the professional development and professionalisation of the TVET lecturer's role (Zinn et al., 2019).

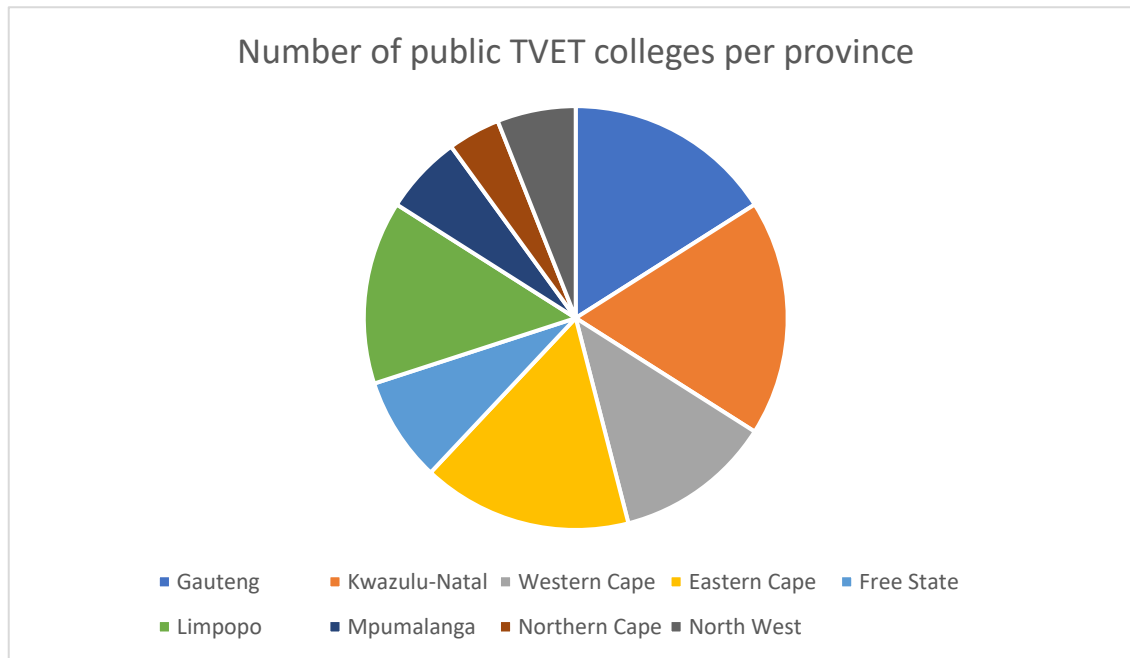
The research methodology outlined in this study provides guidelines for future researchers who would seek to understand, replicate, emulate, or make use of the methodology for further research around the topic of lecturer education and training. TVET lecturers, policymakers, and lecturer educators have been offered the opportunity to gain deeper perspectives and insights into the experiences of a TVET lecturer. The insights gained from this research could bring a change in stakeholder perceptions, curriculum development processes, and policy development. This study, therefore, practically contributes significantly by way of providing useful insight to policymakers and other researchers to further understand and improve TVET lecturer education and professional development.

1.5 CONTEXT OF THE STUDY

The TVET sector has been earmarked as a potentially useful vehicle in the fulfilment of the National Development Plan (NDP) of the Republic of South Africa (National Planning Commission, 2011). There are 50 public TVET colleges in South Africa which are spread across all 9 provinces. In terms of the spread, there are 8 colleges in Gauteng, 9 in KwaZulu-Natal, 6 in the Western Cape, 8 in the Eastern Cape, 4 in the Free State, 7 in Limpopo, 3 in Mpumalanga, 2 in the Northern Cape and 3 in North West Province (DHET, 2021). This study does not cover all the 9 nine provinces of South Africa but is rather focused on the Gauteng province, mainly for logistical reasons. Access to the Gauteng province public colleges was easy to attain and Gauteng province has the highest number of TVET colleges in South Africa making it a suitable research location. Figure 1.2 provides a pie-chart depicting this geographical spread.

Figure 1.2

Number of Public TVET Colleges Per Province



Public TVET colleges are all envisaged in the NDP to be capacitated to accommodate 1.6 million students by 2030 (DHET, 2018b). TVET colleges are administered in accordance with the Continuing Education and Training Act, No 16 of 2006.

Gauteng is the smallest province in South Africa, but it is the most populous of the 9 provinces. Furthermore, it is the heart of South Africa's economy with flows of migrants flocking to the province in search of jobs and business opportunities. For the period 2016-2020, approximately 1 553 162 migrants came into the province; the largest inflow of any province in South Africa (RSA, 2021). This indicates that there is great need for quality education, to cater for the demand for quality jobs and opportunities for economic empowerment. Gauteng is home to 8 public TVET colleges, namely: Sedibeng TVET College, Central Johannesburg TVET College, Western TVET College, Ekurhuleni East TVET College, Ekurhuleni West TVET College and Tshwane North TVET College, Tshwane South TVET College, and South West Gauteng TVET College. In 2020, Gauteng TVET colleges enrolled 166 846 students: the largest intake of all 9

provinces of the country. This means that whatever happens in these colleges in Gauteng has far reaching consequences for South Africa. This study was conducted across only 5 of the 8 public TVET colleges, namely Central Johannesburg TVET College, Western TVET College, Ekurhuleni East TVET College, Ekurhuleni West TVET College and Tshwane North TVET College.

1.6 THEORETICAL FRAMEWORK

This section of the chapter provides an overview of the theories and models that underpin this research. The researcher provides brief outlines of social learning theories and models related to continuing professional development theory. A synopsis of the learning organisation theory is also provided.

1.6.1 Social learning theories

This study is underpinned by the social learning theories postulated by Bandura (1971) and Wenger (2013). Bandura (1971) stated that learning took place as a result of the reciprocal interaction between behavioural, environmental and cognitive factors. Kanwar et al. (2019) posit that TVET colleges ought to adapt themselves to the changes and demands of their environment, thus enabling workers and students to effectively engage with the concept of lifelong learning. Wenger (2013) would later look at social learning from the position of the community instead of the individual. Wenger's social theory of learning highlights the idea that learning takes place within an ecosystem, driven by the interaction between meaning, community, practice, and identity. He states that learning within communities of practice can only take place when the barriers to participating in that community are removed in order to give the individual an opportunity to engage in legitimate peripheral participation in their professional development and professional identity formation. Kaiser and Krugmann (2018) state that the rapid global socio-economic development necessitates the adoption of a more robust, integrated, and interactive community-based development strategy for workers in TVET colleges; a strategy that will involve an acknowledgement of the social dimension of professional

development. Kaiser and Krugmann further recommend focus on increasing mutual trust, commitment, courage, and willingness to participate in both college work integrated learning and industry work-integrated learning.

1.6.2 Continuing professional development theory

Rudman and Meiring (2018) posit that the quality of education in learning institutions has been shown to depend highly on the quality of teaching staff, whilst the quality of the teaching staff then depends on teacher training and development. Day (2017) and Taylor and Van der Bijl (2018) stated that TVET lecturer professionalism is often also determined or affected by governance systems, policy motivation, policy on training and development, and individual and leadership efforts towards competence development; with the lack of training often leading to unprofessional conduct. Day upholds the need for updated and formal lecturer education qualifications and programmes. Such programmes are geared to enable and empower lecturers with technical, methodological, social and learning competences, which are critical for successful learning institutions. Makgato (2021) claimed that educator professional development training remained woefully inadequate, thus significantly and negatively affecting learning outcomes. According to Makgato, for effective professional development to take place, there needs to be an effective management of the professional development programme, the educator, the trainer, and the environment.

1.6.3 Learning organisation theory

Learning organisation theory highlights the need for organisations to enable, cultivate and promote systems thinking, personal mastery, team learning, shared vision and mental models (Alipour & Karimi, 2018). The people, the environment as well as the behaviour of people determines whether learning and development takes place (Bandura, 1971). Friedman and Kass-Shraibman (2017) stated that changing education spaces would positively affect the teaching profession if it did not stop only at site-based management but if it also involved deliberate efforts to create learning organisations. In

the TVET sector, reforms and organisational development efforts are often met with resistance from lecturers, thus highlighting the need for a well-managed approach towards organisational change (Boka et al., 2016). The social context and demands within which educators work, require for them to have expertise in teaching and learning, lifelong learning, contextual/social insight, change management, collaboration, self-directedness, and ethics. A characteristic of learning institutions that are learning organisations is the relentless commitment towards cultural change, instructional change, as well as, continuous curriculum, capacity and professional development, by all key stakeholders (Miller, 2021).

DHET (2021) highlighted the necessity for a systematic approach towards the creation of a learning culture; an approach that would consider the need for comprehending and incorporating professional qualifications, empowerment, and knowledge management in the training and development of TVET lecturers.

A detailed discussion of the theoretical framework that undergirds this study is provided in the literature review chapter (Chapter 2) of this study.

1.7 RESEARCH METHODOLOGY

This study is based on an interpretative/constructivist paradigm and utilises an inductive approach to research. A qualitative research approach was adopted as it would allow the participating lecturers to provide their perspectives, understanding, and meaning around a concept or phenomenon. A case study design was used to allow the researcher to focus on a specific phenomenon (professional occupational competence) found in a group of individuals (TVET lecturers). The researcher engaged with all participants believing that all participants would engage and respond to all questions truthfully thus the researcher used semi-structured interviews to collect data. This allowed for the researcher to collect information-rich and detailed accounts from the participants. The researcher used thematic analysis to analyse the data collected as this would allow for flexibility in interpreting data. A detailed discussion of the research

methodology is presented in Chapter 3. Figure 1.3 below provides a schematic representation of the research methodology that guided this study.

Figure 1.3

Schematic Representation of Research Methodology



1.8 ETHICAL CONSIDERATIONS

This research complied with the ethical guidelines as known conventionally and as prescribed by UNISA's Research and Ethics Policy. Ethical clearance was obtained from UNISA's Human Resources Management Ethics Review Committee (See

Appendix A). A detailed discussion on how the ethical guidelines of research were adhered to in this research is presented in Chapter 3 of this study.

1.9 DISSERTATION LAYOUT

The following is an outline of the chapters of this dissertation.

Chapter 1: Introduction and background to the study

This is the first chapter of this research, and it presents an overview of the entire study. In this chapter, the background to the study, the statement of the problem and the research questions and objectives are presented. This is followed by an overview of the theoretical framework, the research methodology, and ethical considerations. Lastly, the chapter concludes with a dissertation layout and a chapter summary.

Chapter 2: Professional occupational competence and workplace learning

This chapter begins with an introduction and then a discussion on the theoretical framework that undergirds the study. The researcher then discusses the continuing professional development of TVET lecturers, policy surrounding professional lecturer qualifications, and professional occupational competences in the TVET sector. A summary of the chapter concludes the discussion.

Chapter 3: Research methodology

This chapter discusses the research methodology followed in this study. The research paradigms, research approaches, and research design are discussed. The population, sampling technique, selection of participants, and research procedures are also discussed. The data collection methods, data analysis, matters surrounding the trustworthiness of the study (credibility, transferability, confirmability, and dependability) are explored, and ethical considerations are also discussed. Lastly, a chapter summary is provided.

Chapter 4: Presentation, analysis and interpretation of results

This chapter provides an analysis and interpretation of the results of the interviews of this study. The chapter gives a comprehensive presentation of the data obtained in the interviews in line with the research objectives. Key findings in relation to the research objectives are provided. Lastly, a table outlining and assessing the achievement status of the research objectives is presented followed by a chapter summary.

Chapter 5: Conclusion, limitations and recommendations

This chapter presents the conclusions of the study based on research questions, followed by the limitations of the study, recommendations of the study and suggestions for future research. The chapter ends with the conclusion of the dissertation.

1.10 CHAPTER SUMMARY

This chapter presented the introduction and the background to the study, followed by the statement of the problem and the research questions and objectives. The significance of the study and the context of the research were outlined. An overview of the theoretical framework, the research methodology, and ethical considerations were presented. The chapter concluded with a dissertation layout.

In the next chapter, the literature review focuses on professional occupational competence and workplace learning.

CHAPTER 2

PROFESSIONAL OCCUPATIONAL COMPETENCE AND WORKPLACE LEARNING

2.1 INTRODUCTION

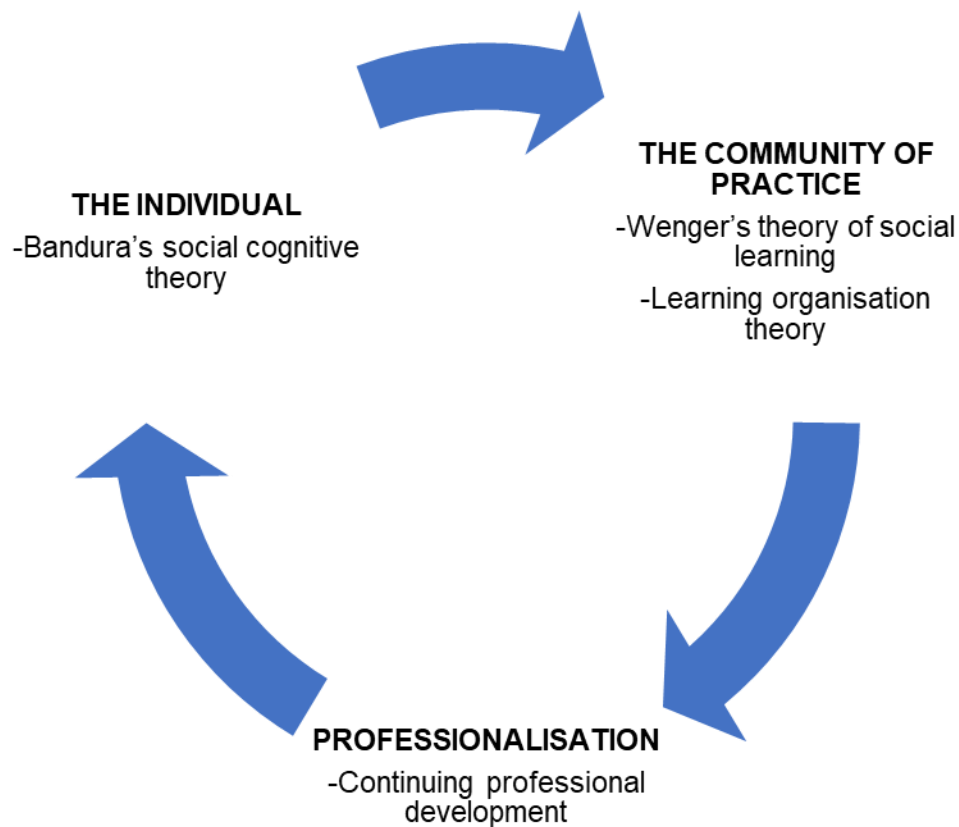
This chapter discusses the theoretical framework that underpins this study. This includes the global perspectives on professional occupational competence and the continuing professional development of TVET lecturers. Furthermore, the chapter discusses aspects related to the policy on professional qualifications for TVET lecturers in South Africa, and the professional occupational competence of TVET lecturers. Lastly, a synthesis of the literature review and a summary of the chapter are presented.

2.2 THE THEORETICAL FRAMEWORK UNDERPINNING THIS STUDY

The theoretical framework positions a research study within a body of existing knowledge, models, and theory and provides context to the discussions conducted and deliberations reached in the study. This research is informed by Bandura's social cognitive theory, Wenger's theory of social learning, theory on continuing professional development, and learning organisation theory (see Figure 2.1). This section provides a discussion of the theoretical framework that underpins this study.

Figure 2.1

The relationship between the theories used in this study

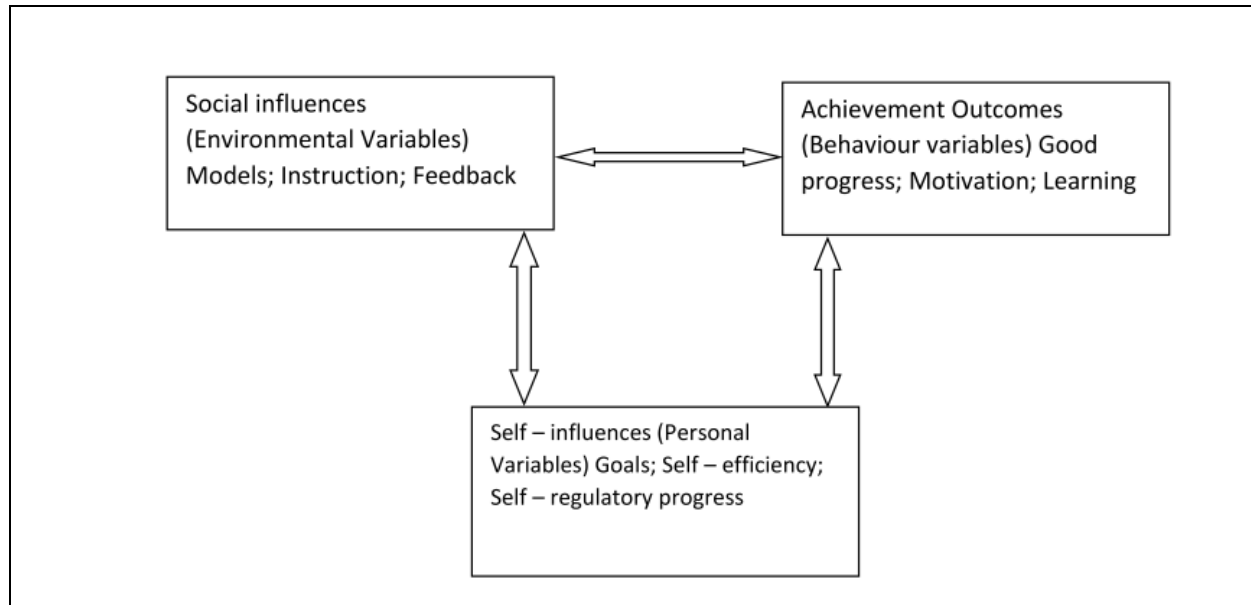


2.2.1 Social Learning Theory

Bandura's social cognitive theory and social learning theory highlight the idea of reciprocal determinism, whereby environmental factors, individual behaviour, and thoughts, interact to produce an outcome or effect (Bandura, 2001). Woodfolk's model of triarchic reciprocal causality expounds on Bandura's work. Woodfolk's model illustrates how personal well-being, high morale, achievement, and performance depends on triadic reciprocity (see Figure 2.2). Figure 2.2 demonstrates interplays between individual behaviours (skills and attitude), personal factors (thoughts, beliefs and values) and environmental conditions (appropriate job design offering psychological safety and a reflexive and progressive atmosphere) (Wentzel et al., 2019)

Figure 2.2

Woodfolk's model of triarchic reciprocal causality



Note: Woodfolk's model of triarchic reciprocal causality from *The Professional Development of lecturers at Further Education and Training Colleges in the Eastern Cape Province* (p. 27) by Matshaya, K., 2016, University of South Africa, Pretoria.

Bandura's social cognitive learning theory highlights the dynamic nature of the workplace (environmental factors), behaviour (actions), and learning (thinking). Effective learning and development will require the management of this triad in order to ensure that desired learning outcomes are realised (Bandura, 1971). Kanwar et al. (2019) posit that TVET colleges must adapt to the changes and demands of the constantly evolving environment, enabling lecturers and students to engage effectively with the concept of lifelong learning. Kanwar et al. argue that TVET colleges ought to align their policy and practice to enable the reskilling and continuing learning of lecturers using formal and informal modes of training and learning while also considering the pedagogical implications of such realignments.

2.2.2 Wenger's social theory of learning

Wenger's social theory of learning places learning in the context of lived experience and social participation and it addresses a different perspective to social learning than other social learning theories (Wenger, 2013). Wenger's theory is based on the following assumptions:

- Knowledge is a matter of competence.
- Learning produces meaning.
- Knowing is a matter of engaging with the world.
- Human beings are social by nature.

Wenger stated that learning affects and is affected by identity, community, belonging, meaning and practice. Wenger (2000) specified that progress in communities can be gauged through enterprise (social energy), mutuality (engagement), and repertoire (self-awareness). Kaiser and Krugmann (2018) stated that global development necessitates an acknowledgement of the social dimension of professional development. They further recommended a focus on increasing mutual trust among TVET staff to increase commitment, engagement, and participation with the world and other stakeholders.

Wenger asserted that the value of collaboration is the learning and engagement that happens in communities of practice. He also stated that the value of learning is the alignment, meaning, and identity that it creates for the communities. Wenger further stated that successful communities of practice can deal effectively with the following three barriers to participation, namely, institutional, dispositional, or situational barriers.

- Institutional barriers concern institutional conditions.
- Dispositional barriers concern individual motivation to participate.
- Situational barriers concern individual life circumstances (Adams-Gardner, 2018).

According to Wenger's theory of social learning, TVET colleges should be designed or structured in such a way as to cater for the free flow of information, resources and knowledge within the organisation and with other organisations and communities

outside itself, so as to strengthen both individual and organisational learning culture and experience. A study by Batholmeus and Pop (2019) found that higher education providers, training, communities, industry, students, and mentorship were enabling factors in TVET lecturer education. Taylor and Van der Bijl (2018) highlighted the fact that the concept of communities of practice was not widely known in the TVET sector and that there was little social, collaborative or community learning that was taking place among lecturers. The development of communities of practice in the TVET sector is but one of three levels of learning that lecturers experience; learning occurs at an individual, community, and policy implementation level. Taylor and Van der Bijl further argue that universities in South Africa that seek to design lecturer training qualifications which will match the demands placed on TVET colleges will have to take these levels of learning into account.

2.2.3 Theory on continuing professional development

Continuing professional development is the intentional pursuit of acquiring further knowledge in a particular profession to ensure that one is using the most current methods, skills, and knowledge in their field of occupation (Meyer et al., 2016). Continuing professional development rose as a result of the need to maintain high standards within professions and occupations; standards that would be agreed upon by stakeholders of various professions (Kayumbu, 2020). Kayumbu stated that the professional development of lecturers occupies a key role in the successful implementation of a policy lifecycle approach to core skills in the TVET sector. Effective continuing professional development is positively correlated with career fulfilment and improved work (Nakambale, 2018).

Likaj (2016) argued that effective professional development is a collaborative effort between leadership, the community and workers. At times, organisations lack professional development planning which hampers the establishment, implementation, and support of a learning culture in institutions. There is sufficient evidence from

research to indicate that professional development of TVET lecturers, across the globe, still remains elementary and not well-planned for (Rawkins, 2018).

The current study was also informed by Kayumbu (2020) who found that in the case of educator professional development, it was the effective management of the professional development process that encouraged and sustained the participation of educators. This highlights the value and importance of proactive and competent leadership in the administration of staff, professional, and organisational development programmes. Furthermore, it also highlights the need for an enthusiastic and motivated lecturing staff who will then unreservedly engage in self-directed professional development. Professional development takes place within a particular social context and learning cannot take place effectively outside of a well-managed community of practice (Patel, 2018). A study by Rudman and Meiring (2018) found that TVET lecturers who had once engaged in a well-managed professional development programme, still attested to the positive and transformative influence that such a programme had on their practice. These lecturers were more likely to share their knowledge and experience with other lecturers as well.

Allen et al. (2020) found that continuing professional development programmes that acknowledge and align with Wenger's social theory of learning, experienced (i) growing networks of like-minded individuals, (ii) significant identity formation (iii) an applying lesson to practice, (iv) obtaining of achievements and recognition, and (v) vocational excellence. The above-mentioned benefits would be beneficial to the TVET sector, thus highlighting the necessity to expedite programmes and qualifications that involve principles of Wenger's social theory of learning. Wenger's social theory on learning asserts that successful leaders provide the necessary infrastructure and context for communities of practice to thrive (Wenger, 2000). Continuing professional programmes in the TVET sector that do not acknowledge approaches such as Wenger's model, stand the risk of not effectively leveraging the power and value of social, peer, and collaborative learning and organisational, community, and collegial support.

2.2.4 Learning organisation theory

Learning organisation theory significantly influenced this research. Learning organisations facilitate learning and knowledge management and they promote workplace creativity and innovation, which then positively impacts organisational performance (Alipour & Karimi, 2018). According to Yadav and Agarwal (2016), a learning organisation has the following five components: systems thinking, personal mastery, mental models, building shared vision, and team learning. This implies that for a TVET college to function effectively, it would need to display competence in those five components. Yadav and Agarwal, subsequently, designed a learning organisation model which colleges could utilise to align themselves with the ideals of learning organisation theory.

Ordonez and Serrat (2017) posit that learning organisations promote communities of practice. They support the use of the latest information technology, and they support workers' learning and development needs. Learning organisations strive to create a learning environment not restrictive or constrained but rather open to ideation and knowledge sharing. Such organisations consider the impact of social norms, beliefs and values on cognition and behaviour. There is insufficient evidence and not enough research around the subject that would support the idea that TVET colleges in South Africa are learning organisations. Papier (2021) observed that TVET colleges did not provide a conducive learning and development environment. In this study, the researcher uses the learning organisation theory to compare the present circumstances of TVET institutions to the principles or prescripts of a learning organisation.

Loeng (2020) stated that the self-directed learner is foundational to the establishment of a learning organisation; determination and environmental factors (social context) can either support or inhibit learning. Loeng further stated that earlier proponents of self-directedness often ignored environmental factors and only acknowledged the individual as the only facilitator and agent of their own learning and development. For TVET lecturers to be self-directed, they would need adequate levels of emotional intelligence

as well as support from college leadership and colleagues. Lecturers' self-determination has as of yet, not been established but instead research indicates that lecturers are struggling (Meiring, 2019).

2.3 GLOBAL PERSPECTIVES ON PROFESSIONAL OCCUPATIONAL COMPETENCES

According to Orazbayeva (2016), the global priority task of education stakeholders is continuing education, professionalisation, and preparation for postmodern education systems. Kang et al. (2019) reported that China aimed to establish 100 new TVET lecturer training institutions, to introduce the requirement for all lecturers to attend workplace practicums for one month per year and to undertake compulsory continuing professional development courses every five years. In South Korea, TVET colleges were found to be centres of excellence due to their relevant curricula, effective leadership, effective college and industry linkage as well as their competent lecturers (Joo, 2018).

Germany runs a dual TVET system, heavily supported by industry and government. TVET lecturers in Germany undergo rigorous initial and continuing training and development, which therefore contributes to the country's TVET colleges producing commendable results (Paryono et al., 2017). However, TVET lecturers from most developing countries enter the classroom with either academic or teaching qualifications only or with skills only, with some needing reskilling and upskilling (Sephokgole & Sylvia, 2021). In Sri Lanka TVET colleges face major problems such as low tertiary enrolment, lower social acceptance, insufficient opportunities for training, and poor industry linkages (UNESCO-UNEVOC, 2018). In Pakistan, the TVET sector was found to have low social acceptance and it was found to be held at low esteem (Khan et al., 2020). Ethiopia's TVET system was found to be in dire need of attention and intervention due to its many challenges (UNESCO-UNEVOC, 2020). The International Institute for Educational Planning-UNESCO [IIEP-UNESCO] (2020), in their study based on seven African countries, found that inadequate infrastructure and equipment, lack of

adequate training for lecturers, lack of private sector involvement, and centralised management negatively affected the realization of mandates and strategic imperatives.

In Kenya, TVET lecturers were found to be lacking in vocational pedagogy and practical skills due to the lack of adequate policies and lack of continuing professional development (Njenga, 2018). In Malaysia, it was found that for TVET colleges to thrive, they would have to overcome challenges such as poor societal perception, scarce resources, infrastructural problems, and challenges with the initial and continuing education and skilling of lecturers (Afeti et al., 2016). According to Afeti et al., the current state of lecturer development is not producing lecturers who are competent. Systemic reforms in the TVET sector are taking place, although not matching with the demand from industry (Eicker et al., 2017).

Jacobs (2016) identified vocational identity and organisational commitment as key components of TVET worker occupational competence. Identity, community, and belonging are essential characteristics of social learning according to Wenger's social theory of learning (Wenger, 2013). DHET (2013) in the policy on the professional qualifications for lecturers in Technical Vocational Education and Training stated that for TVET colleges to achieve professionalisation, they would need to develop plans and policies around the support of the professionalisation of lecturers. DHET stated that there needed to be a focus on a range of competence domains including the technical, methodological, personal, social, and emotional competences, to increase professionalism in the sector. There remains a significant competence crisis in the TVET sector across the globe, exacerbated by socio-political and economic factors (Mulder, 2017).

Prasetio et al. (2017), in their research on professional competency and its impact on student performance in Indonesia, found that professional competency alone does not have a significant relation with students' academic performance. They argue that lecturer professional competence along with other factors such as learning environment

and student work ethics and motivation combined produce meaningful student performance.

Makgato (2021) stated that there were three main obstacles against the professional development and professionalisation of vocational educators. These being the low status of vocational education, the dual professionalism of TVET lecturers, and the challenge of increasing the status of the teaching profession. Makgato specifically highlighted the value of continuing professional development and training of TVET lecturers; alluding to the idea that inadequately trained lecturers compromised the quality of vocational education, further damaging the image of the sector. A key finding from Makgato's work, that is useful for this study, is that of the entwined nature of the quality of TVET lecturers and their institutional output.

2.3.1 Continuing professional development of TVET lecturers

The professional development of TVET lecturers, across the globe, still remains elementary. In some third-world countries, TVET colleges lack infrastructure, and the effective development, monitoring and evaluation of policies and programmes (Nopiah & Sattar, 2018).

According to Chetram (2017), continuing professional development is a vital part of TVET lecturer upskilling and reskilling because often lecturers' understanding and abilities decline, creating a need for training and development. Due to the absence of a dynamic strategy of forecasting needs, lecturers are marginalised from meaningful training experiences (Zinn et al., 2019). There is a disparity between the professional development of lecturers in poor and developing countries and that of those who are in advanced and developed countries.

2.4 PROFESSIONAL DEVELOPMENT IN TVET COLLEGES ACROSS SOUTH AFRICA

TVET lecturers in South Africa are receiving insufficient training and development even though they manifest critical competence gaps (Van Der Bijl & Oosthuizen, 2019). Matshaya (2016) postulates that a lecturer's training is incomplete when their initial education and training ends and further training and retraining will be necessary to ensure that the lecturer remains on the cutting edge. Van Der Bijl and Oosthuizen found deficiencies in qualifications and experiences of lecturers at TVET colleges. They found that although a significant number of lecturers had academic qualifications, distinct deficiencies in the areas of workplace competencies, experience and practice were present. The deficiency of professional competences of TVET lecturers has been cited as being a fundamental problem which would not be remedied only by professional development workshops but would need a restructuring of policy and practice to be rectified (Kanyane, 2016). The Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training, highlights three competencies found to be lacking among lecturers: pedagogy, didactics, and workplace experience.

2.4.1 Policy on professional qualifications for TVET lecturers in South Africa

The Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training defines a minimum set of competencies that lecturers in South Africa ought to abide by (DHET, 2013). This policy addresses the dire need for a more customised and structured approach to TVET lecturer training. Through this policy, institutions of higher learning such as universities are encouraged to prepare TVET lecturer-training programmes that will directly address the problem of lecturer competence deficiencies, thus capacitating them on effective execution of their duties as knowledge workers in the classroom. This policy lists basic competencies, which are to be the benchmark for lecturers in training and current lecturers in the sector. The list

below contains professional occupational competences that are deficient in the TVET lecturer workforce according to the DHET.

2.4.1.1 Basic competences for professionally qualified TVET lecturers

The following is the minimum set of competences required of newly qualified lecturers (DHET, 2013, p. 40):

1. A sound knowledge base in terms of their own subject specialisation. The lecturers must know how to teach the subject, how to select, sequence, and pace content in accordance with both subject and learner needs and how to integrate teaching of knowledge, practice, and affective attributes.
2. A sound understanding of the TVET context in South Africa, including the policy environment and contextual realities. Lecturers must be able to adjust their practice to consider this.
3. Knowledge of learners, including understanding their diversity in terms of socio-economic background, age, culture, life and work experience, learning styles and aspirations, and special education needs, and they must use this knowledge to adjust teaching and learning approaches to accommodate learner diversity.
4. Advanced speaking, reading, and writing skills in order to be able to communicate effectively in the language of learning and teaching.
5. Effective management of teaching and learning environments to enhance learning.
6. Ability to assess learners in varied and reliable ways and to use the results of assessment both to improve learners' learning through a variety of types of feedback and to improve their own practice.
7. Information and Communication Technology (ICT) literacy. This means lecturers should be personally competent users of ICTs and be able to integrate ICTs in an effective manner in teaching and learning.
8. Knowledge about the demands made on their learners in the workplace and ability to use the subject they are teaching to help equip their learners to meet these demands.

Knowledge about the demands made on their learners in the workplace and an ability to use the subject they are teaching to help equip their learners to meet these demands.

9. A positive work ethic, display of appropriate values, and conduct that enhances and develops the vocational teaching profession.

10. Ability to reflect critically, in theoretically informed ways and in conjunction with a professional community of colleagues, on one's own practice, in order to constantly improve it and adapt it to evolving circumstances.

TVET lecturers have a need for academic, professional, and motivational preparedness; the current programmes, strategies, schedules, and interventions are not meeting employee training and development needs (Rudman & Meiring, 2018). It is an indication that lecturer training systems and programmes are underdeveloped and misaligned to lecturers' immediate and most pressing needs. Training is random and disconnected to the organisational strategy thus not making competence development, among other needs, a strategic need or priority. This disconnection often causes lecturers to be unmotivated, resentful and unwilling to attend training (Boka et al., 2016; Chetram, 2017). There is a need to research and document lecturers' perspectives of their professional occupational competence; to inform policy and restructuring efforts.

The South African Council of Educators [SACE] (2019) has compiled a continuing professional development programme for TVET college lecturers, to ensure that lecturers receive not only initial preparation, but also continuing professional development and support to enable them to reflect on and adapt their practices. Progress needs to be made in the rolling out of the prescripts of the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training in South Africa, which was promulgated in June 2013. Part of the challenge of managing TVET colleges is the issue of policy incoherence and complications in implementation (ETDP-SETA, 2018). According to Boka et al. (2016), policy reform challenges are contributing to the capacity weaknesses that exist in the TVET college lecturer workforce. Naiker (2017) found that there were positive effects of lecturer pedagogical content knowledge and eagerness to teach on instructional quality, which

consequently impacted on learner results. Furthermore, research has shown that authentic, empowered, and motivated lecturers, who have defined values, tend to have well-adjusted employee engagement and work commitment ethics which have a positive effect on TVET lecturer job satisfaction (Badubi, 2017; Mmako, 2016).

There are non-subject matter barriers that TVET lecturers' experience in becoming competent and motivated educators. According to Boka et al. (2016), TVET lecturers experience poor working conditions, challenging schedules and sociological contexts of learners and limited funds; these factors together constrain lecturer capacity and competence. Boka et al. point out that college functionality is dependent not only upon lecturers' technical skills, but also on their professional occupational competences, which manifest through their zeal to perform and their performance culture. The solidification of competences such as motivation, positive attitude, self-awareness, empathy, social skills, and self-regulation will add value to the work culture, organisational efficiency, functionality, and performance of the college.

2.4.2 Professional occupational competences of TVET lecturers

Professional occupational competence comprises of vocational knowledge, motivational orientation, self-regulation, and values and beliefs (Zinn et al., 2019). These elements and their role in TVET lecturer professionalisation are discussed in the section below. These concepts and their role in TVET lecturer professionalisation are discussed in the subsections below.

2.4.2.1 TVET lecturers' vocational knowledge

There is often times a misalignment between policy, intentions of policymakers, and the realities in the classroom, that leads to challenges in lecturers performing their work effectively (Papier, 2021). Research by Zinn et al. (2019) supports the notion that TVET lecturers have a very low vocational knowledge. According to Boka et al. (2016, p. 50), "TVET lecturers have a poor understanding of workplace environments and

requirements, and they also show a lack of the knowledge (and practice) of pedagogy appropriate to vocational education”. TVET lecturers ought to be able to apply higher order thinking in their curriculum delivery and they ought to critically interpret and understand the psycho-social needs of their students, the demands of their work environment as well as the debilitating sociological issues experienced by students.

Rudman and Meiring (2018) raise an even more intriguing perspective for the successful delivery of teaching and learning in the classroom. They support the incorporation of ubuntu, attentive listening, mutual respect, freedom, and curiosity to both lecturer development and classroom practice. They argue that TVET lecturers should develop and possess humanizing pedagogy. This is the ability to deliver teaching and learning critically and reflexively to address concerns, struggles, and dreams of the students.

According to Zinn et al. (2019), vocational knowledge can be subdivided into four categories, namely: content knowledge, pedagogical content knowledge, psychological pedagogical knowledge and counselling knowledge.

a) Content knowledge

Content knowledge describes a teacher’s understanding of the structures and concepts of his or her learning area. Hartati et al., (2019) found that content knowledge and general pedagogical knowledge both have an 88.4% influence on pedagogical content knowledge. Content knowledge is mentioned by Van Der Bijl and Oosthuizen (2019) as being part of the three most critical domains found in expert TVET lecturers; the other two being, pedagogy and workplace experience. Wuttke and Seifried (2017), however, highlighted the idea that content knowledge, in and of itself, does not lead to professional teacher performance and that there would be a need to train lecturers on subject specific domain of knowledge as well as pedagogy. A study by Makgato (2021) found that content that was being taught in TVET colleges was irrelevant and that it was

not responsive to industry needs and that there needed to be a review of curriculum being taught in colleges.

Hartati et al. (2019) posit that although content knowledge is important, it does not suffice in creating and maximising moments of teaching and learning. Hartati et al. maintain that pedagogical knowledge and content knowledge among other forms of knowledge, significantly affect teaching quality and student achievement and progress. According to Naicker and Makgato (2017), TVET lecturers have the difficult task of having to translate industry skills and competences into content that will be suitable for teaching and learning and with very little contact with industry, the lecturers struggle to fulfil this task. Naicker and Makgato stress that there remains a pressing need for TVET lecturers to be reskilled, retrained, and upskilled so as to catch up to current industry standards and knowledge.

b) Pedagogical content knowledge

Pedagogical content knowledge includes knowledge on the best methods of presenting information to make it comprehensible to learners; it also includes knowledge on learners' subject-specific issues. Hartati et al. (2019) cite pedagogical content knowledge as an amalgamation of pedagogical knowledge and content knowledge; that knowledge which inculcates all other knowledge bases. Pedagogical content knowledge therefore is the distinction between the novice and the expert teacher.

Naiker (2017) stated that current TVET lecturers lacked pedagogical content knowledge and that this had a negative impact on curriculum delivery and implementation. A study by Pompea and Walker (2017) reported that although content knowledge had fundamental value in teaching and learning, it was pedagogical content knowledge that significantly improved on curriculum development and instructional quality. According to Pompea and Walker, the integration of pedagogical content knowledge into teacher training would highlight and encourage contact with other teachers, the sharing of experiences and practices from teacher-trainer to student-teacher as well as between

participating student-teachers. Zinchenko et al. (2020), in their study on the psychological and pedagogical bases for determining the future of vocational education, highlighted the need and beneficial effects to prioritising the integration of these two forms of teacher knowledge into vocational education. The use and integration of pedagogical psychological knowledge and pedagogical content knowledge would allow lecturers to draw on broader chunks of their knowledge for teaching and learning.

c) Psychological pedagogical knowledge

Psychological pedagogical competence is demonstrated by a lecturer's ability to provide to learners attributes such as an empowering social environment, knowledge of teaching methods, diversity management (student heterogeneity), classroom assessment, and effective classroom management (Lohse-Bossenz et al., 2020). The provision of these attributes by teachers, has been shown to correlate with students' academic efficiency (König & Pflanzl, 2016). It is Shulman (1986) who first identified psychological pedagogical knowledge as a missing paradigm in teacher competence development. This came about, after the realisation that content and pedagogy required to be complimented by the educator's ability to offer domain general knowledge and expertise as well as a unique professional connection and understanding with learners.

d) Counselling knowledge

Counselling knowledge is demonstrated by a lecturer's ability to provide attributes such as situational awareness, empathy, affection, mentorship, psycho-social support, guidance, and coaching to effect cognitive and behavioural change in students (Moses & Anyi, 2015). Clustered with other tasks that lecturers have to perform effectively is the duty to counsel students, colleagues as well as adult learners (Goleman et al., 2019). The Policy on Professional Qualifications for Lecturers in Technical Vocational Education and Training highlights the need for TVET lecturers to be offered counselling training, along with other forms of vocational knowledge training (DHET, 2013). Such skills would enable them to help their learners who attend college on the backdrop of

psychosocial challenges. Dahri et al. (2018) found that TVET lecturers who possessed empathy managed to connect or bond with their students better than those that lacked empathetic traits. This, therefore, makes it critical for lecturer training programmes to inculcate counselling and guidance skills training.

Vocational knowledge on its own does not produce a competent lecturer. There is also a need to ensure that lecturers have a suitable motivational orientation to ensure they perform their work efficiently and effectively.

2.4.2.2 TVET lecturers' motivational orientation

Conte and Landy (2017) define motivation as the choice that individuals make to perform or persist in a task. This choice can either be internally driven or externally driven. According to Badubi (2017), motivation can be explored from three dimensions or perspectives:

1. An individual's needs. Maslow's hierarchy of needs contextualises this perspective. Maslow's theory states that individuals are motivated to pursue higher order needs when their lower order needs are satisfied.
2. An individual's expectations. Vroom's expectancy theory states that task execution is based on an individual's motivation and their expected outcomes, and that increasing motivation positively impacts on performance.
3. An individual's openness to mutual influence. Herzberg's two-factor theory of motivation contextualises this perspective. This theory highlights the need to redesign jobs to increase motivation with an emphasis on motivator or content factors. It also highlights the manipulation of hygiene or context factors to eliminate dissatisfaction.

Motivational orientation appears to be a key component to remaining effective and focused during training and development initiatives as well as in future achievements for educators (Lao et al., 2016). Research by Bandura (1991) showed that setting high goals increased effortful performance by nearly 40%, whilst setting low goals increased

the performance by approximately 25%; highlighting the importance of TVET lecturers staying highly motivated for them to achieve the goals they have set around their work.

Motivation involves the choice to manage personal effort, as well as the choice to persist regardless of obstacles. TVET college management needs to identify what motivates lecturers and must put effort in meeting the competency needs of their lecturers to encourage vocational excellence and high performance in the sector. Failure to grow worker enthusiasm (motivation) has been found to cause work disengagement, job dissatisfaction, low productivity and performance, depression, presenteeism, absenteeism and high lecturer turnover (Badubi, 2017). Research by Nowell (2017) shows that elevated levels of motivation are positively correlated with higher levels of mental health, performance, and well-being. Nowell highlights the idea of not only focusing on intrinsic/extrinsic and external/internal motivation orientations but to also investigate dimensions of being amotivated and/or conflicted in one's orientation.

For TVET lecturers to succeed, their understanding, mastery and application of adaptive motivational orientations would have to be prioritised and fast-tracked. In a study on lecturers' perceptions of leadership traits which promote motivation, Nzembe (2017) found that in the South African TVET sector, traits such as accountability, responsibility, empathy, decisiveness, assertiveness, charisma, pro-activeness, motivation, and communication would be a prerequisite for effective leadership, management, and performance. Bento et al. (2020) found that organisational silos posed a threat to effective communication, work engagement, internal cooperation, and organisational goal execution.

Motivational orientation of TVET lecturers can be extrinsic or intrinsic in orientation. These orientations are discussed below.

a) The role of intrinsic motivation in lecturer performance

Bandura (1991) stated that with the increase of self-influence factors comes an increase in effort and performance. He reasserts the utterances of researchers who in their findings posit that challenging personal goals add to one's motivation and performance expectations and that the combination of goals with performance feedback significantly heightens motivation (effortful performance).

Since motivation can be internally or externally focused, it is important for college leadership to provide opportunities that will appeal to TVET lecturers with different motivational orientations (Nzembe, 2017). Many of the high-impact practices commonly offered to lecturers, such as personal development training or free online courses may appeal to internally motivated lecturers, whilst work integrated learning programmes may appeal to externally motivated lecturers. Research in the area of motivation and psychological wellbeing asserts that internally motivated individuals present higher levels of task engagement, perseverance, and happiness than externally motivated individuals (Frey, 2018). Lecturers who possess an internal orientation are unlikely to be motivated by a pedagogy filled with extrinsic rewards and those with an extrinsic orientation are unlikely to succeed in an environment offering sporadic feedback (Nowell, 2017). Nokelainen et al. (2017) posits that intrinsic motivation along with self-efficacy, the development of responsibility and the improvement of learning outcomes are strengthened by improvements in self-regulation and perceptions of personal control. Jeremiah (2018) found that extrinsic and intrinsic rewards significantly predicted the job satisfaction and morale of TVET lecturers.

TVET lecturers have a very demanding work schedule, which sees them split their attention, resources, and energy into many activities. Lecturers have very few motivating factors that enhance their work, making it difficult for them to have occupational commitment and resilience (Buthelezi, 2018). Different lecturers are often

motivated by differing factors. This often manifests in the quality of their output and their attitude towards their work (Jeremiah, 2018).

b) The role of extrinsic motivation in lecturer performance

According to Badubi (2017), external factors such as promotion at work, job security, and salary increment have been shown to give meaning to employee motivation and should therefore be investigated by management. Issues of being self-driven and involved need to be investigated by the employees themselves. If lecturers could realise a meaningful value proposition of their labour, then they would perform better. Badubi further states that should lecturer motivational orientation not be prioritised, then lecturers and TVET colleges stand to experience operational risks, personnel risk, reputational risk, environmental risk, health risks, and financial risk due to demotivation.

According to the DHET (2018b), lecturers with an internal locus of control are able to maintain high levels of self-motivation, whereas those with an external locus of control need motivation from external sources. Tian et al. (2021) found that worker performance is affected significantly by workers' ability to harness and use prosocial motivation; workers who see the impact that their labour does to impact society tend to be more enthusiastic and more productive. College management must research and understand the motivational orientation of their individual lecturers to curb lecturer pessimism and dissatisfaction. Management is a key influencer of employee motivation to participate or engage with work as well as motivation or desire to learn. It is important that management truthfully communicate the value proposition and benefits as well as expectations that any learning opportunity will bring to individuals in their organisation.

According to Jeremiah (2018), extrinsic incentives provided to lecturers have a significant positive influence on perception and motivation to engage in professional development activities. Other than financial rewards, an effective work environment is an important motivating factor which provides a context that inhibits or generates motivation to learn (Nägele & Stalder, 2017). The work environment has been found to

be strongly related to lecturer job effectiveness and retention, as the environment provides a context for lecturers to experience a higher morale and quality of work life or the opposite (Boka et al., 2016). When the work environment encourages independent work and autonomy, then it enables self-determination.

c) TVET lecturer self-determination

The self-determination theory suggests that for an individual to be motivated, they would need to be autonomous, having a sense of relatedness and possessing competence (Ryan & Deci, 2017). Self-determination theory supports the idea that for any organisation to experience enhanced performance, persistence, and creativity, workers need to experience autonomy, competence, and relatedness which fosters volition, motivation, and engagement.

Leaders at TVET institutions will need to bolster efforts to create and foster a culture of transparency, flexibility, adaptability, learning, teamwork, and empowerment so as to heighten willingness, motivation, and engagement in their staff (Nowell, 2017). This theory implies that individual worker differences such as goals and aspirations often provide the drive that influences workplace behaviour and experience. It further implies that in the absence of autonomy, competence, and relatedness, then performance, resilience, and creativity will be stifled (Ryan & Deci, 2017).

Vocational knowledge and motivational orientation complemented by self-regulation also add on to a lecturer's sense of professionalism. The concept of self-regulation is discussed at length below.

2.4.2.3 TVET lecturer self-regulation

The self-regulation construct manifests in one's ability to recognise, manage, understand, control, and express emotions and behaviour, non-destructively and effectively, as well as, possessing empathy and relational intelligence (Inzlicht et al.,

2021). Korucu et al. (2017) stated that self-regulation involves the effective management of personal and environmental change through self-motivation and the display of positive affect and behaviour. According to Korucu et al., self-regulation has been found to be crucial in the demonstration of constructive behaviour, the controlling of undesirable social behaviour and in competency development.

Nokelainen et al. (2017) found self-regulatory abilities to be related to successful performance. Vocational excellence is linked to self-regulatory actions. Their findings suggest that self-regulatory skills ought to be taught in addition to other vocation specific skills in lecturer competence-based vocational and professional education.

Rudman and Meiring (2018) found that TVET lecturers displayed low levels of motivation and self-discipline and that the lack of a positive and supportive environment, the apathetic social circles, and the lack of strong institutional core values and beliefs were responsible for the low levels of self-regulatedness in TVET colleges. TVET lecturer training programmes need to be designed carefully and intentionally to ensure that they foster self-directed learning and a learning culture and philosophy that positively affects the personal and cognitive development of the candidate lecturers.

a) Self-regulation as learnt behaviour

According to Panadero (2017, p. 1), "Self-regulated learning (SRL) is a core conceptual framework to understand the cognitive, motivational, and emotional aspects of learning". Trainers of lecturer candidates will have to be equipped to teach candidate TVET lecturers on how to perform self-introspection for the betterment of their teaching practices. Nokelainen et al. (2017) found that self-regulative abilities enable professionals to be effective lifelong learners and he argues that self-regulation plays a significant role in the development of competence, as it is vital to the acquisition of competencies, knowledge, skills, and views.

Possessing self-regulatory skills could heighten one's ability to understand others' thoughts and actions. Individuals with high self-regulation manifest high relational and emotional intelligence, adaptability, innovation, conscientiousness, integrity, environmental mastery, self-mastery, self-efficacy, and self-awareness (Gagnon et al., 2016). The five dimensions of emotional intelligence, namely; self-awareness, self-regulation of affect, motivation, empathy, and social skills are all paramount to career success, professional occupational competence and effectiveness beyond skills and rational intelligence (Urquijo et al., 2019).

TVET lecturers must, at will, be able to control their immediate environments and resources (time and space) to be able to effectively manage their classrooms and accomplish their goals. Nokelainen et al. (2017) suggests that workspaces such as TVET colleges should be designed such that they are able to offer possibilities for choice, challenge, collaboration, meaning making, and receiving constructive feedback and rewards in return. TVET colleges should offer the following environments.

- Learning and growing environments

When individuals are in a learning organisation they have been found to thrive, perform, collaborate, and learn better. They share knowledge, expertise, and experiences more willingly than in a constrained environment.

- Psychological safety

A psychologically safe environment is one that does not lend itself to criticism and judgement. People are able to express themselves and be understood (Turner & Harder, 2018).

- Reflexive and progressive environment

Individuals in such environments can practice the latest insights in terms of how to get the work done. They are enabled to think back and implement changes and improvements.

Self-regulating individuals are most likely to be engaged in their work life as they spend more time reflecting on the meaning and quality of their work and how their input can affect the overall results of their organisation (Castellano et al., 2019). Effective self-management skills may help TVET lecturers to optimally perform tasks and maintain a sense of direction in their work (Gagnon et al., 2016).

Job and personal resources such as self-regulation have been found to have an impact on workplace stress, performance, and wellbeing (Gauche et al., 2017). The changes and performance expectations within the post-school education sector worldwide are not without consequences. Lecturers are trying to meet the demands of their profession under very challenging circumstances, leaving some lecturers struggling to cope and thus failing to deliver on their mandate and this is visible in the poor performance of students across the TVET sector.

Some TVET lecturers have low self-regulating capacity and low self-care skills, making it difficult for them to manage their thoughts, feelings and actions to attain goals and environmental mastery (Gagnon et al., 2016). Effective self-regulation skills were found to be predictors of high emotional intelligence as well as positive physical and psychological wellbeing and performance achievement (Nopiah & Sattar, 2018). Castellano et al. (2019) suggested that proactively regulating emotions and corresponding actions allows individuals to shield themselves from stress and realise their envisioned wellbeing goals. Teaching places psycho-social and emotional demands on lecturers, creating a need to regulate their work engagement and to develop methods of coping with the demands of their work environments. High engagement and a lack of stress management skills pose a risk for one's well-being and performance. TVET lecturers must develop self-regulatory competencies to improve their performance and maintain their occupational commitment and to curb negative motivational and affective outcomes (Ismail et al., 2020).

Lecturers that have a high regard for their work are expected to be self-directed and to prioritise learning and development and take charge of their career development and

personal development which will increase their competence thus helping them perform better and deliver on their mandate at work. If lecturers have a deficiency of self-regulation and emotional intelligence, then it affects their sense of self and has a cascading effect to teaching and learning in the classroom; a healthy self-image is not established and is overcome by an unhealthy self-image which negatively affects the environment or world of work (Ismail et al., 2020) .

b) Self-regulation failure

Self-regulation failure involves the lack of skills and motivation for planning, leading, organizing, and controlling instructional activities and resources, personal motivation, and metacognitive skills to enable the competent use of individual knowledge and approaches (Molden et al., 2016). Molten et al. suggest that the inability to set goals and standards, monitor and operationalise those goals explains self-regulatory failure. From Zimmerman's self-regulation model, which describes dimensions of self-regulation, one can deduce that deficits in self-regulatory beliefs, skills, and behaviour could be as a result of a lack of forethought, no self-control, and low self-reflection which result from distress and stress (Wentzel et al., 2019). Research by Jonker (2016) found that TVET lecturers in South Africa manifested high levels of dysregulation due to distress and workplace stress.

According to Cosnefroy et al. (2018), any form of self-regulatory failure in individuals manifests in procrastination, inappropriate goal-setting, negative thoughts, pessimism, and lack of positive affect. This understanding highlights the importance of focusing training and development on the matter of strengthening self-regulation abilities in TVET lecturers. Not doing so exposes lecturers to unnecessary hindrances in their teaching and learning journey.

c) Self-efficacy

Self-efficacy is a self-regulatory mechanism used to improve performance behaviours; it speaks to individual fulfilment of potential, self-evaluation and intrinsic motivation to be in control (American Psychological Association, 2022). Lecturer self-efficacy, therefore, would refer to a lecturers' ability to positively affect their environment as well as student performance, through attitude and behaviour monitoring and adjustment, effective and innovative teaching behaviour, constant introspection, and internal motivation and self-drive. According to Meiring (2019), low lecturer self-efficacy increases stress and decreases professional self-esteem. Wentzel et al. (2019) stated that self-efficacy affects learning, motivation, achievement, and self-regulation.

According to Runhaar (2017), TVET lecturers with a strong sense of self-efficacy see learning a difficult task as a challenge to be mastered and overcome. They thus set challenging goals and remain committed to accomplishing them. They are resilient in the face of failure and speedily recover after setbacks. Lecturers with low self-efficacy, on the other hand, would be pessimistic, paving the way for anxious and self-defeating thoughts, seeing few options on how to solve problems. Self-efficacy has the potential to direct individuals to a self-fulfilling prophecy in which what people believe is exactly what they work towards manifesting (Wentzel et al., 2019).

Meiring (2019), found a link between the self-efficacy of TVET lecturers and lecturer retention, motivation, job satisfaction, positive relation, and stress and burnout. Barni et al. (2019) found that educator efficacy impacts on academic outcomes. This highlights the value that would be added to lecturer candidates if lecturer development programmes would include training on self-efficacy.

2.4.2.4 The role of TVET lecturers' values and beliefs on their work and person

Personal values and beliefs, organisational values and behaviour drive culture; culture drives employee fulfilment; employee fulfilment drives mission assurance; mission assurance drives value (Salilew, 2019). Meiring (2019) found that a hostile and aggressive work culture exists within the TVET sector and that that culture existed as a result of mistrust, neglect of mental health, and lack of training in areas such as emotional intelligence and self-regulation. Liu et al. (2021) reported that self-transcendent values affect the demonstration of prosocial behaviour and also boost mental health. Mmako (2016) asserted that values in TVET colleges lay the foundations for understanding attitudes, perceptions, work engagement, and meaning making.

Conte and Landy (2017) stated that values and beliefs have a profound effect on work-related attitudes and behaviour in the following ways:

- They direct workers' stance on work-related matters.
- They guide their self-image and ethical choices.
- They guide the judgements workers make about their superiors and colleagues.

The durability and/or variableness of lecturer attitudes depends on their underlying values and beliefs, socialisation in the workplace, employee experiences, personal development and learning as well as socio-cultural and educational influences (Ren & Caudle, 2016). This, therefore, means that if TVET lecturers are to express positive work ethics and attitude they ought to be taught and be surrounded by optimism. It is imperative therefore that lecturer work-based values align with those of the organisational values, as values are central and foundational to the culture, mission, vision, and strategy of the college. Shared values or value alignment will ensure that organisational objectives and goals are accomplished.

a) The meaning of work for TVET lecturers

The meaning of work tends to change as societies change and people's value systems change, it is therefore important to ensure that one keeps up with changes transpiring in the TVET sector to fully understand and contextualise the meaning of work for lecturers. Job satisfaction is affected by an individual's feelings and subjective views about the meaning of their work. Omar et al. (2018) suggested that to achieve job satisfaction, the workplace ought to have mentally challenging work, equitable rewards, and working conditions that are conducive to doing one's job well.

According to Kang et al. (2017) transcendent values are the more important of workplace values.

b) TVET lecturers as agents of attitude and value change

According to Kanyane (2016), there is a need for TVET lecturers to change their attitude and values in order for them to effectively implement the curriculum; this would involve prior preparation and engagement.

Beliefs and values guide the self-image we show to others, and they help us to decide what appropriate or inappropriate behaviour is. TVET lecturers are struggling with their professional identity; unsure whether to label themselves as vocational teachers, lecturers, technicians, or trainers. This identity crisis is fuelling anxiety and low self-image which makes it difficult for them to focus on and pursue training and development (South African Qualifications Authority, 2016). The lack of enthusiasm and motivation for training has been positively linked with lecturer apathy, complacency, and helplessness which adds to college student under-preparedness and low self-directedness (Nzembe, 2017; Sandholtz & Ringstaff, 2016). Furthermore, Day (2017) stated that there was a trust deficit between TVET lecturers and management and that this trust deficit added to lack of cooperation and rapport between the two parties.

Fischer and Hänze (2020) showed that the value of teaching affects observed structuring, active student participation and affinity. In the context of the TVET college, lecturers' differing value and belief systems will therefore have differing effects on teaching and learning in the classroom leading to different results being achieved by lecturers. From this information, it is apparent that a lecturer's beliefs support or hinder pedagogy and tacit knowledge acquisition. In an environment as challenging as the TVET college environment, management should prioritise as well as acknowledge the influence of lecturers' values and beliefs and the impact that a deficiency and misalignment in this area could have on teaching and learning and lecturer performance.

c) Self-efficacy beliefs

Self-efficacy is defined as one's ability for learning and performing actions at designated levels. If TVET lecturers do not believe that they are capable and empowered to execute their duties, this will negatively affect their occupational engagement, performance, and psychological state (Meiring, 2019). Kidane (2018) found that TVET lecturers' attitude and self-efficacy beliefs were significantly low, and they were negatively affecting lecturer motivation and desire to learn and teach. He found that self-efficacy beliefs and attitudes are key affective/causative factors to lecturers' accomplishment and that their self-efficacy beliefs influence their choice of activity, their overall effort as well as their level of effort maintained in the face of difficulty. He further stated that lecturers' self-efficacy beliefs in their pedagogical effectiveness influences the atmosphere they foster for learning.

A study by Khan et al. (2020) found that a positive relationship existed between TVET lecturer professional development as well as their self-efficacy. They found that lecturer training had a mediating effect between professional development as well as self-efficacy beliefs and motivational beliefs.

d) Motivational beliefs

Id et al. (2019) found that TVET lecturers with a high motivational belief scored lower on procrastination and burnout. Muwonge et al. (2019) found that motivational beliefs contributed to academic performance; mainly through influencing critical thinking and organisational skills. If TVET lecturers can be trained on the values they should internalise and prioritise, then more lecturers will show determination, dedication, commitment, and professionalism in their workplaces; an impeccable work ethic can inform worker behaviour, motivation and intention, the latter being responsible ultimately for workplace efficiency, productivity, and innovation (Paterson et al., 2017).

2.5 CONCLUSION

In conclusion, literature indicates that the journey to the professionalisation of the TVET lecturer is one filled with many constraints (Van Der Bijl & Oosthuizen, 2019). Lecturers are still faced with personal, institutional, and environmental barriers that prevent the lecturer from being fully actualised, self-determined and self-directed (Meiring, 2019). With lecturers languishing, then the idea of communities of practice cannot be realised as well, leaving a gap in the area of social learning (Taylor & Van der Bijl, 2018). Literature shows that lack of professional occupational competences and the lack of management support affects lecturers' self-efficacy, motivation and output, all this then cascades to low learner results (Zinn et al., 2019). The Literature reviewed highlighted the need for pre-service training, continuous professional development as well as the creation of communities of practice and learning organisations that will ensure a sustainable transference of skill and knowledge within the lecturing staff (Taylor & Van der Bijl, 2018).

2.6 CHAPTER SUMMARY

This chapter discussed the theoretical framework that underpins this research. The discussion included the global perspective on professional occupational competences

and the continuing professional development of TVET lecturers. The chapter also discussed the policy on professional qualifications for TVET lecturers in South Africa, and the professional occupational competences of TVET lecturers. This chapter ended with a synthesis of the literature review.

The next chapter (Chapter 3) discusses the research methodology adopted in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

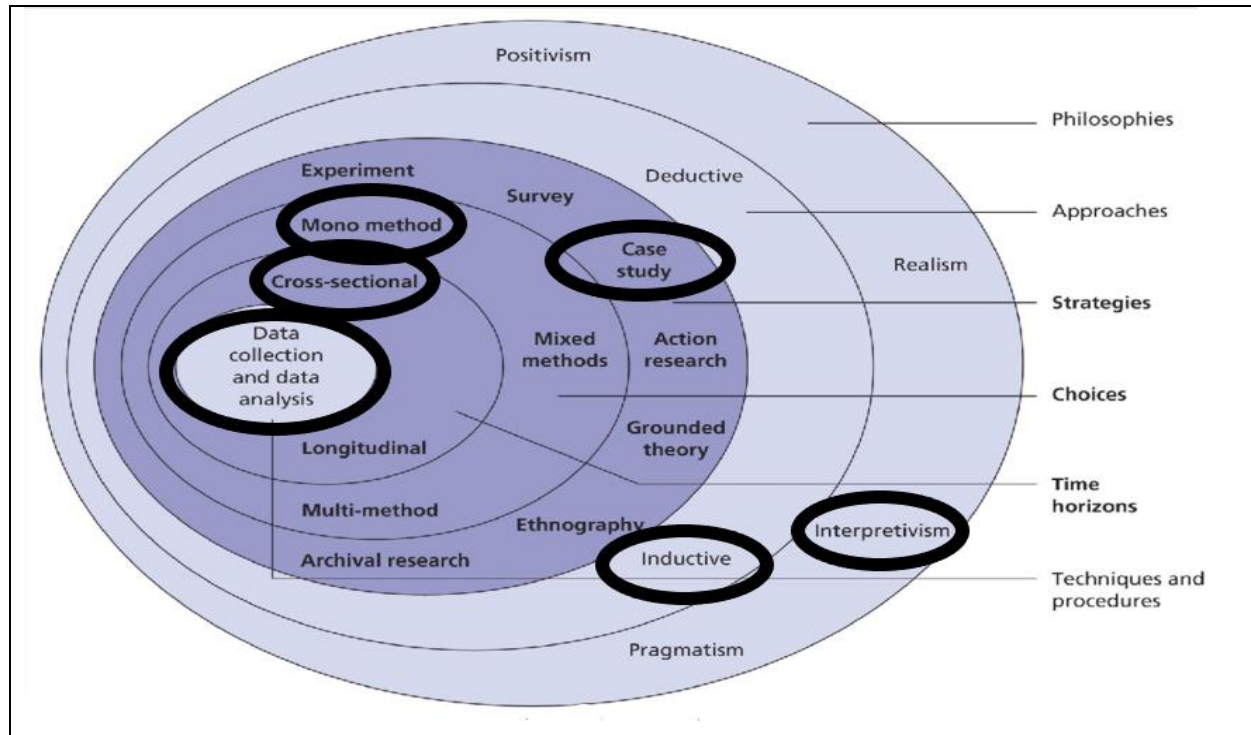
This chapter explains the methodological framework adopted in this study. The chapter discusses the research philosophy, the research approach and the research design that underpin this study. The research methods and the data analysis framework are also discussed. Furthermore, the chapter discusses aspects related to the trustworthiness and the ethical principles that were considered in the conduct of this study. The chapter ends with a summary.

3.2 METHODOLOGICAL FRAMEWORK ADOPTED IN THIS STUDY

Figure 3.1 presents a schematic representation of the methodological choices that the researcher embraced to ensure that this research project was successfully carried out (with specific choices encircled). A detailed account of the methodological decisions made by the researcher, including justification for specific choices, is presented thereafter.

Figure 3.1

The research onion



Note. *The research onion*. From *Research Methods for Business Students* (7th ed.). Pearson. by Saunders, M., Lewis, P., & Thornhill, A., 2016.

3.2.1 Research Philosophy

Research philosophy is the wide-ranging systemic and scientific approach that describes the ontological, epistemological, axiological, and methodological nature of a study (Saunders et al., 2016). “Research philosophy deals with the source, nature and development of knowledge” (Dudovskiy, 2018, p. 33). A research philosophy is essential in any project in that it forms the basis of the methods and strategies that the researcher will adopt in his undertaking of the research study. Research philosophies cover studies in qualitative, quantitative research, and mixed methodology. Research can be based on positivism, critical realism, pragmatism, postmodernism or interpretivism. This study is based on an interpretivist philosophy.

3.2.1.5 Interpretivism

In interpretivism, the researcher is expected to view all people as social beings capable of making judgements about themselves and others and their roles in society (Lutaaya, 2017). A researcher who adopts this philosophy derives meaning through understanding matters by means of the senses, subjective interpretations, views, and experiences of the participants. An interpretivist philosophy views the world as a social construct, subject to the language, meaning, consciousness, interpretations, and experiences of people as they interact with each other (Dudovskiy, 2018). This philosophy is often associated with qualitative research as the researcher focuses on reasoning through and making sense of the subjective and socially constructed meanings and feelings expressed, mainly in words, about a specific phenomenon being studied (Rashid et al., 2019).

This study is grounded on an interpretivist philosophy to enable the researcher to position himself in the natural world and narrative of TVET lecturers. Adopting an interpretivist philosophy enabled the researcher to acquire richly detailed and nuanced descriptions which would allow for the research to be more realistic, understandable, adaptable, and applicable in the natural world (Ngubane, 2016). According to Saunders et al. (2016), interpretivist philosophy adopts an empathetic stance in order to capture and study reality of a particular natural environment as experienced, perceived, or understood by a particular subject. An interpretivist philosophy was effective for this study because it gave expression to the experiences of the TVET lecturers involved; it allowed the researcher to fully capture the rich culture and context, knowledge, language, emotions, expressions, and understanding of the lecturers, thus enabling them to share enough information that enabled the researcher to make scientific meaning from it.

3.2.2 Research approach

The research approach that a researcher chooses to adopt can either be quantitative, qualitative, or mixed methods (Cresswell & Cresswell, 2018). The researcher chose a qualitative research approach.

3.2.2.1 Qualitative research approach

According to Anderson (2018), qualitative research is founded on empiricism and it follows an open approach to enquiry, aims to describe than measure, believes in in-depth understanding of perceptions and feelings than facts. Qualitative research is often inductive and based on the researcher's ability to make meaning of the participants' reality, experiences, relationships, knowledge, and understanding, using a variety of data collection techniques (Cresswell & Cresswell, 2018). Qualitative research is associated with a variety of strategies that each have their own scope and emphasis. Some of the strategies include action research, case studies, ethnography, grounded theory, and narrative research. In qualitative research, the researcher is viewed as an 'instrument' of data collection; an agent who asks the relevant questions, collects and interprets data, and finally records what was observed (Wa-Mbaleka, 2020).

The researcher desired to explore from the lecturers themselves what their perspectives of professional occupational competences were in the TVET sector. Therefore, a qualitative research approach was used as it allowed for participants to have a voice and a form of expression which could be used by the researcher in meaning-making, as well as understanding feelings and circumstances surrounding the phenomenon under enquiry (Anderson, 2018).

3.4 RESEARCH DESIGN

A research design is a set outline, structure, strategy, or plan for a study, used as a guideline for data collection and analysis (Cresswell & Cresswell, 2018). The precision of the researcher in determining the appropriate design from alternatives determines the scientific rigor in their research. Research design expounds the purpose of the study, types of investigations that have to be undertaken, extent of researcher interference, study setting, time horizon, and population to be studied (Akhtar & Islamia, 2016). Research can follow a quantitative research design and/or qualitative research design depending on the research approach adopted.

The current study does not seek to establish causality neither is it particularly interested in collecting numerical data for further analysis and thus does not require to adopt quantitative research designs. This research followed a qualitative research design.

3.4.1 Qualitative research designs

In qualitative research, the researcher has the following types of research designs as options to conduct their research; grounded theory, ethnographic studies, phenomenological studies, narrative enquiry, action research studies, and case study research designs (Dudovskiy, 2018).

Grounded theory research designs derive their interpretations from a set data with the aims of producing new theories (Chun Tie et al., 2019). The researcher, in the case of this study on professional occupational competence, was not in pursuit of deriving a theory, therefore grounded theory design was not fit for this study. The researcher has based this study on existing theories around professional occupational competence and has used these theories to inform the approach towards understanding lecturers' perspectives on the subject.

A phenomenological research design accommodates observed interpretations, responses, insights and attitudes of an individual or a group of individuals in response to a particular set of events (Larsen & Adu, 2021). According to Larsen and Adu, the phenomenologist who uses this research design seeks to understand individual experiences and meanings instead of quantitative details. The researcher was not interested in any event but instead wanted insight on lecturers' perspectives of the concept of professional occupational competence. Thus, a phenomenological research design was not relevant for this research.

An ethnographic research design allows for the researcher to study culture-sharing groups by becoming part of the system, environment, and ecosystem of the observed. Through direct field observation, the researcher seeks to understand and make sense of the world, culture, and context that the participants come from (Tickle, 2017). It is from these observations then that the researcher presents their findings. This form of design was not appropriate for this study as the researcher sought to understand lecturers' perspectives, without needing to be part of the culture and environment of the lecturers.

In narrative enquiry, the researcher collects data in the form of stories and information on events, media and archival documents and he studies them to present an exhaustive and a comprehensive account of historical events and the life experiences of individuals or groups (Berry, 2016). This study sought to understand a particular phenomenon and not scrutinise the life of any person thus this form of design was unsuitable for this study.

Action research designs allow for the participation and collaboration of both the researcher and the client, with the purposes of diagnosing and solving problems in a particular environment and improving particular conditions and practices (Cresswell & Cresswell, 2018). Through action research design the researcher can make enquiries to help solve problems and improve practices and the working environments of individuals.

The researcher in this study mainly desires to understand and not personally change the existing system in the TVET sector, thus action research design was not suitable.

Smith and Gaya (2016) stated that the case study research design makes available tools for researchers to observe, interrogate and engage in a study of complex phenomena within their set of circumstances, while limiting the number of cases being examined or investigated. Smith and Gaya further stated that through a case study research design one could acquire authentic and broad records of personal experiences which can expose research participants' motives and overall cognitive states.

TVET lecturers have deficiencies in their professional occupational competences (Van Der Bijl & Oosthuizen, 2019). This proposition assisted in providing parameters for the use of the case study approach. The researcher used a holistic case study research design as it allowed for an in-depth inquiry into and analysis of the phenomenon of lecturer professional occupational competence deficiencies in the TVET context. Furthermore, it is the best way to describe a phenomenon, a sequence of interpersonal events and the actual setting in which they occur (Dudovskiy, 2018). Yin (2018) identified the case study research design as a more comprehensive tool in studying and curating documents, artefacts, interviews, and observations when contrasted with a historical study. The researcher, in this case, sought to explore and know what lecturers' perspectives are regarding professional occupational competence in their sector; the researcher will not be controlling lecturers' behaviour to acquire this data.

3.5 RESEARCH METHODS

Research methods are the strategies, processes, or techniques applied in the collection of data or evidence for analysis in order to discover meaningful information around a particular phenomenon (Saunders et al., 2016). This research methods subsection includes discussions about the population, sample selection, data collection instruments, the role of the researcher, procedures for data collection as well as data analysis; all which are critical components of research methods.

3.5.1 Population

The targeted population for this study was lecturers in public TVET colleges across Gauteng. This study concentrated on public TVET colleges. Gauteng has 8 public TVET colleges, namely, Tshwane North TVET College, Tshwane South TVET College, Ekurhuleni East TVET College, Ekurhuleni West TVET College, South West Gauteng TVET College, Central Johannesburg TVET College, Western TVET College and Sedibeng TVET College. In 2018, Gauteng TVET colleges employed a total of 2282 PL1 lecturers (DHET, 2018a). The researcher sought to capture the perspectives of 15 Gauteng PL1 lecturers.

3.5.2 Sample selection

Sampling is the procedure of deciding on a sizeable number of the relevant qualities in a sample of a population, so as to allow for the use of the characteristics of the sample to make assertions about research findings (Saunders et al., 2016). A sample is a subsection of a certain population. Sampling involves the defining of a population, the determination of the sample frame, design and size, and the implementation of the sampling process (Taherdoost, 2016). There are two sampling approaches that can be used: probability or non-probability sampling.

3.5.2.1 Probability sampling

In probability sampling, the elements in a population have a chance of being chosen as subjects for a sample; this selection can either be unrestricted (simple random sampling) or restricted (complex probability sampling) (Taherdoost, 2016). Simple random sampling allows for every element in the population to have a known and equal chance of being a selected subject whereas in restricted or complex probability sampling, more information is gained about the specified sample size using complex probability sampling procedures (Creswell & Clark, 2018). The five most used complex

probability sampling types include: systematic sampling, stratified random sampling, cluster sampling, area sampling and double sampling.

Dudovskiy (2018) explained the concepts as follows:

- Systematic sampling involves taking every n th element in a population beginning with any random element between 1 and n .
- Stratified random sampling involves a process of splitting the population into meaningful groups and then randomly selecting subjects from each stratum.
- Cluster sampling entails the gathering into groups of elements, which are natural aggregates of elements in the population.
- Double sampling is appropriate where more information is required from a particular subsection of a known group.

Probability sampling was inappropriate for this study in that the researcher needed qualitative data (words) specific units of analysis and not quantitative data (measurements, numbers, and statistics) from units selected randomly, to fulfil the objectives of this research as well as answer the research question.

3.5.2.2 Non-probability sampling

Non-probability sampling consists of the deliberate selection of research items. In non-probability sampling, the probability of selecting each case from the target population is unknown and it is impossible to make statistical inferences about the characteristics of the population (Taherdoost, 2016). Non-probability sampling designs can be categorised into convenience sampling or purposive sampling.

Convenience sampling involves the collection of information from members of the population who are conveniently available to provide it (Gauche et al., 2017). This specific target group is often able to provide needed information or it conforms to certain criteria deemed as significant for the research (Dudovskiy, 2018).

Purposive sampling is a form of sampling that allows the researcher to use their knowledge or judgement to identify suitable or specific target groups for their study (Matshaya, 2016). Purposive sampling provides a rationale for a researcher's assumptions made regarding organisations and personnel contacted for a study (Dudovskiy, 2018).

The researcher applied purposive sampling to allow for the identification and selection of information-rich cases related to the phenomenon of interest. Gauteng public TVET Level 1 lecturers were found to be suitable cases as they are classroom-based or workshop-based lecturers who engage extensively with students, the college environment, and college management. There are two major types of purposive sampling designs, namely: judgement sampling and quota sampling. Judgement sampling is used when a limited number or category of people have the sought-after information. Quota sampling ensures the adequate representation of a certain subgroup so as to gather the necessary information (Igwenagu, 2016). The information gathered through purposive sampling cannot be generalisable to the entire population.

Since there are a limited number of accessible and active Gauteng public TVET Post Level 1 lecturers to work with, purposive sampling was the only most appropriate method. This form of sampling allowed the researcher to choose a specific homogenous subgroup in which all the sample members are similar (Gauteng public TVET Post Level 1 lecturers), as a suitable sample for the purposes of the study. The researcher mitigated bias by ensuring that information around participation in the study was freely available to participating TVET colleges and campuses. This was to allow all interested parties to contact the researcher to be part of the research if they fit the inclusion criteria.

To implement purposive sampling, the researcher followed a seven step guideline described by Tongco (2007) as explained below:

1. Decide on the research problem.

Research has shown that TVET lecturers have inadequate professional occupational competences thus the researcher sought to understand the subject from Post Level 1 lecturers' perspectives.

2. Determine the type of information needed.

The researcher sought to collect information from Post Level 1 TVET lecturers (key informants) on their perspectives of professional occupational competences.

3. Define the qualities the informant(s) should or should not have.

For this research, the inclusion criteria were as follows:

- Age: 18 years old to 65 years old
- Position: Gauteng TVET Post Level 1 lecturers
- Status of employment: permanent and contract lecturers
- Years of experience: all years of experience were accepted

4. Find your informants based on defined qualities.

The researcher gathered information regarding Gauteng TVET colleges prior to engaging in the fieldwork, this involved asking for assistance from identified stakeholders in the TVET value chain, namely, College Principals, College Managers, Heads of Departments, and lecturers. The key criterion for selection was that the lecturers should be Gauteng Post Level 1 TVET college lecturers.

5. Consider the value of reliability and competency in assessing potential informants.

The researcher followed a pre-planned fieldwork, interview protocol, and schedule to ensure the reliability of the interview process. See Appendix D for the interview guide.

6. Use fitting data gathering techniques.

The researcher conducted semi-structured interviews as they were the most appropriate data gathering technique. Semi-structured interviews would provide participants with the leeway to provide their comprehensive accounts of the topic.

7. In analysing data and interpreting results, remember that purposive sampling is an inherently biased method.

The researcher documented any thoughts including potential bias that could have influenced their interpretation of the research data.

According to Yin (2016), the question of sample size is an ambiguous one in qualitative research, however, the researcher kept the following in mind:

1. Saturation is attainable through sample population cohesiveness, and it is mainly resolved through the comprehensiveness of the results.
2. The aim is to use theoretical sampling to acquire adequate and rich data or information from participants to obtain themes and patterns.
3. Saturation involves eliciting all types or occurrences, prioritising variations over quantity.
4. Qualitative researchers cease data collection when they perceive that they have enough data to build a compelling case for theory.

The researcher interviewed 15 lecturers in total (3 participants from each TVET college selected). Gatekeepers could only offer three lecturers from their colleges citing time constraints, availability of lecturers, and busy work schedules. The researcher deemed the three participants per college as a reasonable and manageable number for participants per college given the budgetary, time as well as the logistical constraints for both the colleges and the researcher. Furthermore, the researcher ceased collecting data when he could establish repeated pattern of themes and information (data redundancy). PL1 lecturers from 5 different colleges were purposefully chosen and interviewed to ensure more personal and lived accounts of the phenomenon of professional occupational competence. Yin (2016) states that participants in a case study design need not be a representative sample but that of more importance should be their varying and information-rich perspectives of a phenomenon.

3.5.3 Data collection instrument

Data sources for qualitative research fall into four categories, namely, documentation, interviews, observations, and audio visual representation (Busetto et al., 2020). For this study, semi-structured interviews were used for data collection as they are highly recommended as a tool for securing interpretations, perspectives, attitudes, and

descriptions of units of analysis (Kallio et al., 2016). Semi-structured interviews consist of closed, open-ended, and flexible questions prepared specifically with the interviewees in mind, with the goal of opening the conversation for the interviewee to provide accounts of their lived experiences and stories surrounding the research topic (Saunders et al., 2016). The researcher, in this study, had predetermined questions and allowed the interview to develop as a guided conversation according to the interests of the lecturers.

According to Castillo-Montoya (2016), for qualitative researchers to effectively secure rich narratives or stories of participants' lived experiences, researchers need to prepare interview protocols. These interview protocols should entail:

1. Ensuring interview questions align with research questions.
2. Constructing an inquiry-based conversation.
3. Receiving feedback on interview protocols.
4. Piloting the interview protocol.

Castillo-Montoya (2016) presented a framework which highlighted the importance of ensuring that the interview questions aligned with the research question and then attaining feedback with regards to the interview protocols. The researcher ensured that rapport and trust was built through professional and friendly communication. This was to ensure that any concern and fears around possible data breaches and privacy were minimised (Lin, 2019). The research questions involved competencies related questions that were developed from the literature reviewed in Chapter 2. The researcher moved from easy to difficult questions strategically and intentionally, while remaining open to asking new questions as they came up, as long as they kept to the theme.

3.5.4 The role of the researcher

For this research, the researcher became the manager of the interviewing process; ensuring that all participants and their superiors were aware of all relevant logistics around the interviews, preparing data collection tools and the data analysis tool. The

researcher in this study, being an internal or practitioner researcher, used their knowledge of the TVET sector to carry out the study. Being an internal researcher required constant reflection as it opened the researcher to possible bias and influence from pre-conceived assumptions. According to Korstjens and Moser (2018), an internal researcher can mitigate bias by journaling, relying on feedback from the supervisor, and also attending training. The researcher had no prior experience in conducting interviews and had to read up on conducting interviews and attend training to gain insights on how to conduct research in a way that would not affect the quality of the interviews and data collected. To ensure that the interviews were organised, interactive, and analogous, the researcher compiled a semi-structured interview schedule. Furthermore, the researcher maintained neutrality by being self-reflexive and contemplative.

3.5.5 Procedures for data collection

The researcher followed a detailed research procedure and data collection process during fieldwork. The researcher requested access and permission from College Principals and/or College Management via email correspondence to conduct research in five Gauteng TVET colleges. The email contained the accepted proposal of the lecturer, the DHET research request letter for TVET colleges, the researcher's acceptance letter to study for this qualification, as well as, a letter of request, which contained all the necessary details regarding the study. Once the permission was granted, in a form of a letter (see Appendix B for the permission letters), then the researcher applied for ethical clearance from the University of South Africa (UNISA).

After UNISA granted ethical clearance to conduct research, the researcher engaged the participating TVET colleges further. The researcher later contacted the persons delegated by the College Principals to help in the communication with the various Campus Managers and consequently the lecturers from each college. The researcher then communicated with the lecturers using the information/channel provided by the college liaison officers. The researcher also availed himself to provide information sessions via web-based communication or telephone, in cases where clarity was being

sought. Interviews were conducted after securing interview dates with the 15 participating Post Level 1 TVET lecturers. The researcher used data saturation as a technique to reach the number of participants (n=15) sufficient for the study. Once the researcher realised that data redundancy had been reached, he then did not need to continue with data collection.

Gaining access into the five TVET colleges in Gauteng proved to be challenging, as anticipated by the researcher. However, after the granting of access and relaxation of controls, online interviews proceeded. Contact with the 15 participants was via telephone to establish their availability for the online interviews. Participants completed and signed consent forms indicating their understanding of the study objective and agreement to participate voluntarily with no expectation of reward. Eungoo and Hwang (2020) caution researchers of the danger of information fabrication as well as the risk of distress that can be motivated by financial incentives.

Online interviews were conducted to comply with COVID-19 disaster regulations. Zoom (communication technology application) was the platform used for conducting and recording these online interview sessions. Transcription and analysis of the recordings was done. The researcher took field notes, which reflected thoughts about the research direction and journey. Participants had expansive and open-ended questions posed during the interviews and their answers recorded using Zoom. The researcher avoided asking close-ended questions and leading questions, ensuring that questions were clear and followed-up carefully. The researcher ensured that for each question posed, there were possible prompts and probes, for content mining, that would ensure that the interview did not drift.

3.5.6 Data analysis

Data management forms an integral part of fieldwork as it ensures the integrity of all information gathered. Zoom was used to capture all information from the interviews. To ensure the interviews were secure, personalised access passcodes generated by Zoom

were shared with participants. All the information was stored on the researcher's device and in cloud storage for backup. Use of secure cloud storage also helped ensure data security and confidentiality. During notetaking, pseudonyms were used to ensure anonymity and confidentiality. Data has been safely locked up and will be stored for a minimum of five years and it will be kept for a period as is necessary for the benefits of the research (verification of findings) and will be permanently deleted within the range of 5-10 years (Lin, 2019).

The recorded interviews were transcribed and prepared for data analysis (Cresswell & Cresswell, 2018). This preparation involved the following steps:

- a) Ensuring that all transcripts from the interviews were legible, comprehensible, and clear.
- b) Removing names and identifying information that would jeopardise the anonymity and confidentiality of the study.
- c) Capturing all the notes and memos written before, during, and after each interview.
- d) The researcher manually coded the transcripts and then later loaded the data on to ATLAS.ti version 9, a data analysis software programme. Using ATLAS.ti enabled the researcher to build networks that would be part of the total rewards framework elements (Friese, 2019).

3.5.6.1 Demographic and biographical Information

Table 3.1 displays the biographic information that was obtained from the participants.

Table 3.1

Demographics of Participants (PL1 TVET Lecturers)

Participant's ID	College ID	Gender	Years of Experience
Participant A1	TVET A	Female	24 years
Participant A2	TVET A	Female	3 years
Participant A3	TVET A	Male	n/a
Participant B1	TVET B	Female	n/a
Participant B2	TVET B	Male	2 years
Participant B3	TVET B	Male	3 years
Participant C1	TVET C	Female	8 years
Participant C2	TVET C	Male	12 years
Participant C3	TVET C	Female	2 years
Participant D1	TVET D	Female	4 years
Participants D2	TVET D	Male	8 years
Participant D3	TVET D	Female	11 months
Participant E1	TVET E	Male	12 years
Participant E2	TVET E	Male	8 years
Participant E3	TVET E	Male	5 years

Source: Author's own compilation

All 15 participants were Black Africans, exposing the study to the possibility of racial bias in the responses and experiences shared. This racial bias was mitigated by the researcher's acknowledgement of this possibility. There was a fair distribution of genders (8 males and 7 females). The experience levels of the participants varied from approximately 11 months to 24 years (two participants chose not to disclose their years of experience). The biographical information assisted the research in contextualising the responses of the participants.

3.5.6.2 Data transcription and analysis

Data was transcribed and then analysed using thematic analysis, a foundational method of qualitative analysis. Thematic analysis was used to search for themes and patterns of relationships that occurred in a particular data set. The researcher found thematic analysis to be accessible, quick, and easy to learn and use and found it to be a useful method for examining the various perspectives of the TVET lecturers, highlighting similarities and differences as well as unforeseen insights.

According to Nowell et al. (2017, p. 2), the negatives of using thematic analysis are:

1. A lack of substantial literature on thematic analysis can leave novice researchers feeling unsure of how to conduct thorough analysis.
2. A simple thematic analysis is disadvantaged when compared to other methods, as it does not allow the researcher to make inferences about language use.
3. The flexibility offered by thematic analysis exposes it to data inconsistency and incoherence.

Through thematic analysis, the researcher was able to obtain data not imposed or predetermined by the researcher. Thematic analysis assisted the researcher to,

1. Study loaded, diverse and large volumes of qualitative data,
2. Integrate data obtained from the 15 transcripts,

3. Identify and search for thematic patterns and relationships from the transcripts.

According to Gauche et al. (2017), thematic analysis follows 6 steps which the researcher followed in order to analyse data collected in this study. The steps are as follows:

Step 1: Familiarisation with the data

The researcher engaged with the data during and after transcription of the interviews in order to familiarise themselves with the data. Immersion through reading and re-reading of texts acquired during interviews enabled negotiating and extrapolating meaning from emerging themes and patterns.

Step 2: Coding

Coding of data made it accessible for further analysis. Coding is an ideal way of managing otherwise large and complex content, making it easier to analyse.

Step 3: Searching for themes

Searching for the themes resumed when the researcher had coded all of the data set. The researcher created as many codes as was necessary to be able to deduce themes and common patterns and relationships in the codes.

Step 4: Reviewing themes

This step involved the researcher asking questions about the suitability of the themes and their interrelatedness and relevance to the other themes. This step allowed identification and discarding of irrelevant themes.

Step 5: Defining and naming themes

This step involved the researcher processing and classifying data into themes and sub-themes to a framework for analysis. Immersion and deep reading helped to evaluate and refine the contents of the researcher's propositions and allowed for the distinction between similar and dissimilar themes.

Step 6: Writing Up

Finally, the researcher wrote down all that they had observed and understood about the themes and relationships between ideas and patterns. This provided an account and evidence for how certain assertions and conclusions were reached about data acquired during the interviews.

3.6 TRUSTWORTHINESS OF THE STUDY

“Trustworthiness is a way through which researchers can persuade themselves and readers that their research findings are worthy of attention” (Nowell et al., 2017, p. 3). According to Nowell et al., to achieve trustworthiness in case study research, there needs to be clarity of research primary and secondary questions and propositions, an alignment of the case study design to the research question and sampling methodology and also appropriate data collection and analysis; thereby ensuring that credibility, transferability, dependability, and confirmability are achieved.

3.6.1 Credibility

Credibility is enhanced by the researcher citing original sources in their work (Rajasekar et al., 2016). Credibility refers to internal validity. Such internal validity is established by ensuring a match between what the researcher has reported and presented and what was intended by the participants (Korstjens & Moser, 2018). The researcher achieved credibility through triangulation. Triangulation was achieved using theory triangulation, whereby theories on competence development, learning organisations, social learning theory were juxtaposed to provide varied perspectives. The researcher made use of well researched methods and systematic engagement with all data acquired as recommended by Connelly (2016).

3.6.2 Dependability

Dependability is similar to reliability in quantitative research and it speaks to the recording of in-depth procedural descriptions as well as changes of the data over time and conditions of the research (Korstjens and Moser, 2018). The researcher applied the following procedure for dependability; he maintained an audit trail of process logs to record detailed notes of the activities that took place during this study, thereby affording a future researcher the necessary information to attempt to repeat such research. The maintenance of an audit trail is recommended by Connelly (2016).

3.6.3 Transferability

Transferability is a parallel criterion to external validity and is also known as the generalisability of the study (Amin et al., 2020). It speaks to the degree to which the study and its findings will be replicable to others who seek to conduct the same study in another setting. Transferability is satisfied when the researcher has gathered comprehensive information on the research questions, context, design, findings, and interpretations, to ensure that the reader can critique the transferability of the study to another setting (Saunders et al., 2016). To ensure that the reader makes an informed judgement about the transferability of the study, the researcher provided details of:

- a) The number of individuals and organisations that participated in the study as well as their location. The researcher interviewed 15 PL1 lecturers from five Gauteng TVET colleges.
- b) Barriers or limiting factors brought by the participants who contributed data. The researcher had to engage in reading about how to overcome, among others, technological barriers presented using ICT and the Zoom application.
- c) The data collection methods adopted, as well as the number, timelines, and length of the data collection sessions. The researcher adopted semi-structured

interviews as a data collection method. The interviews took place over 3 months, with each interview being less than an hour long.

3.6.4 Confirmability

Confirmability speaks to the degree to which the findings in the study could be corroborated by another researcher; It is the neutrality or the degree to which findings are consistent and repeatable, this is similar to objectivity in quantitative research (Connelly, 2016). There are two techniques that can be used to establish confirmability, namely, establishing audit trails and also, being reflexive (Amin et al., 2020).

In this study, the researcher kept an audit trail, which provided readers with records of the raw data, field notes and transcripts as well as evidence of the decisions and choices made regarding theoretical and methodological issues throughout the study. This will allow for another researcher with the same data and circumstances to possibly arrive at similar or different conclusions (Nowell et al., 2017).

Yardley (2017) provided four key dimensions to validate qualitative research. Yardley endorsed the following four dimensions adopted for this study: sensitivity to context, commitment and rigour, transparency and coherence, and impact and importance.

1. Sensitivity to context: The researcher provided ethical participant care by ensuring that the participants were comfortable and at ease during their interviews knowing that the researcher is sensitive to their culture. The researcher avoided making sweeping generalisations, considered the cultural background of participants, therefore maintaining culturally and socially appropriate language throughout the interviews.
2. Commitment and rigour: These were demonstrated through the skilful facilitation of interviews, accurate reporting of participant perspectives, and thorough analysis of data collected. To maintain commitment and rigour, the researcher

gathered sufficient data and used it effectively to ensure that he comprehensively explored the topic or phenomenon.

3. Transparency and coherence: These were adhered to by providing a comprehensive account of units of analysis and data collection and analysis as well as ensuring that all were mutually supported and theoretically consistent. To ensure transparency and coherence, the researcher ensured that all information presented was thoroughly, comprehensively, and unambiguously communicated.
4. Impact and importance: These were shown through the richness of data obtained thus ensuring that all knowledge acquired in the study has theoretical, academic and professional impact (Huggett et al., 2018). The researcher thought about and documented the theoretical, academic, and practical significance or relevance of this research.

3.7 ETHICAL CONSIDERATIONS

Research ethics are the standards, principles, and guidelines in relation to the rights of those who participate in research or are affected by it (Lutaaya, 2017). Existing ethical practices that apply to social science research were adhered to, for this research to be appropriate and of a high standard. Furthermore, an ethical clearance certificate was granted to the researcher to carry out the fieldwork and this followed UNISA's Research Ethics Policy.

The researcher, firstly, requested permission to conduct the research from participating TVET colleges across Gauteng. Thereafter, the researcher applied for and received ethical clearance from UNISA's Human Resource Management Review Committee. The researcher then contacted participants' campuses, prepared and arranged to engage with relevant Campus Managers and participants to conduct online interviews. Through written and telephonic correspondence, the researcher communicated essential information about the nature of the case study, any sponsors, the activity intended to be done, the time span, and any other matters to the parties (Castillo-Montoya, 2016).

3.7.1 Ethical clearance

After obtaining permission letters from the five Gauteng TVET colleges, the researcher applied for and obtained ethical clearance to conduct research from the University of South Africa. By agreeing to the ethical guidelines stipulated by UNISA's Policy on Research Ethics, the researcher agreed to ensuring ethical conduct and ethical behaviour throughout the study to ensure that none of the stakeholders in this study would be discredited or discriminated against (Eungoo & Hwang, 2020).

3.7.2 Informed consent

The participation of lecturers was based on their freely given, explicit and informed prior consent. Participants' consent was verified and validated by way of a written document requiring their signature and consent (UNISA, 2016). Furthermore, management of each college provided consent to ensure their awareness, cooperation, and permission for the research to be conducted.

Following the guidelines given by Manti and Licari (2018), to assist participants to understand the nature and purpose of this study and their role in it, the researcher had to inform the participants about:

- Purpose and procedure: Participants had to be informed of the reasons why the research was relevant and how it would be conducted.
- Risks: Participants were informed about the types of risks that existed for the researcher and the participants, and how the threats and risks would be managed to maintain the integrity of the information provided. The participants faced a potential social risk from participating in this study; there was a risk of hacking and the leaking and sharing of sensitive interview data/information. Such a risk was to be avoided through the careful safeguarding and digital storage of data collected in encrypted storage devices for controlled access, confidentiality, monitoring, and safeguarding. Furthermore, the researcher recorded all data from participants without identifiers (International Rescue Committee, 2018)

- Confidentiality: Participants were also reassured of the confidentiality of the information they were to share with the researcher.
- Benefits: The participants were informed of the benefits that this research could bring for lecturer competence development.
- Autonomy, voluntary participation, refusal, and withdrawal: Participation was voluntary, and the participants were not to expect any direct rewards from their engagements with the researcher. The participants had a right to withdraw from the study with no adverse consequences to themselves.

3.7.3 Privacy and confidentiality

The right to privacy and confidentiality was upheld throughout the study by ensuring among other things that data and information obtained through the research was stored in safe and encrypted storage devices (Lin, 2019). Furthermore, participants were allowed to participate in the interviews anonymously or under a pseudonym to protect them from any possible retribution from their employers and colleagues (Townsend & Wallace, 2016).

3.7.4 Avoidance of harm (non-maleficence)

This study did not involve rigorous activity or experiments, which were likely to expose participants to danger or harm; thus, it did not pose danger to participants. The participants were not asked humiliating questions, which could have harmed them mentally and emotionally.

3.7.5 Honesty and transparency

To ensure transparency, participants were informed of relevant aspects of the study, timeously. This research was conducted in an ethical manner to ensure that associated institutions would not be put into disrepute (Saunders et al., 2016). The researcher's

supervisor provided guidance on the research to ensure honesty, transparency and accountability.

3.7.6 Reflexivity and the researcher's role

Situational awareness and self-awareness as well as transparency were prioritised through constant introspection and reflexive notetaking (Perri et al., 2018). The researcher ensured that in the pursuit of openness and transparency, there was no compromising of the participant's confidentiality. The researcher did this by being sensitive in studying the participants and their circumstances and being mindful of the questions and the line of questioning during the interview.

3.8 CHAPTER SUMMARY

This chapter expounded on the methodological framework adopted in this study, the research philosophy, research approach, and research design that underpin this research. The chapter also included a discussion of the research method, the trustworthiness of the study, and the ethical considerations of the study. Chapter 4 will provide a presentation, analysis, and interpretation of the results of this study.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The primary objective of this study was to explore the perspectives of TVET lecturers with regards to their professional occupational competence. This chapter presents, analyses, and interprets the results of this study. The results were based on several interview questions that participants had to answer. These questions focused on aspects that included lecturers' perspectives regarding vocational knowledge, self-regulation and dysregulation, motivation, and beliefs and values. Further interview questions included aspects such as barriers to professional occupational competence development and improvements to professional occupational competence development. Thereafter, the findings of the study were formulated, and the chapter ended with a summary.

The following section presents the data from interviews which were further analysed and interpreted.

4.2 DATA FROM INTERVIEWS

The following subsections are focused on results analysed from the interview questions that participants had to answer. The researcher interpreted these results in order to offer meaning.

4.2.1 Lecturers' perspectives on vocational knowledge

Participants were asked the following question during the interview:

- What are your thoughts around TVET lecturers' vocational knowledge?

4.2.1.1 Responses from TVET College A

Participant A1:

The lecturers that are currently teaching it, they have got (an) accounting background. They did accounting at the university. One of my colleagues as well, who is currently teaching a data processing system. He's an IT specialist.

Participant A2:

It is not about only teaching and learning. Especially when we are dealing with kids from poor backgrounds, we are dealing with kids from broken families. We also need support psychologically. You also need teachings regarding how do we help them socially. How do you become a help? Yes. According to my belief as a Christian, I know what is my duty toward somebody who needs help, but I cannot do it alone.

Participant A3:

When you do your education (training), you get the psychological aspect of how to deal with students, how to deal with the learners. When you deliver your material to them, you can identify (challenges by) doing educational psychology within it; Of course you can identify, okay, this is my slow learner, this is somebody who grabs things faster.

Participants who were interviewed stated that they had confidence in lecturers' content knowledge. Participants also highlighted that teaching is not about the subject content one knows, but that it is also about understanding the socio-economic background of the students. Participant A1's comment provides evidence that TVET lecturers believe that they possess content knowledge. Participant A2 stated concerns about the lack of psychosocial support from college management and the lack of counselling training to help deal with the challenges surrounding lecturers and students. Participant A3's response around the need for teacher preparation indicates that some lecturers are aware that their lack of prior training around principles of psychology and counselling (to

support their content knowledge), puts them at a disadvantage when they have to perform their teaching duties.

Responses from College A highlighted that TVET lecturers have vocational knowledge gaps especially in the domains of pedagogical content knowledge, psychological pedagogical knowledge, and counselling knowledge. This view is shared by Naiker (2017) and Van Der Bijl and Oosthuizen (2019) who found that a significant number of TVET lecturers showed deficiencies in pedagogy and subject specific knowledge. There is consensus from the participants that there is a need for training in vocational knowledge.

4.2.1.2 Responses from TVET College B

Participant B1:

I think it is okay, because most of the lecturers here, they have went to school for their degrees. So now they've got those skills, they understand what is required. I can see that they are able, because sometimes when they're in class, you can see that it's quiet. The students are listening, the students are asking questions, they're engaging.

Participant B2:

So there's a bit of a gap where they need a little bit of training. To be trained or to be educated, especially with regard to assessments and the methods that is sort of required to empower students so that they can actually be equipped to be in that level where they can be independent academically.

Participant B3:

I don't see a classroom as a classroom format. I take it as a 'chillas'. Okay. And why am I saying this? I believe when I'm talking to them and they're talking to me there is a better understanding, it covers the age difference.

Participants from College B had a more optimistic view of lecturers' vocational knowledge; only Participant B2 highlighted concerns about the lack of pedagogical knowledge training. According to Participant B1, lecturers are applying their pedagogical knowledge during lessons and this enables learners to easily engage with the content. Participant B3, who was a newly appointed lecturer did not see himself as a teacher, but rather as a accidental teacher. He has adopted a method which he calls "chillas" which he uses to conduct his lessons. The participant described a "chillas" as a casual and social occasion rather than a labour intensive formalised lesson. Participant B3's comment indicates that new lecturers from industry often have to apply creative and novel ways of teaching and training students due to them not having extensive training in pedagogical knowledge.

The varying responses from College B participants especially with regards to vocational knowledge of lecturers implies that lecturers within the same college have had and can have differing lived experiences and perspectives regarding their competences. From the responses, however, the researcher gathered that there are pedagogical content knowledge gaps which manifest in the unusual methods being adopted by some lecturers (Participant B3) for assessments and teaching; these gaps negatively impact on instructional quality, student results and performance (Badenhorst & Radile, 2018).

4.2.1.3 Responses from TVET College C

Participant C1:

The lecturers are competent. They know the content in the module. I would say gradually we are getting there with the content because I would say my module that I'm teaching, which is IT, has been reviewed, which is a good thing, but it took time to be reviewed.

Participant C2:

You cannot really rely on one method. You need to maybe use what you call a blended learning, use different methods so that you can cater for all the learners in class. So most lecturers struggle with that part.

Participant C3:

If you've been with the subject for the longest time and then the students are going to be able to feel that Mam knows this. So then they're going to respond in a way that's going to be able to enable the class to engage with each other, but then when you're new in a subject and then you are starting in a certain subject while you are teaching, they can pick up on that.

Participants from College C had different concerns regarding vocational knowledge. Participants C1 raised a concern about the slow process of curriculum reviews and changes which ultimately become a barrier to effective teaching and learning. Participant C2's response adds on to the body of evidence that shows that lecturers do indeed exhibit pedagogical content knowledge deficiencies. Van Der Bijl and Oosthuizen (2019) found that there was an urgent need for TVET lecturers to acquire vocational knowledge to meet the pressing needs of their students. According to Participant C2, lecturers use mainly parrot learning instead of the blended learning approach. The blended learning approach, which involves the use of a variety of teaching methods and ICT, has been found to be beneficial to teaching and learning (Papier, 2021). The response by Participant C3 points to how students are also able to see or detect the presence of vocational knowledge gaps or expertise which often influence how teaching and learning is experienced and how teachers and learners interact and engage in a particular classroom. This means that indeed students are also important, not only as recipients of learning, but also as providers of feedback through their engagement and responses; lecturers then use the feedback they get in order to self-improve.

Participants' concerns about environmental constraints point to systemic constraints that are affecting the delivery of teaching and learning in TVET colleges and not just

lecturers and their competences. Responses from College C are significant for this study in that they show and confirm how vocational knowledge development and application involves not only the individual lecturers but also other factors such as community, student interaction and feedback and other meta-cognitive and environmental factors (Taylor & Van der Bijl, 2018).

4.2.1.4 Responses from TVET College D

Participant D1:

I had applied for a job based specifically on what I had studied in varsity, which was public management. And once I arrived at the college, you find that there's shortage in a specific field of which is not one that you necessarily have experience or any knowledge in. Then you are forced to learn the content as you're teaching.

Participant D2:

My one greatest worry there is, if you can check in all the 52 colleges that we have across the country, most of your lecturers are mainly previous teachers. These guys are trained as teachers. They are not the people that are having a specific skill.

Participant D3:

It's a case that you're going to teach the specific thing you don't know, then it's a problem; entrepreneurship and business management and legal practice, something that is just a little bit outside of my field, but I realised that in order for you to set a specific task or an assessment or a lesson plan, you do need to do your research at the end of the day, you don't just go to class and say, Let me look through this book.

Participants from College D also attested to the need for vocational knowledge training. Participant D1 and Participant D3 accentuated the challenge of lecturers being

instructed to teach subjects they are not trained for, due to the lack of subject experts. Participants explained how this predicament often forced them into having to teach while they themselves were learning the content. Participant D2 indicated how inadequate vocational knowledge often leads to students receiving substandard education, which further affects their results as well as their careers. Pompea and Walker (2017) found that there were positive effects of teachers' pedagogical content knowledge on instructional quality, which consequently affected learner results.

The responses from College D indicate that TVET lecturers' vocational knowledge gaps are partly due to subject teacher shortages in colleges. This situation is causing distress, frustration, and agitation for lecturers who have to prepare and conduct lessons and assessments with inadequate subject knowledge. Jonker (2016) found that subject expert lecturer shortages were responsible for the high levels of stress that were being experienced by lecturers, globally. There are deep challenges rising from management decisions made to cover for staff shortages. Placing a lecturer who has inadequate content knowledge at the forefront of teaching that subject, compromises the quality of teaching and learning and may even affect that lecturer's self-efficacy. Participants from College D further confirmed the challenge around the professional identity of TVET lecturers which is discussed in Boka et al. (2016). The identity and ability of the TVET lecturer is once again spoken about as a serious problem in the sector in that some lecturers are former school teachers while some are technical experts. This gulf in background also affects the ultimate output.

4.2.1.5 Responses from TVET College E

Participant E1:

Lecturing is all about learner and teacher engagement and imparting knowledge to students or learners, interaction at all levels; getting to know how they behave; their behavioral patterns. You put yourself in their shoes.

Participant E2:

Understanding of the content, I think that's where the problem comes in, because you have lecturers who are being moved constantly from one subject to another. So you find it very difficult for one to be able to understand and be able to deliver, because now, remember one thing how you deliver it will also be your teaching method, which now is proving to be a success based on your results, but then yet again, you need to have the understanding of the subject to be able to explain well.

Participant E3:

I think that PL1 most of them, they rely solely on the content that is in the textbook. Given that there was no proper training from universities or diploma, there's no course that teaches a lecturer to become a TVET lecturer. Well, that's why I say that there was no proper training that encompasses the student holistically, so the counselling of learners, we lack that, cause we don't know how to counsel.

Participants from College E largely stated the need for training to cover gaps in vocational knowledge. During the interview, Participant E1 raised the idea of TVET students as non-traditional or different students, suggesting that TVET students present more challenges than typical high school and university students. The participant stated that there is a need for “full intervention” from the lecturers. Participant E2 felt that lecturers had visible gaps due to how colleges functioned. His response highlights the fact that lecturers show knowledge gaps because they are teaching subjects they were not originally trained to teach, hence they lack the content knowledge to teach the students thoroughly. This mismatch between skills and job in the TVET sector was a key finding in a study conducted by Ngubane (2016). Participant E3 added that in the absence of training, some lecturers make use of principles from their religion and/or social principles of empathy, compassion and ubuntu to help their students. Commendable as this might be, it also highlights the need for formal training programmes on humanising pedagogy so that as many lecturers as possible can be

empowered to provide psychosocial support for their students (Rudman & Meiring, 2018).

Responses from College E highlighted the many roles and responsibilities that lecturers must assume; they are parents, counsellors, advisors, and educators. The intensity of their role emphasizes the need for high levels of competence concerning not only content knowledge, but psychological pedagogical knowledge and counselling knowledge as well. This confirms the finding by Zinn et al. (2019), stating that TVET lecturers need counselling and pedagogical-psychological knowledge training, to help their learners who attend college on the backdrop of psycho-social challenges.

4.2.1.6 Integration of responses from colleges

In summation, based on the responses, it is apparent that lecturers have deficiencies in their vocational knowledge, more specifically psychological pedagogical knowledge, and counselling knowledge. This, according to Van Der Bijl and Oosthuizen (2019), renders them to be 'professionally unqualified'. Furthermore, most participants interviewed, disclosed their concerns around teacher suitability to teach certain subjects. There are instances where lecturers are forced to teach subjects that they are not trained for, hence their vocational knowledge gaps, which even students notice.

These vocational knowledge gaps affect lecturers' esteem, self-efficacy and student results. Lecturers are also unable to raise their concerns about being used to teach subjects which they are not proficient in because they are concerned about their job security, since a significant number of lecturers are on college employment contracts (Boka et al., 2016). There are subject expert shortages in TVET colleges, which then negatively affects temperament and performance (Taylor & Van der Bijl, 2018). Furthermore, participants' responses also indicate that lecturers have a conflicted professional identity and/or role as suggested by South African Qualifications Authority [SAQA] (2016). Boka et al. (2016) holds the view that lecturer identity is the most crucial

component in determining teaching and learning practice in the classroom and that if it is not well defined it could lead to low motivation.

The following are participants' responses on their perspectives of self-regulation and dysregulation.

4.2.2 Lecturers' perspectives on self-regulation and dysregulation

Participants were asked the following questions during the interview:

- What are your thoughts regarding lecturers' self-regulation?
- Do you believe that TVET lecturers are self-regulated? Please elaborate your answer.
- Do you believe that TVET lecturers possess emotional intelligence? Please elaborate your answer.

4.2.2.1 Responses from TVET College A

Participant A1:

I try my best, uh, to provide that good education to the student, so I don't need someone to sit around me to see that I'm doing my work very well. So I believe that I can self-manage myself and if I need help, there is a help here.

Participant A2:

And then again, it differs. Some people have been teaching for more than 10 years. Experience speaks. Even you can even see their actions and all that, but to those who just came in now I'm still building my profile. I cannot behave like the veterans. I always have to still follow the rules, to follow the guidelines, follow the books. Even those that had been here and got experience, I'm using them to mentor me.

Participant A3:

The females, I believe they (are) emotionally intelligent. With males, they are not handling themselves properly. I have examples of lecturers whom I know that got married to students. That's unethical. They don't know how to handle their emotions. They don't know how to be the lecturer and let that be the student. I've seen many of my male lecturers got fired because they couldn't handle their emotions properly.

College A participants showed an awareness of issues surrounding self-regulation and emotional intelligence in the workplace. Participant A1's response demonstrates her self-determination, confidence, independence, work ethic, and self-regulation in the absence of supervision. She demonstrates that when a worker is self-determined, internally-driven or motivated by prosocial motivation then they can self-manage, and engage help seeking behaviour when they need to, so as to complete their work (Tian et al., 2021). Participant A2's comment shows that new lecturers have a willingness to learn and that they do recognise their lack of experience and their need for mentorship, coaching, and advice. Participant A2 demonstrates a keen sense of self-awareness and relational awareness which are two critical components of emotional intelligence without which self-regulation cannot be fully activated (Ismail et al., 2020). Participant A3 suggests that there are challenges with lecturer self-regulation and further that this dysregulation is more common in male lecturers who end up engaging in inappropriate relationships with their students.

Responses from participants from College A indicate that there is a need for self-regulation training, coaching, and mentorship to close the gap between new lecturers and "the veterans". There is a certain way that new and old lecturers behave that sets them apart from each other and this creates a relational and experiential gap as well as an opportunity for tacit knowledge transfer between the two groups. The new lecturers still "follow the rules...guidelines". The responses from College A participants indicate that some lecturers struggle with self-control, affect control, cognitive regulation, and ethical and moral judgment; this supports a finding by Meiring (2019) that TVET lecturers struggle with emotional dysregulation. Furthermore, this supports the notion

that lecturers who do not display emotional intelligence and self-regulation cannot display model behaviour and they cannot manage their social and professional relationships effectively (Korucu et al., 2017).

4.2.2.2 Responses from TVET College B

Participant B1:

So you choose the words that you utter to them. So the way you wear your clothes, the way you present yourself, I think it has a great impact. So with our TVET lecturers, I think, they are aware of that as well.

Participant B2:

They (lecturers) are very much self-regulated yeah. They are able to do things, even if they said: "Here are instruction that needs to be followed", they're able to be ahead. You know, able to want to know what's next. What is it that is required of me? What is it that I need to do? Where do I need to correct?

Participant B3:

I don't want to see myself in the same space with students outside of campus, for instance, my social life. Wherever I am, if there are 5 to 6 students, when they see my behavior, even though it's my personal life, but they will have a certain ideology on how this person is.

Participants from College B also demonstrated through their responses that they are self-regulated and that they monitor and control their behavior and emotions as demanded by circumstances. Participant B1 alluded to the teacher-student relationship and that in her experience, the professional boundaries are maintained or upheld by being goal-oriented, intentional, self-conscious, and self-aware of how one acts and behaves around others. This is an indication that some TVET lecturers do possess attributes of emotional intelligence which is vital for teaching and learning and social interaction (Ismail et al., 2020). The response from Participant B2 indicates that he

thinks about matters surrounding self-regulation and self-mastery. The participant was reflexive, proactive, innovative, and able to regulate their behaviour to align with their thoughts and emotions. Participant B3 actively and attentively moderates their interaction with students outside of work hours, through self-reflection. Participant B3 has set up personal boundaries to maintain or protect his integrity and professional relationship with the students.

Responses from College B show that participants possess some elements of emotional intelligence. Participating lecturers from College B possess and apply social skills, self-awareness and self-regulation and they can decipher between behaviour and emotion that is acceptable and unacceptable. Self-regulation and emotional intelligence were identified by Nopiah and Sattar (2018) to be vital elements for lecturers to meet the psychosocial needs faced by TVET students. Nopiah and Sattar also pointed to the positive impact that high emotional intelligence has on lecturer performance and professionalism.

4.2.2.3 Responses from TVET College C

Participant C1:

I think we do have emotional intelligence when it comes to student assessment even when the student is not performing well, or the student is not coming to class. Some students, you can see that the students that are verbal now they are no longer responding.

Participant C2:

Yes, they are (self-regulated). But the challenge is that we, uh, we are overworked.

Participant C3:

We do self-management to the tee in this campus, it's a matter of when you are teaching NATED, you have like, they say six months, but you only have three months.

Participants from College C all agreed that lecturers do practice self-regulation and emotional intelligence at different levels. Participant C1 provided an account of emotional intelligence being displayed through social awareness; when a lecturer notices changes in a student's behavior. However, competence has to be displayed, thus seeing a challenge but not actioning a solution cannot be seen as evidence of being competent in that area. Participant C2 stated that he felt that lecturers were trying to be as self-regulated as possible, but that they were overworked. The participant expressed a frustration that seems to be affecting the lecturer's ability to manage his emotions and behaviour. A heavy workload and/or a high-pressured environment is negatively affecting lecturers' wellbeing, health and satisfaction (Gauche et al., 2017). Participant C3 also alludes to the idea of a high-pressured environment.

Participants from College D understand and can apply emotional intelligence and self-regulation in order for them to fulfil their daily duties at work. It is apparent, as well, that participants are feeling tired, overworked and under pressure and that they use their emotional intelligence to mitigate the impact of these negative feelings. This shows that another factor which needs to be observed in lecturer competence development is the environment in which lecturers train and work. Ngubane (2016) highlighted the necessity for a structured learning and working environment in the development and efficient functioning of a learning institution. Goleman et al. (2019) highlighted the intricate nature of the relationship between learning, the lecturer, the student, and their work environment and how the proper management of this relationship is vital for the growth and development of all parties involved.

4.2.2.4 Responses from TVET College D

Participant D1:

People come here demotivated, feeling down, frustrated, you know, taking out their frustrations on the students.

Participant D2:

During the eight years that I've been working for the TVET sector, behavior-wise, I have seen lecturers, behaving quite well, not hundred percent because of course you will still have specific problems here and there. I am not allowed by policy to kind of have a romantic relationship with a student. But once in a while, you will see this happening.

Participant D3:

You have to learn certain people. For example, I know there are some colleagues who are not morning people. I monitor them for the past three months, then I give them space and later approach them. I can now go either asking her "are you ok?" or just getting straight to the point.

Responses from College D participants indicate that some lecturers are showing signs of dysregulation. Meiring (2019) found that TVET lecturers are frustrated due to workplace pressure. According to Participant D1, lecturers are displaying loss of affect control and the inability to cope with workload which then translates to regulatory failure often witnessed by students in class. Participant D2 provided further accounts of incidents wherein lecturers engaged in romantic relationships with students but did declare that from his observation it was on rare occasions. Lecturers engaging in romantic relationships with students indicates a lack of self-control and is a violation of college policy. With such cases emerging, it is of vital importance that lecturers are trained on and understand the value and importance of lecturers having standards, norms (a benchmark) and knowing policy so that they can always display professional behaviour while on duty. Participant D3 shared on the value of regulating one's response to external stimuli (environment). After attending a course/workshop on diversity management, the lecturer explained how they were able to put the material they learnt into practice. This shows that when relevant training is granted, it is

implemented to the benefit of the organisation and the individual and it translates into a good return on investment.

Responses from College D interviews show that some lecturers struggle to effectively process their emotions which then negatively affects their workspace and wellbeing. Participants from College D also struggle with work pressure leading them to feeling frustrated and overworked. Participants have not been receiving the necessary training to equip them to cope with their work situation. Where lecturers have received valuable training, then they show signs of improvement in their behaviour or conduct; they even show empathy and concern for fellow colleagues (Korucu et al., 2017).

4.2.2.5 Responses from TVET College E

Participant E1:

I am saying it is 50/50. There are those who can handle it properly; who can behave in a professional way. There are those who cannot behave in a professional way. They get irritated, anger issues, we don't know whether it's from home or background.

Participant E2:

I mentioned that they (lecturers) get the motivation from themselves, it's intrinsic. So, it is what they want to see for their students. More than anyone also motivating them to work hard because there's no one who wants to see great things out of all. They (college management) want to see great results only, how you got there; they don't care. So, you make sure that without the resources you still give the 100% they are looking for.

Participant E3:

Most of the lecturers they lack it (self-regulation). They rely more on their life experience. They are not emotionally intelligent to even manage their emotions. So that is why when they are faced with pressure from students. They burst and

they don't know the impact that that has on the students from their aggression. They are not much specialised in dealing with that.

Responses from College E participants indicate that lecturers do need self-regulation training. From Participant E1's response the researcher drew the inference that there are incidents of emotional dysregulation or self-regulation failure occurring in the TVET sector. Participant E1 recounted an account of a colleague who had to attend an anger management course due to displaying unprofessional behaviour. This response confirms a finding by Meiring (2019) that lecturers struggle with feelings of anger and frustration. Participant E2's response indicates that lecturers value their work. Participants bemoan the lack of psychological safety, the inadequate and insufficient external motivation that is engrained in the TVET environment and culture. These results confirm and support research by the Meiring that shows that lecturers feel used, ignored, neglected, and unappreciated and lecturers also feel that there are unrealistic work expectations from college management considering the shortage of resources.

According to Participant E3, lecturers lack the knowledge around the subjects of self-regulation and emotional intelligence and their ignorance fuels the incidents of maladaptive, impulsive, and compulsive behaviour (unprofessionalism). Participant E3's sentiments align with Ismail et al. (2020) who stated that inadequate emotional intelligence and self-regulation could have a negative impact on in-role task performance and citizenship behaviour. From the participants response, it can be deduced that there is a link between incidents of outburst to the pressure that lecturers are experiencing. Meiring (2019) found that unmanageable pressure was cited as a contributor to lecturers' struggle to cope.

The responses from College E participants, show that lecturers do need training around matters of self-regulation. Participants had a positive attitude towards their roles, work, and their students, but they harboured negative sentiments towards the college management and their work environment. Mmako (2016) found that a negative attitude towards management negatively impacted on work engagement and job satisfaction.

Participants were receiving insufficient positive feedback from their leaders hence their discontent with college management. The primary reason why participants remained engaged in their work was their sense of duty and obligation to their work and their students.

4.2.2.6 Integration of responses from colleges

The responses of the participants from the five colleges indicate that lecturers are relatively self-regulated but that there are notable instances where lecturers, due to environmental factors and/or personal factors, fail to regulate their emotions and behaviour. This was evidenced by participants' accounts where lecturers displayed frustration, anger, stress, and burnout. Participants' responses suggested a correlation between lecturer emotional and behavioural dysregulation and college management inaction. Furthermore, the results show that participants are working in a highly pressured environment where expectations are high and support is low, often resulting in distrust, regulation failure and dysregulation. A highly pressured and toxic environment often increases stress and does not encourage communal learning and the development of learning communities and learning organisations (Miller, 2021; Wenger, 2000).

Following, are lecturers' perspectives on lecturer motivation.

4.2.3 Lecturers' perspectives on motivation

Participants were asked the following questions during the interview:

- What in your opinion motivates you and other TVET lecturers to perform your duties?
- How do lecturers keep themselves motivated at work?

4.2.3.1 Responses from TVET College A

Participant A1:

One of my concerns is when we don't get things immediately when we need them.

Participant A2:

Simple things like resources, it will take you to go to the river, to get water before you drink in this place. You can see other TVET colleges, they have standing advantages of other things and that's why they excel. I can make an example of laptops, WIFI We don't have.

Participant A3:

How do I motivate my staff as a manager? I would make sure that I give them the tools, everything that is needed. We've been promised as lecturers at college, that we're going to move over to a salary band of public sector, yet it's not happening.

Participant A1 and Participant A2's utterances point to the displeasure, distress and frustration surrounding the lack of resources and management support. According to Conte and Landy (2017) worker dissatisfaction surrounding management support can cause cognitive and affective distress. Participant A3's response confirms the finding that lecturers are receiving little in the form of external motivation (Nzembe, 2017). Participant A3, who had 24 years of teaching experience at the time when the interview was conducted, pointed out to another demotivating factor; that of a low salary which, as a hygiene factor, which, according to Conte and Landy, contributes to low job satisfaction.

The responses of the participants from College A show that participants were facing challenges such as lack of resources, lack of support, and also resource procurement delays. These delays lead to frustration and stress as they impact on curriculum delivery. Boka et al. (2016) explained, in their research, that the correct and speedy release of resources to aid in TVET teaching and learning would unleash the potential

of TVET learning centres. Participants from College A reflected on issues of work environment, equity, fairness and differences between TVET colleges and how they were being managed. Participants had unmet expectations especially with regards to promotions, recognition, and rewards. The perceived underpayment inequity has cultivated feelings of resentment and anger which have subsequently lowered motivation. These issues seem to be of great importance and concern to the participants, suggesting that their speedy resolution would benefit efforts towards the professionalisation of the TVET sector.

4.2.3.2. Responses from TVET College B

Participant B1:

You sign six months contracts and maybe sometimes five years will pass while you are busy signing. This contract is six months. You must go certify your documents so that they can be filed and so I think that can discourage them.

Participant B2:

My motivation is seeing somebody knowing something that they never knew through my contribution.

Participant B3:

When you work with people, it means you need teambuilding. The teambuilding is supposed to build and shape you, prepare you for upcoming challenges. Lifestyle also, how you gonna fit into that environment. So if you get to a place where the environment is welcoming but it's focused on each person pulling differently, you then get less motivated.

Responses from College B highlighted the need for the work environment to be calibrated towards learning and development. Participant B1 mentioned the discouragement that sets in as they struggled to plan for their future. Contract lecturers face uncertainty and lack of job security; a situation which is confirmed by Boka et al.

(2016). Participant B2 provided an account of how he applied prosocial motivation to his work and how it influenced his work ethic and performance. Participant B3 related how he felt that the TVET work environment did not lend itself to being a learning environment in that when you arrive you are confronted by a lack of support, a sense of loneliness, isolation, and anxiety.

There is a feeling of resignation from participants at College B, regarding the prevailing culture of silos that exists in their work environment. Participants were experiencing a sense of isolation and stagnacy although they desired growth and development. From the responses, the researcher deduced that the work environment at College B is not encouraging of learning and development. The responses from College B, however, also highlight the value of prosocial motivation and how it can positively affect lecturer performance. Tian et al. (2021) found that the more people can see the prosocial effect or positive impact of their work, the better the quality of their work and that workers who display prosocial motivation are more enthusiastic.

4.2.3.3. Responses from TVET College C

Participant C1:

It goes with colleges. Some colleges you might find out that the managers, they know what they went through and they won't let their lecturers go through the same things.

Participant C2:

I can just say I love my job. I think that's what motivates me. That's what pushes me every day. My learners, I love adding something to an African child, contributing to his or her success, even when we don't have adequate resources.

Participant C3:

I don't have a laptop. I was on leave since Monday, but I'm supposed to conduct some recipes. Now, I'm working from my phone. Why am I working from my

phone while everybody else will be submitting from their laptops? and if I don't (submit), then they will be held back.

Responses from College C indicate that TVET colleges have a leadership quality and competence deficit, evidenced by leaders' inability to significantly improve the working conditions of their subordinates. Participant C1's response indicates concerns around leadership competence deficits and their impact on motivation. Participant C2's response, however, points to intrinsic motivation as the reason behind the participants' keen interest in their work. The participant displayed an acute awareness and/or recognition of task significance which along with autonomy, feedback, task identity, and skill variety are responsible for worker intrinsic motivation (Conte & Landy, 2017). Participant C3 detailed the creative ways or measures which lecturers had to resort to, to ensure that they managed to get some work done, despite the lack of adequate resources.

Participants from College C pointed to intrinsic motivators as the single source of their happiness. Extrinsic motivation seems to be hard to come by at College C as very little was mentioned about extrinsic motivation. Nowell (2017) found that internally and externally motivated individuals show higher levels of happiness than amotivated individuals. Lecturers that find a deeper meaning in their work connect their work to service and purpose and this motivates them, inspite of the challenges they are faced with (Nagrath, 2019). Participants from College C bemoaned the lack of leadership and lack of teaching resources and the inconvenience it caused to effective teaching and learning, further highlighting the need for training in the area of motivational orientation.

4.2.3.4. Responses from TVET College D

Participant D1:

Money is something that affects us on a personal scale and hence people come here demotivated, feeling down, frustrated, taking out their frustrations on the students. Incentives, appreciation must be shown. We must be taken care of in

terms of our benefits, whatever is promised to us should be given to us. We're always signing these IQMS (Integrated Quality Management System) forms, but nothing really happens.

Participant D2:

You will find a college which is having an engineering programme, say motor mechanics and the engine, which is still being used to train students over there, it's an engine of the then Bedford.

Participant D3:

I just want to give myself time to get myself in that zone of wanting the Masters. But for now, for me, it's this experience here and learning what I need to learn here, because at the end of the day, qualification must go with experience.

Participants from College D had varying opinions about motivation. Participant D1 highlighted the issue of incentives as a motivator and one that was lacking in the TVET lecturer role. Participant D2's response revealed how lecturers' use of old resources and teaching material was negatively affecting their work and their feelings about work. The participant was discouraged and embarrassed by the state of the resources they were using to teach their students. Some lecturers, such as Participant D3 have found a way to remain motivated. Participant D3 mentioned gaining experience, personal ambition, and future goals as primary motivation. This is evidence that some lecturers get propelled by intrinsic motivation to accomplish their work while others are still demotivated by the lack of incentives and resources (extrinsic and external motivators).

Responses from College D indicate that participants lack extrinsic motivation and that this is having a negative impact on their satisfaction. Responses also show that participants feel demotivated and unappreciated and that they feel that the IQMS system used for performance management is ineffective. There is also a lack of interest from college leadership concerning actioning matters of monetary rewards, benefits, and incentives to workers. Participants do not trust college management and they claim

that college management has failed to keep their promises. This is a sign of a broken professional relationship or an adversarial relationship between lecturers and management, which negatively affects the workplace climate, environment, and culture.

4.2.3.5. Responses from TVET College E

Participant E1:

What motivates me is the issue of time to do my study, I have ample time to can study. I can do whatever I want. I can study to a Doctorate level because we have ample time.

Participant E2:

I think we have resorted to internal motivation because there's nothing besides that. There's nowhere else you can look for motivation because even management, even the department itself, there's no form of motivation whatsoever. There's no being recognised for your hardwork, even if you put extra hours, so it's just down to you and how you wish to see your students succeed.

Participant E3:

I think that lecturers are demotivated, they don't have a voice in the college. They are not part of decision making at all. They feel that they're being isolated; so they feel they have this thing of being anti-cooperative. And they feel that management's decisions to move the college forward is politics to them. Even the incentives; salary is not even motivating them.

Participants from College E all highlighted that lecturers are uninspired and demotivated by their work environment and rely on intrinsic motivation to keep going. Personal development is a key motivator for some lecturers. Participant E1 mentioned that lecturers have sufficient time to study due to the amount of free time they have. This was contrary to what other lecturers said about time and workload in the sector. Participant E2 and Participant E3 claimed that lecturers were disempowered and often

excluded from decisionmaking processes of their college. This claim is supported by Kanyane (2016) who said that lecturers are not consulted as stakeholders in the TVET sector, the impact of which is lecturer lethargy and frustration.

College E responses illustrate how TVET lecturers have narrowed down motivation to individual personal agency and desire to see others succeed. Participants were applying immense pressure on their volition in order for them to get any work done. Participants from College E were feeling neglected by leadership and they used volition and willingness to carry out extra-role activities to execute their assigned tasks and duties. Participants from College E also harboured feelings of frustration that were exacerbated by job salary inequity and management apathy. Job salary inequity and management apathy affect perceptions of fairness and justice in the workplace, while fairness and justice affects job satisfaction (Omar et al., 2018a).

4.2.3.6 Integration of responses from colleges

The participants' responses show that each college only functions as best as their leadership. Participants were looking up to college management to provide leadership, motivation, encouragement, and impetus for them to do their work. There was a prevailing theme of lack of rewards and incentives and an indifferent management/leadership. These factors were contributing to low external motivation across all five participating TVET colleges. The expectancy value theory states that lack of external motivation, social motivation, esteem and feeling undervalued, negatively affects motivation (Gorges, 2019). Participants were dissatisfied with management efforts towards lecturer support and professionalisation, indicating that college management needs to ramp up efforts to support lecturers. College leadership skills are low and need to be capacitated to ensure the provision of effective leadership that will inspire confidence from TVET lecturers.

The responses showed that participants were internally motivated and that they were dissatisfied with the negative work and social environment. The five TVET colleges'

environments were limiting autonomy, competence and relatedness which led to suboptimal motivation and performance. This supports research by Legault (2020) and Ryan and Deci (2017) who found that organisations which did not prioritize autonomy, competence, and relatedness witnessed low staff engagement. The lack of reinforcements such as incentives and adequate compensation are a significant constraint. The lack of external motivation affects the lecturers' desire and willingness to work; participants expressed how they had witnessed presenteeism, apathy and dejectedness from their colleagues.

The following are lecturers' perspectives on beliefs and values.

4.2.4 Lecturers' perspectives on beliefs and values

Participants were asked the following question during the interview:

- What do you believe and value about your role and work as a TVET lecturer?

4.2.4.1 Responses from TVET College A

Participant A1:

Lecturers also believe that this is not just teaching and learning, but it's more a calling. that's how I think some of them take it; it's not just a job. It's more like a calling.

Participant A2:

It is not a matter of a salary. At the end of the day, we need some few rands to do some bills here and there, but I think the first love should be a matter of if it happens one day they say "no, no salary for you, mam". Am I able to come to work?

Participant A3:

To me, my belief is that my students are my customers.

College A participants hold their role in high esteem; they see it as more than “just a job” but rather as a calling that motivates them to perform extra-role activities. Participant A1 mentioned how she perceived lecturers as persons who derived fulfilment and satisfaction from being resourceful and accomplishing extra-role activities. The participant provided an account of an incident wherein lecturers assisted a learner to acquire their Identity Document. This demonstrates that when teamwork takes place, it heightens or inspires benevolence and willingness to help. Participant A2’s sense of service, duty or personal mission form her core beliefs and influence her judgement, motives, and drive.

Participant A3 views his students as the reasons, motivation, beneficiaries, and result of his labour. More interesting, is the participant’s view of students as clients or customers. Paricio (2017) found that holding this “business relationship” view, well intended as it might be, changes the dynamic of the student-teacher relationship, adding nuances to an already complicated relationship. This approach could be detrimental to teaching and learning in that it drastically changes and shifts the paradigm of the relationship between students and lecturers from an academic-social relationship to a business relationship.

The self-validation and satisfaction that College A participants derive from the performance of core and extra-role duties makes the job meaningful. Participants related accounts of events and activities indicating their high benevolence and altruism while in the line of duty. Participants value the influence and impact they make on their students and society; they also value and accept the responsibility for the provision of quality education. These self-transcendent values inform their sense of self-worth, identity, pride, conduct, and duty. Adopting and prioritising interpersonal or self-transcendent values has been shown to have physical and mental benefits such as enhanced subjective well-being, decreased depression and stress levels (Kang et al., 2017).

4.2.4.2 Responses from TVET College B

Participant B1:

I believe in the spirit of excellence, I believe in the spirit of order, I believe in the spirit of excellency. It's the spirit of order. When I'm in class. I'm not going to speak to my husband. No, I'm busy facilitating a lesson.

Participant B2:

What I believe as a PL1 lecturer is that, you are there to meet the students' needs; I believe that I should be able to be trusted. The students must not see this guy who is a lecturer as somebody who is difficult to access, the person who cannot help them.

Participant B3:

The teambuilding is supposed to build and shape you, prepare you for upcoming challenges and lifestyle also; how you gonna fit into that environment.

Participants from College B highlighted the value of positive personal values and how they influenced their work ethic. From Participant B1's response the researcher gathered that she values and believes in professionalism, excellence, order, and planning, hence her insistence to focus and attend to her audience, primarily students. Participant B2 mentioned how he believed in social values such as trustworthiness, helpfulness and being accessible. The participant has adopted a student-centered approach to teaching wherein he has positioned himself as a consultant and an advisor. Participant B3's response revealed that the lecturer could be struggling with loneliness, isolation and not having a sense of belonging. The lecturer felt confined to his own classroom and felt that there was nothing much else outside of that domain.

Participants from College B value social and professional values such as teamwork and professionalism, they are struggling to work within a culture of non-collaboration, independence, and individualism. Lecturers desire interdependence. Participants value

their roles as lecturers. They decided to adopt a positive outlook and attitude and overlook some of the work environment challenges they face daily.

4.2.4.3 Responses from TVET College C

Participant C1:

What I value deeply is content, teaching and learning. Education is a key, wherever you go, education is a key and the more you get more educated, the more opportunities.

Participant C2:

I believe everyone should do their job. You should do what you get paid to do because there are people out there who don't want to work. So it rubs me in the wrong way. When I see a person not performing their job. I mean, if you are a lecturer, you have to teach and if you're not teaching the learners, it means now you are robbing those learners.

Participant C3:

What I've told myself is that we are at work, You don't need to have that much interaction with others, you can't be stressed that no one is paying attention to you.

Participant C1 believes in and values education and educating. Participant C1's response indicates that some lecturers take responsibility for their work and they expect the same from other lecturers. Participant C2 was clearly irritated by some lecturers who were not "performing their job"; this indicates that this lecturer held in high esteem, the value of performing one's duties. The participant's high task value informed their desire to perform, as well as their ethics, moral judgment and the lense through which they saw their environment and other lecturers. There was a sense of resignation in Participant C3's response, as he compared or juxtaposed the desired culture of collaboration from the incongruent existing culture of silos in their college.

Participants from College C also alluded to the existence of a culture of silos, highlighting more underlying problems of mistrust and othering that exists in TVET colleges. This corresponds with assertions by Bento et al. (2020) who stated that organisational silos posed a threat to effective communication, work engagement, internal cooperation and organisational goal execution. Furthermore, participants from College C value their role and work. This is positive in that according to Fischer and Hänze (2020) the value of teaching affects observed structuring, active student participation and affinity.

4.2.4.4 Responses from TVET College D

Participant D1:

My students, for me are most important, always making sure that they leave my classroom at the end of the semester, being a different and a better person than who they came in as, that's what I value the most. The most important thing for me is the impact that I make.

Participant D2:

I strongly believe that I have to be a person who is able to do my job by myself without me being monitored, without me being told, 'do this, do this'. I strongly believe that I am capable, and I am able to do things by myself. I always tell other lecturers to say. I will never wait for my immediate superior to come and tell me to do my job.

Participant D3:

You learn to love doing what you're doing; you actually enjoy it. It comes to you. So, for me, it came to me, and I just wondered what took me so long to want to do this course for me to actually get the specific job or want to have the specific job. I like it now more than before; I'm enjoying the experience. I'm enjoying the new skills and I'm enjoying learning.

Participants from College D emphasized the values of making an impact and making a difference as motivators for work performance. Participant D1 stated how she valued her students and that this was the primary reason why she was working diligently. Participant D2's response shows that some lecturers have a high sense of self-worth and that this results in their high self-confidence, personal agency, and self-directedness. Participant D3, who had not opted for a teaching career as first preference, learnt to enjoy her work and that translated into her enthusiasm and desire to learn. This confirms assertions by Gauche et al. (2017) who found that used personal resources positively influenced worker wellbeing and affective, cognitive and behavioural coping.

Responses from College D participants demonstrate that finding a meaning beyond self, such as feeling called to teach, contributes to self-efficacy, self-worth, and willingness to demonstrate prosocial behaviour. This corresponds with findings by Liu et al. (2021) who reported that self-transcendent values affected the demonstration of prosocial behaviour and also boosted mental health. Despite lecturers lacking external motivation and support, they are being strengthened and motivated by their self-transcendent values. Although some participants had not chosen teaching as a first preference, they enjoyed it because they saw it as an opportunity to impact their communities and experience personal growth.

4.2.4.5 Responses from TVET College E

Participant E1:

I believe in hardwork and I value education. Growing up, we all find ourselves when we are fully developed, mentally.

Participant E2:

I think what I value the most is what I'm imparting out to the students because I know that that is the one thing that can change the student's life. So I value the

knowledge that I'm putting to the student. I believe that without me doing my part and doing my part to the best of my ability, it wouldn't be possible for the student also now to be able to achieve whatever they want to achieve to the best of their ability. So if I give my best, they will always be able to give their best.

Participant E3:

My values are teaching and learning, that's what I believe in.

Participants from College E value education and hardwork. Work-based values such as hardwork have been shown to encourage learning, goal-achievement, and a positive attitude (Paterson et al., 2017). Participant E1 and E3 both highlighted that they held with high esteem, the value of education (teaching and learning) and that this influenced their conduct and practice. Participant E1 mentioned that his goal was to earn a PhD and that this made him to have an aversion for people who did not share his value for education. This finding is significant for this research in that it shows and corresponds with research that highlights the importance of traditional, intrinsic and academic values in cultivating a culture of high-performance, life-long learning, continuing development, and self-improvement (Lao et al., 2016). Participant E2's response indicated that the participant was self-efficacious and that he was aware of his impact in the lives of his students. The participant showed an awareness of the dynamic relationship between the student and the lecturer and how the lecturer's input has a profound impact on student performance. Barni et al. (2019) found that educator efficacy impacts on student academic outcomes.

Responses from College E indicate that participants view education as having an intrinsic value, furthermore, they see themselves as custodians of knowledge and the dissemination or impartation thereof. Participants' veneration of education positively affected their motivation, performance, resilience, and fortitude even under the challenging conditions they faced.

4.2.4.6 Integration of responses from colleges

Participants from the five colleges ascribed to self-transcendent values and beliefs. Participants listed the delivery of quality education as well as the love and passion for teaching as their primary values and beliefs. Lecturers' beliefs about their college, status, identity, profession, and the subject of teaching and learning are important in determining their motivation, behaviour, and well-being (Wedekind et al., 2016). Participants displayed the following self-transcendent social values and beliefs as undergirding their teaching role, firstly, the calling and passion for teaching, secondly, influence and impact on society and thirdly, taking responsibility and displaying ethical conduct. These self-transcendent social values and beliefs form the basis for lecturers' professional development activities and experiences, their work engagement, and sense of duty (Yassim et al., 2019).

Students are at the heart of lecturers' sense of duty; participants mentioned how much they believed in and valued their students. Participants regulated, evaluated, motivated and validated themselves through the positive results that their students produced. In essence, participants used success motivation as a self-reinforcing system (Dahri et al., 2018). Participants believed in and desired autonomy, independence, self-reliance, self-regulation, and taking responsibility; these values have been found to be pivotal in fostering a culture of high performance in organisations.

The following are participants' responses on barriers to professional occupational competence development.

4.2.5 Barriers to professional occupational competence development

Participants were asked the following questions during the interview:

- From your experience, are there any problems that impede lecturer professional occupational competence development?

- Is enough being done to ensure effective lecturer professional occupational competence development?

4.2.5.1 Responses from TVET College A

Participant A1:

We are given an opportunity to register ourselves in universities; college bursaries are available. The college provides lecturers with short courses, such as assessor and moderator and facilitator course. I attended facilitator training.

Participant A2:

Not enough is being done. I am privileged to have somebody close to me, who's also at a TVET environment and comparing their college to others, I will simply say that not enough has been done.

Participant A3:

The stumbling block would be purely proper training and giving them the proper training in how to handle themselves professionally in the workspace.

College A participants had mixed views about lecturer competence development. Participant A1's response indicates that her experience of competence development efforts has been positive. She mentions training and opportunities being provided by college management and DHET and she is satisfied with those efforts. Her response indicates that there is some effort towards facilitating competence development. Participant A2, on the other hand, felt that there were significant differences in how TVET colleges handled lecturer training and development needs, with some prioritising them and some ignoring them. Participant A3 mentioned ineffective training as an institutional barrier to competence development and learning. Research by Nzembe (2017) showed that lecturers in South African TVET colleges bemoan the quality of training that is being offered by their colleges and DHET.

College A responses indicate that training is conducted for compliance instead of training needs, this is in line with findings by Akinyele and Bolarinwa (2018). There is some improvement with regards to training in TVET colleges as one of the lecturers attested to the fact that meaningful training was taking place. College A participant responses show that colleges are not being managed and/or led with the same levels of rigour and competence. This highlights the issue of environmental and leadership factors as being important in facilitating a progressive performance and learning culture.

4.2.5.2 Responses from TVET College B

Participant B1:

There is still room for improvement, according to me. But yes, they are ensuring that we are at the level, the standard.

Participant B2:

Yeah, I think the only concern is if they move away from the idea. Okay. The main reason why they're there. You know, because it's easy to be shifted.

Participant B3:

They focus more on content, investment is not on you, but on improving content, so you can share with students but in terms of you as an individual, are you ok? are you balanced? are you surviving in class? you see these are the questions, which you would expect someone to ask me.

Responses from College B participants were less optimistic. Participant B1's response indicates that the lecturer is moderately satisfied with the efforts by the DHET. Participant B1 strongly recommended the need for improvement in the area of staff competence development. Participant B2 felt that lecturers had too many distractions in their environment which hindered them from growing, teaching and learning. Buthelezi (2018) found that lecturers were faced with workplace pressures and administrative duties which distracted them from effective teaching and learning. Participant B2 cited

concerns with the TVET environment and its enablement of complacency. Participant B3's response highlighted that although training was being conducted, it was more for compliance rather than lecturer development. Participant B3 felt marginalised and disregarded and the lecturer showed a great concern for lecturers' overall wellbeing, which he felt was not being prioritised.

Participants from College B were not convinced about college management and lecturers' rigour and prioritisation of professional occupational competence development. Participants faced challenges with regards to lecturer and management apathy and lack of relevant training, further highlighting the need for more concerted efforts in the development and execution of a relevant training and development strategy for lecturers. Without the support, lecturers cannot easily and effectively engage in professional occupational competence development.

4.2.5.3 Responses from TVET College C

Participant C1:

I feel like now they're starting to take the lecturers serious now. You find out that the lecturers are starting to do courses like MS teams. They are taking them to more training.

Participant C2:

Most of the workshops or I'll say training we attend are not relevant.

Participant C3:

Resources and then staff unity. I think unity is one thing we can't leave. Let's say for example, one department is going to do something whilst the campus is not, then we are not going same direction.

Participants from College C had varying opinions about competence development in their college. Participant C1 reported that she felt that the COVID-19 pandemic had

forced colleges to focus on problem-solving and improvement. The Covid-19 pandemic presented an opportunity and created a sense of urgency regarding training and development efforts. Participant C2 stated that the training being provided by colleges and DHET is irrelevant and that often lecturers' expectations are left unmet. Furthermore, that the recommendations and requests they made on their personal growth plans were not taken seriously. Participant C3 expressed that she felt that the stumbling block in the development of competences was disunity, division, and low collaborative effort within the TVET sector; these sentiments are shared by Meiring (2019). An environment that is disunited does not lend itself to teamwork and organisational learning (Meyer et al., 2016).

Participants from College C bemoaned the lack of unity among lecturers and the lack of implementation of personal growth plans. Participants were frustrated by the inaction with regards to their documented training needs and this was widening the trust deficit between leaders and lecturers and leading to the assumption that college leaders were not interested in their wellbeing and professional development. According to Lambin et al. (2021), the personal growth of TVET workers is a crucial precursor to their wellbeing. If lecturers' personal growth plans never get actioned then this has a detrimental impact on lecturers' wellbeing, self-efficacy, and performance. College management is apathetic and nonchalant about lecturers' training needs. If leadership had a sense of urgency and willingness to support and lead training programmes then the programmes would be implemented (Meyer et al., 2016).

4.2.5.4 Responses from TVET College D

Participant D1:

They need to put into practice what they preach because whatever we end up doing or whatever culture we end up settling for within our institutions, I feel it comes from management level.

Participant D2:

As long as you are having a person who is not ready and prepared to walk an extra mile, I tell you, this is a person who will simply say as long as I am doing my job. It's okay. You will never achieve much from such kind of a person at the end of the day.

Participant D3:

It's complacency, relaxing. Like nobody's gonna move me. Nobody's gonna do anything you know.

Participants from College D highlighted the idea of college management and lecturer complacency. If college management is dismissive of lecturers' needs, then the lecturers become disgruntled themselves thus creating a vicious cycle of aggression in the workplace (Meiring, 2019). Participant D1 stated that lecturers often follow or react to the attitude of their leaders (college management). The participant blamed the maladies of lecturers on the disfunction of leadership. The participant did not express any need for lecturers to take responsibility for their state or form. Participant D2 related how she felt that lecturers were not prepared to go the extra mile to ensure their own competence development, that they lacked impetus towards their own development. The state of complacency that has set in within some lecturing staff could be hampering their desire to learn, improve, and achieve (Sandholtz & Ringstaff, 2016).

Participant D3 also alluded to complacency as a significant challenge to competence development. The complacency could be stemming from the lecturers themselves or the misalignment of environmental factors, behaviours, systems, and processes (organisational culture) (Harraf et al., 2016). The participant pinpoints the lecturers, themselves, as the sources of complacency. In essence, the participant claims that lecturers have resolved to remain in their comfort zones.

Responses from College D participants raised the important point that if there is to be any cultural change in the colleges, it has to be pioneered, modelled and championed by leaders. This aligns with Yadav and Agarwal (2016) who stated that, in the case of

developing a learning culture, leaders would have to champion learning, development, and change efforts. Efforts need to be made towards encouraging self-directedness within the TVET sector so as to ensure that professional development is not resisted by the very lecturers it is meant to assist.

4.2.5.5 Responses from TVET College E

Participant E1:

You fill that IQMS, personal development growth plan. You fill in the skills that you literally need to be trained on. You take it to the department, the skills development department, they will never even take you to a single course. They will take you to assessor training only.

Participant E2:

It boils down to monitoring, If proper monitoring is done, reports are being written; but we know where these things end up. If we can clean up that part and make sure that there's proper monitoring. Planning, we plan, but when it comes to monitoring and implementation, that's where the problem comes in. So that's the biggest challenge.

Participant E3:

I feel that they feel they are not professionals, the training thereof. When they were doing their diplomas and degrees that were not channelled to be TVET lecturers. Now they are professionals in other fields, not in the sector.

Participants from College E highlighted the challenge of misadministration of growth plans, lack of monitoring and evaluation measures as well as self-efficacy issues. Participant E1's response highlights the problem of misadministration of the IQMS system. The participant was disappointed by the lax approach surrounding the handling of personal growth plans. Past training offered to the participant did not meet expectation and was rather irrelevant and unrelated to his personal development needs.

When individuals are forced to attend training that they are not interested in, they are less likely to participate and even implement what they learnt. Participant E2 mentioned the lack of proper planning, monitoring, and evaluation from a leadership/management level as being a major stumbling block in the development of professional occupational competence. Participant E3, however, placed the blame on the initial training of TVET lecturers since it forms the basis for how they will conduct themselves when they assume their positions as TVET lecturers. The participant's response presented the importance of training on lecturers' identity since it determines if they will act in a professional manner or not.

The responses from College E participants once again highlighted that college leadership decisionmaking remains an enormous challenge in the administration of competence development (Boka et al., 2016). Other barriers to competence development are poor monitoring and evaluation and poor preparation of TVET lecturers. The manner in which lecturers conduct themselves and view their work is based on how they were trained and prepared for the journey.

4.2.5.6 Integration of responses from colleges

Responses from the participants highlighted how college management, personal factors, and environmental factors were barriers to professional occupational competence development in the sector. Participants emphasised how they felt neglected and excluded by their leadership. The administration of human resources management and development is currently not focused on with vigour and urgency. Staff and leadership complacency, the lack of self-directedness and purpose were factors that were found to be limiting lecturers' competence development.

The following are participants' responses on improving professional occupational competence development.

4.2.6 Improving professional occupational competence development

Participants were asked the following question?

- What do you think TVET lecturers need to develop their professional occupational competence?

4.2.6.1 Responses from TVET College A

Participant A1:

I'll say resources. We don't always get things immediately when we need them.

Participant A2:

Give them exposure. If we are able to swop for maybe two months. You swop lecturers of the same subject from one college to another college.

Participant A3:

Motivate them, like give them incentives. Giving incentives. For example, if students do well, give them incentives that will motivate them to do better, to have a higher output next year. Motivation is key when it comes to professionalism. If I am not motivated, I become complacent.

Participants from College A suggested that there was a need for coregulation, collaboration and social learning training to develop professional occupational competence and the free exchange of ideas. Participant A1 stated that resources would accelerate the competence development of lecturers. Participant A2 believes that lecturers lack exposure and that exposure to other lecturers would help develop the desire to learn and improve. This assertion corresponds with the social learning theory that asserts that environmental factors as well as personal factors can effect behavioural change (Id et al., 2019). Participant A3 mentioned how lecturers needed incentives for them to pursue professional occupational competence development.

What research reveals, however, is that having intrinsic motivation as the primary driver of learning behaviour is more important than incentives (Conte & Landy, 2017).

Responses from College A participants indicates that TVET lecturers are looking up to management to act. This view, however, lays the responsibility on the door of college management and not lecturers. Assuming that all the problems and solutions come from college management and that lecturers are mere recipients of good or bad treatment is an incorrect analysis of the situation at play.

4.2.6.2 Responses from TVET College B

Participant B1:

I'm not going to say, I want us to change maybe textbooks, the content, because the content is there. It's just that we just need to implement it.

Participant B2:

I would say it can help to first mingle the lecturers from different institutions where they can share their experiences and ideas and their challenges, wherein by so doing, you are able to learn.

Participant B3:

Give them emotional and psychological training. Number two, management. How would you manage your time and ultimately, also your life as a person? Okay. Because now, as you say, your reflection, reflects on students, how you see yourself in the mirror. If you see yourself ugly, obviously your attitude towards students will be different.

Participants from College B highlighted inertia and leadership apathy as the main barriers to professional occupational competence development. According to Participant B1, the challenge is the will to implement the knowledge at lecturers' and managers' disposal. There seems to be a bout of inertia that has engulfed the lecturers and some

managers/leaders that is stalling the implementation of competence development plans in the sector. Participant B2 yet again reiterated the need for the exchange of ideas and knowledge sharing across colleges. Participant B3 mentioned the need for lecturers to have a sense of personal agency in order for them to develop their own professional occupational competence.

College B participants' responses show the desire and dire need for collaboration; participants are aware that they can improve through learning from their peers within and outside their specific colleges but that such modalities are not being practiced in their TVET college. Furthermore, the participants expressed a need for agency in personal development. According to Loeng (2020), self-directedness contributes to success in formal instruction as well as the promotion of lifelong learning.

4.2.6.3 Responses from TVET College C

Participant C1:

Some lecturers, they would look at remuneration and being recognised. I think that the huge one is having resources.

Participant C2:

The support is just not enough. I mean, we are expected to perform miracles. While you do not have resources. While there is lack of support from their side. I mean, if you complain about something that comes from DHET, then management just tell you that that's an instruction from DHET, there's nothing we can do and that frustrates us.

Participant C3:

They should swap us so that we can learn about other courses. We can actually speak to each other.

Participants highlighted the need for resources, support and collaboration. Participant C1's response highlights the challenge of scarce resources. Lecturers are struggling to teach due to lack of resources; the lack of resources also prevents lecturers from being able to develop and learn. MoEST (2018) found that the continuing development of TVET lecturers was being hampered by lack of resources as well as the ineffective management of existing resources. Participant C2 expressed frustration at the expectations that come from seniors in the college, with the lecturer comparing it to being required to perform "miracles". This response highlights the challenge of bureaucracy which according to Meyer et al. (2016) is one of the barriers to having a learning organisation and a learning culture. Participant C3 also mentioned the issue of collegial support and social learning as well as engaging in activities that foster staff unity and teamwork. The lecturer also suggests that social learning will assist in creating a sense of respect and understanding for other lecturers' subjects and work.

Responses from College C show that TVET college leaders are not deliberate in creating opportunities for collaboration which then limits opportunities for continuous development. Bureacracy exarcebated the problem even more by making it difficult for lecturers to access resources and key decisionmakers. Lastly, There was a lack of unity among lecturers and college management which posed a challenge for team social learning and peer mentorship and coaching.

4.2.6.4 Responses from TVET College D

Participant D1:

They need money. Listen incentives. How about we get paid? As much as we want to ignore this, but money is something that affects us on a personal scale and hence people come here demotivated, feeling down, frustrated, taking out their frustrations on the students.

Participant D2:

Strongly, I believe they have to have a change in their mindset to such an extent that they will be able to see things in a different perspective. Let it not be just an issue of you saying, as long as I am doing my job. Let there be that very paradigm shift to say it is not only the issue of me doing my job. You are building up the future generation over here. Let the mindset be such that you are saying to yourself: 'I am here to develop the forthcoming generation'.

Participant D3:

Since being here, I have only attended one training, am not sure if that is because of a policy or protocol perhaps or what. But for me, I feel like they should be trained as often as possible.

Participants mentioned incentives, paradigm shifts and policy as being the factors that would need to be carefully managed in order to see competence development. Although money is mentioned by Participant D1 as a missing element in the development of professional occupational competences, it would be more meaningful and beneficial for lecturers to have a stronger personal conviction than finances for them to pursue their education. Khan et al. (2020) stated that professional development should be primarily personalised and self-directed in order for it to bring about sustainable development. Participant D2 mentioned that there was a need for cognitive change or a change in perspective from management and lecturers. There is a need to have more lecturers accepting and adopting the role of being influencers. This acceptance gives them impetus to empower themselves so that they can be better lecturers to their students (Meiring, 2019). Participant D3 mentioned how she felt that perhaps the lack of effective policy implementation was responsible for causing the slow progress of professional occupational competence development.

Responses from College D show that there is ineffective as well as insufficient training in TVET colleges, just as it was stated by Eicker et al. (2017). Chetram (2017) found that inadequate professional development often delays performance and rigour of practice. Other participants pointed to different factors they believed hampered their

development; factors such as lack of incentives and also the lack of effective policy development and implementation. Participants believe that if they were to be paid more, then they would work more effectively, however research shows that it is not just pay that increases worker loyalty and motivation, but it is the efforts and strategies that management take to support and encourage workers (Badubi, 2017)

4.2.6.5 Responses from TVET College E

Participant A1:

If I were to talk to management or the department, I will say you know what, the curriculum specialist. Employ such people who will do research on this particular subject.

Participant E2:

It boils down to monitoring, If proper monitoring is done, reports are being written but we know where these things end up. If we can clean up that part and make sure that there is proper monitoring. Planning, we plan, but when it comes to monitoring and implementation, that is where the problem comes in. So, that is the biggest challenge.

Participant E3:

In addressing issues, you have motivation, counselling, and the course content. Of course, I recommend that the SETA be brought onboard and create crash courses to address the pitfalls of lecturers.

Participants mentioned research, monitoring, and collaboration as solutions towards competence development. Participant A1 stated that there was need to bolster research capabilities of institutions so that competence development can be understood much better. Participant E2 highlighted the need for effective monitoring and controls so that competence development can take place unhindered. This is yet another call for effective leadership which will ensure that this process takes place expeditiously.

Participant E3 suggests that there needs to be improved cooperation and collaboration between education stakeholders such as SETAs so as to ensure effective competence development.

The need for and lack of stakeholder collaboration was highlighted by participants from College E. The participants further highlighted the leadership gap that exists in the TVET sector, wherein leadership proactiveness is non-existent and uninspiring. Badenhorst and Radile (2018) found that TVET colleges in South Africa have poor leadership and management skills which manifests in challenges such as poor instructional guidance.

4.2.6.6. Integration of responses from colleges

Responses from the participating colleges show that college management is failing in relationship orientation and relationship management. College management is failing to provide support, developmental feedback, and incentives (Badenhorst & Radile, 2018). Gauche et al. (2017) found that when leaders fail to express meaningful appreciation to their subordinates, organisational outcomes are negatively affected. There is a need to change the mindset and priorities of all stakeholders in the TVET college value chain in order for them to prioritise competence development. Lecturers need the personal will, collaborations, acceptance and leadership for them to engage in self-directed professional development (Nzembe, 2017).

4.3 FINDINGS OF THE STUDY

The following section presents the research findings generated from the analysed and interpreted results. The interview questions are included to guide this discussion.

4.3.1 Interview questions and findings

Question 1: What are your thoughts around lecturers' vocational knowledge?

The researcher found that participants have deficiencies in their content knowledge, pedagogical content knowledge, psychological pedagogical knowledge, and their counselling knowledge. Content knowledge gaps are largely due to lecturers teaching subjects they are not trained for and are not experts in. Furthermore, due to a lack of resources and psychosocial problems from both lecturers and students, participants were struggling to teach their students and that this had become a barrier to teaching and learning.

Question 2: Do you believe that lecturers are self-regulated and that they possess emotional intelligence?

The findings of this study show that participants displayed reasonable self-regulation and often reflected on their behaviour and emotions. However, participants related some notable accounts of other lecturers engaging in inappropriate conduct. Some lecturers harboured emotions such as anger, aggression and frustration and they at times took out their anger on students. This is indicative of inadequate self-reflexive and coping skills. The work environment of the lecturers and the working conditions are affecting lecturer self-regulation.

Question 3: What in your opinion motivates you and other lecturers to perform your duties?

The researcher found that the participants were being motivated by the impact that their work was having on their students. Students formed the basis for participants performing their duties despite the challenging circumstances they worked in.

Question 4: How do lecturers keep themselves motivated at work?

The findings of this study show that participants resorted to intrinsic motivation to keep themselves motivated and that they found a great sense of fulfilment from making a difference in students' lives. The environment in which the participants worked had high bureaucracy and did not lend itself to being an effective learning environment, however their sense of duty and calling kept them motivated.

Question 5: What do you believe and value about your role and work as a lecturer?

The researcher found that participants valued their work and their students the most and that it was the impact they had on students that kept them applying themselves to their work. Participants' self-transcendent beliefs and values largely contributed to their commitment to work. Their engagement in activities that highlighted their helpfulness and altruism made them feel purposeful at work.

Question 6: From your experience, are there any problems that impede lecturer professional occupational competence development?

The findings of this study show that management and lecturer apathy were the main impediment in professional occupational competence development. College management was slow in actioning any professional occupational competence development plans. Some lecturers lack self-directedness, and they are complacent as well. Without personal agency, lecturers become their own impediments and barriers to learning and development. The researcher also found that participants were demotivated and needed inspiration to take their personal development into their own hands.

Question 7: Is enough being done to ensure effective lecturer competence development?

The researcher found that not enough was being done to ensure effective lecturer competence development. Poor prior preparation was a factor in professional occupational competence development. Furthermore, the courses offered to participants for their development were largely irrelevant and geared more towards compliance with DHET prescripts than lecturer development.

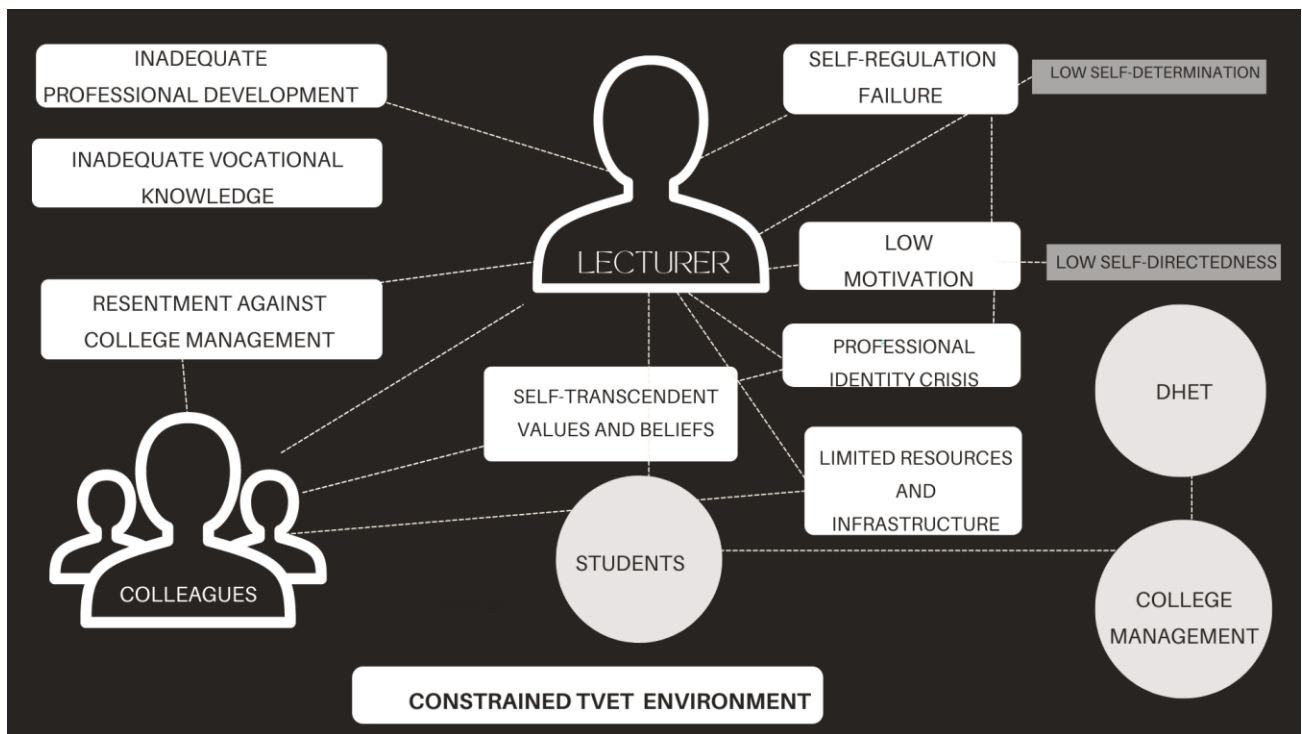
Question 8: What do you think PL1 lecturers need to develop, grow or increase their professional occupational competence? How can this area be improved?

The findings of this study show that participants lack self-directedness, prosocial motivation, and management support and that this is affecting their determination and motivation to undertake further training even though they understood the need for it (Loeng, 2020). The lack of support was widening the trust deficit between management and participants. The trust deficit between participants and leaders had negatively affected the sense of community and shared interest and collegiality; this in turn had affected knowledge sharing and commitment and desire to learn. College management needs to model self-directed learning so that it becomes part of the college culture. College management needs to provide support in terms of resources, training and learning opportunities.

Figure 4.1, below, is a graphical representation of the results of this study.

Figure 4.1

Graphical representation of results of the study



4.3.2. Key Research Findings

This subsection presents the key research findings of this study.

Table 4.1, below, displays an assessment of the achievement or non-achievement of the research objectives:

Table 4.1

Alignment of Research Objectives and Research Findings

Secondary research objective	Corresponding research finding(s)	Objective achieved/not achieved
i) To establish the professional occupational competence	There are limited professional occupational competence	Achieved

<p>development interventions that are offered to lecturers at selected TVET colleges in the Gauteng Province.</p>	<p>interventions offered to lecturers within the TVET colleges across Gauteng Province. The researcher found that there were too few relevant training programmes offered and attended by participants.</p>	
<p>ii) To explore the extent of the implementation of TVET lecturer professionalisation at selected colleges in the Gauteng Province.</p>	<p>The findings of this study show that although efforts had been made towards the implementation of lecturer professionalisation, these efforts were unable to rapidly effect meaningful changes. This is evidenced by participants' lacking resources, support, professional qualities and competences such as vocational knowledge, clear sense of professional identity and community and self-directedness.</p>	<p>Achieved</p>
<p>iii) To understand the impact of professional occupational competence deficiencies on TVET lecturers at selected colleges in the Gauteng Province.</p>	<p>Due to professional occupational competence deficiencies, participants were struggling to cope with workplace pressures. Professional occupational</p>	<p>Achieved</p>

	competence deficiencies had negatively impacted lecturers' engagement, connectedness, professional identity, and self-efficacy.	
iv) To explore the manner in which lecturers' competence development is managed, supported, and administered across selected TVET colleges in the Gauteng Province.	The researcher found that college management handled competence development with disinterest and apathy and that lecturer competence development was not being prioritized, but that control and output were being prioritised instead.	Achieved

Source: Author's own compilation

4.3 CHAPTER SUMMARY

This chapter presented analyses and interpretations of the results of this study. The results were based on several interview questions that participants had to answer. These questions focused on aspects that included lecturers' perspectives regarding vocational knowledge, self-regulation and dysregulation, motivation and beliefs and values. Further interview questions included aspects such as barriers to professional occupational competence development, and improvements to professional occupational competence development. Thereafter, the findings of the study were formulated.

Chapter 5 presents the conclusions, limitations and recommendations of the study.

CHAPTER 5

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions of the study based on research questions. The research sub-questions as well as their corresponding conclusions are presented. The central research question is reiterated to determine if the researcher's conclusions of the study answer this question. The limitations of the study, recommendations of the study, suggestions for future research and lastly, the conclusion of the entire study are also presented.

5.2 CONCLUSIONS OF THE STUDY BASED ON RESEARCH QUESTIONS

This section contains a presentation of the conclusions of the study based on the research questions.

5.2.1 Research sub-questions

The following are the sub-questions of this study as stated in Chapter 1 and their corresponding conclusions for this study.

5.2.1.1 Research sub-question 1:

What lecturer professional occupational competence development interventions are offered within the TVET colleges in Gauteng Province?

This study found that there was a long-standing weakness of inappropriate and ineffectual competence development techniques and interventions in the five selected Gauteng TVET colleges. This finding corresponds with the assertions by South African

Qualifications Authority (2016) as well as Rawkins (2018), who both stated that one of the issues faced by the TVET sector was inadequate training and preparation for curriculum delivery. Participant E3 stated that “there was no proper training from universities or diploma, there's no course that teaches a lecturer to become a TVET lecturer”. Participant B2 said “So there's a bit of a gap where they need a little bit of training”. The researcher also found that there were too few accounts of effective and relevant training taking place and the accounts by participants given were for diversity training, facilitator, assessor, and moderator training only. Kanyane (2016) also found that lecturers were discouraged due to the misalignment of their training needs and what was being offered by their colleges as training or competence development.

The conclusion drawn from these findings is that there are limited professional occupational competence interventions taking place within the TVET colleges in Gauteng Province.

5.2.1.2 Research sub-question 2:

To what extent has the professionalisation of lecturers in TVET colleges in Gauteng Province been implemented?

The findings of this study show that resources and infrastructure were not catering for the needs of TVET colleges. Furthermore, some participants were forced to teach subjects they were not experts in; a similar finding was made by Ngubane (2016). Lecturers from the participating colleges had a tense relationship with their managers and felt that they were being instructed more than supported and heard, which left them discouraged, dissatisfied, and disillusioned. According to the self-determination theory, the lack of autonomy, competence, and relatedness leads to loss of motivation which then impedes task accomplishment (Nowell, 2017). Lecturers feel that working in a silo is the only way they can survive their environment. Participant E2 said “I think we have resorted to internal motivation because there's nothing besides that”. A study by Lutaaya (2017) found that TVET college governance, policy, and leadership did not

accommodate autonomy and expression, this assertion was confirmed in the findings of this study.

This study found that participants were not given the freedom or the platform to express themselves. Jeremiah (2018) highlighted the need, as well, for South African TVET colleges to prioritise lecturer autonomy and management, in that it had effects on their wellbeing and job satisfaction. The self-determination theory also asserts the importance of granting workers autonomy and opportunities to develop competences as this would allow for an increase in job satisfaction and quality of work-life (Ryan & Deci, 2017). There is a sense of uncertainty on what competences are necessary to be a TVET lecturer as well as the identity of a lecturer, with some lecturers believing that one needs to have teaching pedagogy and others believing that lecturers need to mainly possess the ability to impart skill, this is evidenced by the varying skills levels and qualifications in the sector. The findings of this study suggest that there is a lack of urgency and synergy in ensuring that the sector transforms at a pace equal to the demands of the environment.

The conclusion drawn from these findings is that the professionalisation of lecturers is happening at a slow pace in the TVET sector. The professionalisation of lecturers is being implemented to a very limited extent.

5.2.1.3 Research sub-question 3:

How does the deficiency of professional occupational competences impact on TVET lecturers?

The researcher found that lecturers struggled with emotional and behavioural dysregulation. Meiring (2019) also found that lecturers were struggling with their emotions; Participant E1 recounted how one of his colleagues had “anger issues” and it manifested in dysfunctional relationships with his colleagues and leaders. While Participant A3 and Participant D2 stated how they had noted how some male lecturers

would develop “romantic relationships” with learners; an act which is not allowed in colleges. Furthermore, participants were struggling with the task of counselling learners and providing lessons that demonstrate their psychological pedagogical knowledge and pedagogical content knowledge, a finding that is confirmed by Boka et al. (2016). The researcher also found that some lecturers lacked self-directedness; they were neglecting personal development due to their attachment to external motivators which they were not receiving (Jeremiah, 2018). The lack of personal factors in the form of willingness to learn, from individual lecturers, negatively affects the process of social learning in that communities of practice and shared identity and meaning can then not be realised and professional development and knowledge cannot be shared (Taylor & Van der Bijl, 2018).

Participants concluded that their self-regulation functions namely, control, monitoring, reflection, and planning can only be exercised effectively in the confines of their own classrooms and not the entire college. Participants were disconnected from the rest of their campus environment and only felt connected to their classrooms. Mmako (2016) found that TVET lecturers were not engaged in their workplace and that it would require a concerted effort to assist them to re-engage with their workspaces. Participants’ disconnection from their wider environment negatively affected their engagement, commitment and sense of belonging (Jeremiah, 2018).

The conclusion drawn from these findings is that the professional occupational competence deficiencies of the participants was behind their helplessness, disappointment, disengagement, and dejectedness (Kayumbu, 2020).

5.2.1.4 Research sub-question 4:

How has professional occupational competence development been managed, supported, and administered across TVET colleges in Gauteng Province?

The findings of this study show that there was inadequate management support from college management; this finding is corroborated by Ngubane (2016). This study found that the Integrated Quality Management System (IQMS) was being haphazardly and incorrectly managed and that as Participant D1 stated “nothing really happens” with the concerns or details in the IQMS forms. According to participants, they had not seen the implementation of their appended personal growth plans; similar findings were stated by Chetram (2017). Furthermore, there was low trust between participants and college leadership due partly to the mismanagement and maladministration of professional occupational competence development (Kayumbu, 2020).

The conclusion drawn from these findings is that the professional occupational competence development of TVET lecturers has been inadequately managed and insufficiently supported and administered across Gauteng TVET colleges and that this has negatively affected TVET lecturer and management relations.

5.2.2 Central research question

The findings of the study answered the central question:

- What are the TVET lecturers’ perspectives of professional occupational competences?

The key finding of this study is that the participants from the five selected TVET colleges lacked vocational knowledge, self-directedness, self-regulation, management and collegial support, extrinsic and prosocial motivation, and value alignment to assist lecturers to work and learn more effectively and efficiently as well as create communities of practice and learning organisations (Chetram, 2017; Kayumbu, 2020; Meiring, 2019). As a result, participants’ desire to learn, be resilient and perform their duties was being negatively affected (Mmako, 2016).

The conclusion drawn from this finding is that participants in Gauteng TVET colleges do not possess sufficient levels of professional occupational competences. The current regime of training efforts by college management and DHET are failing to develop professionalism and professional occupational competence in the sector.

5.5 LIMITATIONS OF THE STUDY

The following are the limitations of this study.

- This study only focused on the views and perspectives of lecturers; the views and perspectives of college management were not investigated thus providing a biased view on TVET lecturer professional occupational competence.
- The researcher faced resource constraints. Engagement with gatekeepers and participants was strictly online owing to COVID19 lockdown restrictions, this presented the researcher with technological barriers and physical barriers as the researcher could only depend on the availability and accessibility of ICT infrastructure and technology to connect with the gatekeepers and participants.

5.6 RECOMMENDATIONS OF THE STUDY

This section provides recommendations for the improvement of practices within TVET colleges. It is recommended that college management empower lecturers and lead efforts towards the creation of a learning culture. It is also recommended that TVET lecturers collaborate, practice teamwork, and prosocial behaviour. The DHET and college management are urged to provide support for lecturers and the DHET must urgently expedite the provision of resources and infrastructure to a learning culture. Lastly, higher learning institutions ought to expedite the development and roll out of lecturer education qualifications. Each recommendation is discussed below.

Recommendation 1: The empowerment of TVET lecturers by college management.

Lecturers must not only be seen but they must also be heard. The provision of psychological safety at work enables all stakeholders to share ideas, exercise autonomy, and share their problems. Lecturers ought to have a voice in their workplaces. Lecturers need to see the actioning of their personal growth plans and any other recommendations and ideas surrounding their training needs. There needs to be transparent communication encouraging lecturers to re-engage and think creatively around their work and the challenges presented by their work.

It is crucial that lecturers be provided with information. It is important that the role of lecturers is given the esteem it deserves. Efforts need to be channelled towards making lecturers feel highly esteemed and appreciated through rewards and incentives and effectively presenting TVET colleges as key contributors to the economic development of society.

Recommendation 2: TVET college management should lead efforts towards the creation and maintenance of a learning culture.

College leadership needs to lead efforts towards making colleges learning organisations and effective communities of practice. This will require college management to create ecosystems or communities of practice that can capture and share knowledge and pioneer learning and development opportunities (activities and programmes). Modelling of curiosity and interest in and around desired learning outcomes and behaviour needs to be done in order to inspire them to also pursue learning and development (Yadav & Agarwal, 2016). College management ought to provide the suitable rewards and incentives for learning and self-improvement efforts. College management ought to encourage lifelong learning as well through a recognition and rewarding of growing skill and competences; this will heighten the need for self-directedness from lecturers. It is recommended that college managers be trained on how to effectively lead and support

lecturers to help them to achieve self-knowledge, self-awareness, self-efficacy, self-directedness, job satisfaction, motivation, and well-being.

Recommendation 3: TVET lecturers must collaborate, practice teamwork, and prosocial behaviour.

TVET lecturers must cultivate prosocial motivation as this will enable them to display extra-role behaviour and positive organisational citizenship behaviour (Tian et al., 2021). Lecturers must engage in peer mentorship and networking as this will encourage knowledge-sharing, understanding, and empathy. The participants of this study seemed to be disconnected from the TVET value chain. Creating opportunities for colleagues to work together will foster a sense of belonging and help with the efforts towards sharing of tacit and explicit knowledge and developing communities of practice (Wenger, 2013).

Recommendation 4: Support from college management and DHET.

There must be an emphasis on transparency and openness in decision-making. This study found that participants were ignored, excluded, and 'othered' and that they were distrusting of college management. The dominant culture of silos made participants to unwillingly comply with instructions from DHET or college management. The United Nations Educational, Scientific and Cultural Organisation [UNESCO] (2016), states that governments must provide systematic support for lecturers through developing and/or strengthening policies and frameworks that are responsive to the competence gaps and training needs of TVET lecturers.

TVET colleges are low trust organisations, characterised by autocracy, control leadership, bureaucracy, high internal conflict, and competition (Van der Bijl & Taylor, 2016). A low trust culture produces workers who put in less discretionary effort into their work; workers who are dissatisfied, dismissive of their work, and less productive (Boka et al., 2016). College management need to find ways to communicate concern and an interest in their lecturers' needs and wellbeing to close the trust deficit between lecturers

and management. Managers ought to position themselves as models, coaches, and mentors, who can help lecturers grow their competences. They can do this through leading by example, opening up lines of communication (discourse), as well as providing motivational and developmental feedback (engagement). These factors were shown to be vital in the creation of successful learning cultures and communities of practice (Wenger, 2000).

Recommendation 5: DHET should make provision for resources and infrastructure development.

Infrastructural upgrades and the provision of equipment and resources need to be prioritised to ensure that productivity is increased (Makgato, 2021). To enable the use of modern teaching practices such as technology driven teaching and blended learning, there ought to be the procurement of information and communication technology and infrastructure that is tailor-made according to the needs of TVET learning institutions (Papier, 2021). There is need for a prioritisation of infrastructure development and adequate resource allocation to ensure that lecturers are not constrained by an environment and conditions not geared towards productivity and excellence in teaching.

Recommendation 6: Higher education institutions must expedite the rolling out of qualifications for TVET lecturer education.

There ought to be a prioritisation of the speedy and wider rolling out and development of TVET lecturer qualifications. Although the introduction of the Advanced Diploma in TVET teaching is considered as a milestone in the post education and training band, prioritisation and popularisation of other TVET lecturer education qualifications need to be implemented. Furthermore, there should be more investment in work-integrated learning for lecturers to ensure that there is a bridge between the needs of industry as well as what is being taught in the colleges. There should be more investment in research on TVET lecturer education and development as well.

This section provided recommendations for the improvement of practices within TVET colleges. It was recommended that college management empower lecturers and lead efforts towards the creation of a learning culture. It was also recommended that lecturers engage in teamwork, collaboration, and prosocial behaviour. The DHET and college management were urged to provide support for lecturers, and it was recommended that the DHET expedite the provision of resources and infrastructure to support a learning culture. Higher learning institutions were urged to expedite the development and roll out of lecturer education qualifications. In the following subsection, suggestions for future research are discussed.

5.7 SUGGESTIONS FOR FUTURE RESEARCH

Based on the findings and conclusions of this study, further research may be conducted in the following areas:

- The perspectives of Heads of Department and middle and top managers in the TVET college sector. It would be beneficial to also understand college management's perspectives of professional occupational competences in TVET colleges.
- This study only sought to understand the perspectives of TVET lecturers within the Gauteng Province. It is recommended that future research investigate experiences of professional occupational competence of TVET lecturers in other provinces of South Africa. This would involve a different and/or larger sample.
- Researchers can conduct a study on the impact of professional occupational competence training on TVET lecturer performance.

5.8 CONCLUSION

This study explored lecturers' perspectives of professional occupational competences across five Gauteng TVET colleges. Chapter 1 presented the introduction of the study. Chapter 2 of this study presented a review of literature on professional occupational competence. Chapter 3 offered a presentation of the research methodology followed in

this study. Chapter 4 presented the research findings of the study and Chapter 5 presented the conclusions, limitations and recommendations of the study.

REFERENCES

- Afeti, G. (2016). Revitalising technical and vocational education and training in Africa: Issues outstanding. *Journal of Vocational, Adult and Continuing Education and Training*, 1(1). <https://doi.org/10.14426/jovacet.v1i1.298>
- Akhtar, I., & Islamia, J. M. (2016). Research Design. *Research in Social Science: Interdisciplinary Perspectives Research*, September, 68–84.
- Akinyele, T. A., & Bolarinwa, F. F. B. (2018). Prospects, issues and challenges of technical and vocational education and training (TVET) in revamping Nigeria depressed economy. *International Journal of Vocational and Technical Education Research*, 4(1), 1–18. <https://doi.org/10.22201/fq.18708404e.2004.3.66178>
- Alipour, F., & Karimi, R. (2018). Creating and Developing Learning Organization Dimensions in Educational Settings; Role of Human Resource Development Practitioners. *International Journal of Management, Accounting and Economics*, 5(4), 197–213.
- Allen, L. M., Hay, M., Armstrong, E., & Palermo, C. (2020). Applying a social theory of learning to explain the possible impacts of continuing professional development (CPD) programs. *Medical Teacher*, 42(10), 1140–1147. <https://doi.org/10.1080/0142159X.2020.1795097>
- American Psychological Association. (2022). *Teaching Tip Sheet: Self-Efficacy*. <https://www.apa.org/pi/aids/resources/education/self-efficacy#:~:text=Self-efficacy refers to an,%2C behavior%2C and social environment>.
- Amin, K. M. E., Norgaard, S. L., Cavaco, A. M., Witry, M. J., Hillman, L., Cernasev, A., & Desselle, S. P. (2020). Establishing trustworthiness and authenticity in qualitative pharmacy research. *Research in Social and Administrative Pharmacy*, February, 0–1. <https://doi.org/10.1016/j.sapharm.2020.02.005>
- Anderson, V. (2018). Criteria for Evaluating Qualitative Research. In *Human Resource Development Quarterly*. University of Portsmouth, Richmond.
- Andersson, P., & Köpsén, S. (2015). Continuing professional development of vocational teachers: Participation in a Swedish National Initiative. *Empirical Research in Vocational Education and Training*, 7(1). <https://doi.org/10.1186/s40461-015-0019->

- APA. (2022). *APA Dictionary of Psychology*. <https://dictionary.apa.org/value>
- Badenhorst, J. W., & Radile, R. S. (2018). Poor Performance at TVET Colleges: Conceptualising a Distributed Instructional Leadership Approach as a Solution. *Africa Education Review*, 15(3), 1–23. <https://doi.org/10.1080/18146627.2017.1352452>
- Badubi, R. M. (2017). Theories of Motivation and Their Application in Organizations : A Risk Analysis. *International Journal of Innovation and Economic Development*, 3(3), 44–51. <https://doi.org/10.18775/ijied.1849-7551-7020.2015.33.2004>
- Bandura, A. (1971). *Social Learning Theory* (Standford University (ed.)). General Learning Corporation.
- Bandura, A. (2001). Social Cognitive Theory: An Agentic. *Annual Review of Psychology*, 52, 1–26.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, 10, 1645. <https://doi.org/10.3389/fpsyg.2019.01645>
- Batholmeus, P., & Pop, C. (2019). Enablers of work-integrated learning in technical vocational education and training teacher education. *International Journal of Work-Integrated Learning*, 20(2), 147–159. <http://0-search.ebscohost.com.oasis.unisa.ac.za/login.aspx?direct=true&db=eue&AN=141508761&site=eds-live&scope=site>
- Bento, F., Tagliabue, M., & Lorenzo, F. (2020). Organizational Silos: A Scoping Review Informed by a Behavioral Perspective on Systems and Networks. *Societies*, 10(3), 56. <https://doi.org/10.3390/soc10030056>
- Berry, L. (2016). The research relationship in narrative enquiry. *Nurse Researcher*, 24, 10–14. <https://doi.org/10.7748/nr.2016.e1430>
- Boka, K., Paterson, A., & Kraak, A. (2016). *Change management in TVET colleges: Lessons learnt from the field of practice*. JET Education Services.
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1), 14. <https://doi.org/10.1186/s42466-020-00059-z>

- Buthelezi, Z. (2018). Lecturer experiences of TVET College challenges in the post-apartheid era: a case of unintended consequences of educational reform in South Africa. *Journal of Vocational Education and Training*, 70(3), 364–383.
<https://doi.org/10.1080/13636820.2018.1437062>
- Castellano, E., Muñoz-Navarro, R., Toledo, M. S., Spontón, C., & Medrano, L. A. (2019). Cognitive processes of emotional regulation, burnout and work engagement. *Psicothema*, 31(1), 73–80.
<https://doi.org/10.7334/psicothema2018.228>
- Castillo-Montoya, M. (2016). Preparing for interview research: the interview protocol refinement framework. *The Qualitative Report*, 21(5), 811-831.
<https://link.gale.com/apps/doc/A456275787/AONE?u=anon~7da79917&sid=google Scholar&xid=471ad13e>
- Chakroun, B. (2019). National Qualifications Framework and TVET teacher competence frameworks: A neglected dimension of qualifications reforms? *European Journal of Education, Volume 54*(3), 370–388.
- Chee Sern, L., Hamisu, M., & Mohd Salleh, K. (2018). Determining the Elements of TVET Teachers Competency for Nigerian Higher Learning Institutions. *Journal of Physics*, 1049(1), 1–8. <https://doi.org/10.1088/1742-6596/1049/1/012078>
- Chetram, R. (2017). *The management of continuous professional development at a TVET college in Kwazulu Natal* (Issue 6). University of South Africa, Pretoria.
- Chun Tie, Y., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE Open Medicine*, 7, 1-8.
 2050312118822927. <https://doi.org/10.1177/2050312118822927>
- Connelly, L. M. (2016). Understanding Research: Trustworthiness in Qualitative Research. *Medsurg Nursing*, 25(6), 435–436.
- Conte, J. M., & Landy, F. J. (2017). *Work In The 21st Century* (6th ed.). Wiley.
<http://www.elsevier.com/locate/scp>
- Cosnefroy, L., Fenouillet, F., Mazé, C., & Bonnefoy, B. (2018). On the relationship between the forethought phase of self-regulated learning and self-regulation failure. *Issues in Educational Research*, 28(2), 329–348.
- Cresswell, J. W., & Cresswell, J. D. (2018). *Research Design; Qualitative, Quantitative,*

- and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Creswell, J. W., & Clark, P. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Dahri, S., Yusof, Y., & Chinedu, C. (2018). TVET lecturer empathy and student achievement. *Journal of Physics: Conference Series*, 1049, 12056.
<https://doi.org/10.1088/1742-6596/1049/1/012056>
- Day, C. (2017). Competence-based Education and Teacher Professional Development. In M. Mulder (Ed.), *Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education* (pp. 165–186). Springer.
- Deissinger, T. (2016). The German dual vocational education and training system as ‘good practice’? *Local Economy*, 30(5), 557–567.
<https://doi.org/10.1177/0269094215589311>
- Department Higher Education and Training. (2021). *Annual Performance Plan 2020/21*.
<http://saera.co.za/wp-content/uploads/2018/03/Statistics-on-Post-School-Education-and-Training-in-South-Africa-2016.pdf>
- DHET. (2013). Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. *Government Gazette*, 576(36554), 1–48.
- DHET. (2014). White paper for post-school education and training. *Government Gazette No 37229*, 11(37229), 3–11.
- DHET. (2018a). *Qualification Profile of Lecturers Employed in Public Technical and Vocational Education and Training 2016*.
- DHET. (2018b). *Statistics on Post-School Education & Training in South Africa: 2016* (Issue March).
- DHET. (2021). *Statistics on Post-School Education and Training in South Africa: 2019* (Issue March). e Department of Higher Education and Training.
<http://saera.co.za/wp-content/uploads/2018/03/Statistics-on-Post-School-Education-and-Training-in-South-Africa-2016.pdf>
- Dudovskiy, J. (2018). *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*. research-methodology.net.
- Eicker, F., Haseloff, G., & Lennartz, B. (2017). *Vocational education and training in Sub-Saharan Africa: Current situation and development*.

- <https://doi.org/10.1002/ajpa.1330330304>
- ETDP-SETA. (2018). *TVET Sub-sector Report for the 2019/20 Sector Skills Plan*.
- Eungoo, K., & Hwang, H.J. (2020). The Consequences of Data Fabrication and Falsification among Researchers. *Journal of Research and Publication Ethics*, 1(2), 7–10.
- Fischer, E., & Hänze, M. (2020). How do university teachers' values and beliefs affect their teaching? *Educational Psychology*, 40(3), 296–317.
<https://doi.org/10.1080/01443410.2019.1675867>
- Frey, B. S. (2018). *Happiness and Management BT - Economics of Happiness* (B. S. Frey (ed.); pp. 55–58). Springer International Publishing.
https://doi.org/10.1007/978-3-319-75807-7_11
- Friedman, H. H., & Kass-Shraibman, F. (2017). What it takes to be a superior college president. *The Learning Organization*, 24(5), 286–297. <https://doi.org/10.1108/TLO-12-2016-0098>
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti* (3rd Edition). SAGE Publications.
- Gagnon, M. J., Young, B. W., & Durand-bush, N. (2016). Self-regulation capacity is linked to wellbeing and burnout in physicians and medical students : Implications for nurturing self-help skills. *International Journal of Wellbeing*, 6(1), 101–116.
<https://doi.org/10.5502/ijw.v6i1.425>
- Gauche, C., De Beer, L. T., & Brink, L. (2017). Managing employee well-being: A qualitative study exploring job and personal resources of at-risk employees. *SA Journal of Human Resource Management*, 1(2), 1–13.
<https://doi.org/10.4102/sajhrm.v15i0.957>
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78. <https://doi.org/10.5539/elt.v10n4p78>
- Goleman, D., Boyatzis, R., & Mckee, A. (2019). Development of Standards for Vocational Teachers at Bachelor level in Lao PDR. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
- Gorges, J. (2019). Motivational beliefs specific to business studies subfields:

- Interrelations, antecedents, and change in the introductory study phase. *International Journal of Educational Psychology*, 8(2), 109–136.
<https://doi.org/10.17583/ijep.2019.3780>
- Hamisu, M. A., Salleh, K. M., Sern, L. C., Adamu, B. Y., & Gambo, K. (2017). Proposed Competency Model for Technical and Vocational Education and Training (TVET) Lecturers Teaching in Technical Colleges , Bauchi State in Perspective. *Path of Science*, 3(9), 5001–5009. <https://doi.org/10.22178/pos.26-7>
- Harraf, A., Soltwisch, B. W., & Talbott, K. (2016). Identifying and Preventing Complacency. *Managing Global Transitions*, 14(4), 385–401. http://www.fm-kp.si/zalozba/ISSN/1581-6311/14_385-401.pdf
- Hartati, Y., Permanasari, A., Sopandi, W., & Mudzakir, A. (2019). Relationship between content knowledge and general pedagogical knowledge on pedagogical content knowledge. *Journal of Physics: Conference Series*, 1157(4).
<https://doi.org/10.1088/1742-6596/1157/4/042045>
- Huczynski, A., & Buchanan, D. (2013). *Organizational Behaviour* (8th ed.). Pearson.
- Huggett, C., Birtel, D., Awenat, Y. F., Fleming, P., Wilkes, S., Williams, S., & Haddock, G. (2018). A qualitative study: experiences of stigma by people with mental health problems. *Psychology and Psychotherapy: Theory, Research and Practice*, 91, 380–397. <https://doi.org/10.1111/papt.12167>
- Id, N. C. H., Lee, S. Y., & Rahimi, S. (2019). Self-efficacy, procrastination, and burnout in post-secondary faculty: An international longitudinal analysis. *Plos One*, 134(12), 1–17.
- Igwenagu, C. (2016). *Fundamentals of research methodology and data collection*. Lambert Academic Publishing. https://doi.org/10.1007/978-3-658-19918-0_8
- International Institute for Educational Planning-UNESCO. (2020). *Competency-based approach to technical and vocational education and training in Africa*. 9789280314229
- International Rescue Committee. (2018). *Mitigating Risks Across the Project Cycle*, 111, 1–6.
- Inzlicht, M., Werner, K. M., Briskin, J. L., & Roberts, B. W. (2021). Integrating Models of self-regulation. *Annual Review of Psychology*, 72, 319–347.

<https://doi.org/10.1146/annurev-psych-061020-105721>

- Ismail, A., Hassan, R., Abu Bakar, A., & Asary, L. H. (2018). The Development of TVET Educator Competencies for Quality Educator. *Journal of Technical Education and Training*, 10(2), 38–48. <https://doi.org/10.30880/jtet.2018.10.02.004>
- Ismail, K., Nopiah, Z. M., & Rasul, M. S. (2020). Emotional intelligence and work performance among vocational teachers. *Journal of Technical Education and Training*, 12(3), 106–117.
- Jacobs, P. A. (2016). *The potential of the Comet competence diagnostic model for the assessment and development of occupational competence and commitment in technical vocational education and training* [Unpublished doctoral dissertation]. Bremen University, Bremen.
- Jeremiah, A. (2018). *The effect of employee rewards on staff morale in Western Cape Public TVET Colleges* [Unpublished doctoral dissertation]. Cape Peninsula University of Technology.
- Jonker, L. C. (2016). *Stress in a college workplace and its relationship with certain correlates and predictive variables* [Unpublished masters dissertation]. Stellenbosch University.
- Joo, L. (2018). The Excellence of Technical Vocational Education and Training (TVET) Institutions in Korea: Case Study on Busan National Mechanical Technical High School. *International Education Studies*, 11(11), 69-87. <https://doi.org/10.5539/ies.v11n11p69>
- Kaiser, F., & Krugmann, S. (2018). Social Dimensions and Participation in Vocational Education and Training: An Introduction in the Special Issue. *International Journal for Research in Vocational Education and Training*, 5(3) 172-177. <https://doi.org/10.13152/IJRVET.5.3.1>
- Kallio, H., Pietila, A., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12) 2954–2965. <https://doi.org/10.1111/jan.13031>
- Kang, R., Pavlova, M., & Kong, H. (2019). Development of TVET Teachers' Career Identity through Teacher Education and Training Programs for the purposes of

- including ESD in Classroom Practices. *Tvet Online Asia*, 14, 1–11.
- Kang, Y., Odonnell, M. B., Strecher, V. J., Taylor, S. E., Lieberman, M. D., & Falk, E. B. (2017). Self-transcendent values and neural responses to threatening health messages. *Psychosomatic Medicine*, 79(4), 379–387.
<https://doi.org/10.1097/PSY.0000000000000445>
- Kanwar, A., Balasubramanian, K., & Carr, A. (2019). Changing the TVET paradigm: new models for lifelong learning. *International Journal of Training Research*, 17(sup1), 54–68. <https://doi.org/10.1080/14480220.2019.1629722>
- Kanyane, M. C. (2016). *Lecturers' experiences of the implementation of the National Certificate (Vocational) in Technical Vocational Education and Training Colleges in South Africa* [unpublished masters thesis]. University of South Africa, Pretoria.
- Kayumbu, J. (2020). *Effective management of the Continuous Professional Development Program in selected schools in Oshana Education Region* [unpublished masters thesis]. North West University.
- Khan, A., Siddiqui, S., & Abbasi, M. (2020). *Professional Development as a Determinant of Self-efficacy of TVET Teachers, under the Mediating & Moderating Effect of Technology Training and Work Culture*. 40, 745–757.
- Khoza, S. (2021). Vocationalizing Education: Unpacking TVET College Lecturers' Instructional Practices. In M. Makgato, & G. Afeti (Eds.), *New Models for Technical and Vocational Education and Training* (pp. 14-28). IGI Global.
<https://doi.org/10.4018/978-1-7998-2607-1.ch002>
- Kidane, S. G. (2018). Teachers' and Students' Self-Efficacy Belief and Attitude Towards Hard-CLIL in Ethiopian Vocational Polytechnic Colleges. *English Language, Literature & Culture*, 3(3), 37. <https://doi.org/10.11648/j.ellc.20180303.11>
- König, J., & Pflanzl, B. (2016). Is teacher knowledge associated with performance? On the relationship between teachers' general pedagogical knowledge and instructional quality. *European Journal of Teacher Education*, 39(4), 419–436.
<https://doi.org/10.1080/02619768.2016.1214128>
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>

- Korucu, I., Selcuk, B., & Harma, M. (2017). Self-Regulation: Relations with Theory of Mind and Social Behaviour. *Infant and Child Development, 26*(3).
<https://doi.org/10.1002/icd.1988>
- Lambin, R., Mustapha, R., & Sharif, M. P. (2021). Identification of Vocational Well-being Taxonomy For TVET Sustainable Growth: An initial review. *Journal of Contemporary Issues in Business and Government, 27*, 2021.
<https://doi.org/10.47750/cibg.2021.27.02.155>
- Lao, A. C.C., Cheng, H. N. H., Huang, M. C. L., Ku, O., & Chan, T.W. (2016). Examining Motivational Orientation and Learning Strategies in Computer-Supported Self-Directed Learning (CS-SDL) for Mathematics: The Perspective of Intrinsic and Extrinsic Goals. *Journal of Educational Computing Research, 54*(8), 1168–1188.
<https://doi.org/10.1177/0735633116651271>
- Larsen, H., & Adu, P. (2021). *The Theoretical Framework in Phenomenological Research: Development and Application*. <https://doi.org/10.4324/9781003084259>
- Legault, L. (2017). Encyclopedia of Personality and Individual Differences. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-28099-8>
- Likaj, R. (2016). *Continuing Professional Development for Teachers and Teacher Educators*. Kosovo. <https://www.etf.europa.eu/en/publications-and-resources/publications/continuing-professional-development-vocational-teachers-11>
- Lin, L. (2019). Data Management and Security in Qualitative Research. *Dimensions of Critical Care Nursing, 28*(3), 132–137.
<https://doi.org/10.1097/DCC.0b013e31819aef6>
- Liu, P., Wang, X., Li, D., Zhang, R., Li, H., & Han, J. (2021). The Benefits of Self-Transcendence: Examining the Role of Values on Mental Health Among Adolescents Across Regions in China. *Frontiers in Psychology, 12*, 243.
<https://doi.org/10.3389/fpsyg.2021.630420>
- Loeng, S. (2020). Self-directed learning: A core concept in adult education. In *Education Research International*. Hindawa Limited. <https://doi.org/10.1155/2020/3816132>

- Lohse-Bossenz, H., Westphal, A., Vock, M., & Lehmann, T. (2020). *International Perspectives on Knowledge Integration: Theory, Research, and Good Practice in Pre-service Teacher and Higher Education* (pp. 181–200). Brill.
https://doi.org/https://doi.org/10.1163/9789004429499_009
- Lutaaya, J. (2017). *Exploring the views of TVET lecturers on the implimentation of the NCV Curriculum* [Unpublished master's thesis]. University of Kwazulu Natal, Durban.
- Makgato, M. (2021). *Challenges Experienced by TVET Colleges in Producing Skilled Workforces: Implications for Continuous Professional Development*. 1–13.
<https://doi.org/10.4018/978-1-7998-2607-1.ch001>
- Manti, S., & Licari, A. (2018). How to obtain informed consent for research. *Breathe*, 14(2), 145–152. <https://doi.org/10.1183/20734735.001918>
- Matshaya, K. (2016). *The Proffessional Development of lecturers at Further Education and Training Colleges in the Eastern Cape Province*. University of South Africa, Pretoria.
- Meiring, A. (2019). *Facilitation of educators to manage their lived experiences of aggression at technical vocational education and training (TVET) college*. University of Johannesburg, Johannesburg.
- Meyer, M., Bushney, M., Katz, M., Ludike, J., Meyer, M., & Nel, B. (2016). *Managing human resource development : a strategic learning approach* (M. Meyer (ed.)). LexisNexis.
- Miller, M. T. (2021). Do learning organizations learn? Higher education institutions and pandemic response strategies. *The Learning Organization*, 28(1), 84–93.
<https://doi.org/10.1108/TLO-09-2020-0159>
- Mmako, M. (2016). Employee Engagement: Evidence From Tvet Colleges in South Africa. *Proceedings of the 28th Annual Conference of the Southern African Institute of Management Scientists*, 42–56.
- Molden, D. C., Hui, C. M., & Scholer, A. A. (2016). *Chapter 20 - Understanding Self-Regulation Failure: A Motivated Effort-Allocation Account* (E. R. Hirt, J. J. Clarkson, & L. B. T.-S.-R. and E. C. Jia (eds.); pp. 425–459). Academic Press.
<https://doi.org/https://doi.org/10.1016/B978-0-12-801850-7.00020-2>

- Moses, E., & Anyi, E. (2015). The Role of Guidance and Counselling in Effective Teaching and Learning in Schools: The Cameroonian Perspective. *International Journal of Educational Technology and Learning*, 1(1), 11–15.
<https://doi.org/10.20448/2003.11.11.15>
- Mulder, M. (2017). Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education. In M. Mulder (Ed.), *Technical and Vocational Education and Training* (Vol. 23). Springer. https://doi.org/10.1007/978-3-319-41713-4_26
- Muwonge, C. M., Schiefele, U., Ssenyonga, J., & Kibedi, H. (2019). Modeling the relationship between motivational beliefs, cognitive learning strategies, and academic performance of teacher education students. *South African Journal of Psychology*, 49(1), 122–135. <https://doi.org/10.1177/0081246318775547>
- Nägele, C., & Stalder, B. E. (2017). Competence and the Need for Transferable Skills. In M. Mulder (Ed.), *Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education* (pp. 739–753). Springer.
- Nagrath, G. (2019). Work motivation of school teachers: An application of job characteristics model. *Journal of Strategic Human Resource Management*, 8(2), 26–30.
- Naicker, V. S., & Makgato, M. (2017). TVET Lecturers Technological Pedagogical Content Knowledge (TPACK) in South African TVET institutions: A case study in automotive repair and maintenance teaching. In M. M. Dichaba & M. A. O. Sotayo (Eds.), *South African International Conference on Education*.
- Naiker, V. S. (2017). *The Integration of Technical Vocational Education and Training Lecturers' Technological and Content Knowledge in Automotive Repair and Maintenance: Towards a New Pedagogy* [Unpublished doctoral dissertation]. Tshwane University of Technology.
- Nakambale, E. N. (2018). *A philosophical analysis of Continuing Professional Development of teachers in Namibian schools*. December.
- National Planning Commission. (2011). *National Development Plan: Vision for 2030*. The Presidency-Republic of South Africa.
- Ngubane, N. B. (2016). *Exploring the understandings, experiences and practices of*

- lecturers in leading and teaching the NCV Level 2 curriculum at a Technical and Vocational Education and Training college in Kwazulu-Natal* [Unpublished master's thesis]. University of KwaZulu-Natal.
- Njenga, M. (2018). *Continuing Professional Development for TVET Teachers in Kenya*.
- Nokelainen, P., Kaisvuo, H., & Pylvä, L. (2017). Self-Regulation and Competence in Formal and Informal Contexts of Vocational and Professional Education. In M. Mulder (Ed.), *Competence-based vocational and professional education; bridging the worlds of work and education* (pp. 775–793). Springer.
- Nopiah, M., & Sattar, M. (2018). Challenges faced by vocational teachers in public skills training institutions: A reality in Malaysia. *Journal of Technical Education and Training*, 10(2), 13–27. <https://doi.org/10.30880/jtet.2018.10.02.002>
- Nowell, C. (2017). Teaching in Higher Education The influence of motivational orientation on the satisfaction of university students. *Teaching in Higher Education*, 22(7), 855–866. <https://doi.org/10.1080/13562517.2017.1319811>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16, 1–13. <https://doi.org/10.1177/1609406917733847>
- Nzembe, A. (2017). Lecturers' Perceptions of Leadership Traits which Promote Motivation in a South African Technical and Vocational, Education and Training (TVET) College. *Academic Journal of Interdisciplinary Studies*, 6(2), 49–60. <https://doi.org/10.1515/ajis-2017-0006>
- Omar, M. K., Rashid, A. M., Hazwan, M., & Puad, M. (2018a). Examining Job Satisfaction Factors Toward Retaining Malaysian TVET Examining job satisfaction factors toward retaining Malaysian TVET instructors in the teaching profession. *International Journal of Engineering & Technology*, 2(10), 44–49. <https://doi.org/10.14419/ijet.v7i2.10.10952>
- Omar, M. K., Rashid, A. M., Hazwan, M., & Puad, M. (2018b). Examining job satisfaction factors toward retaining Malaysian TVET instructors in the teaching profession. *International Journal of Engineering & Technology*, 7(2.10), 44–49. <https://doi.org/10.14419/ijet.v7i2.10.10952>
- Orazbayeva, K. O. (2016). Professional Competence of Teachers in the Age of

- Globalization. *International Journal of Environmental & Science Education*, 11(9), 2659–2672. <https://doi.org/10.12973/ijese.2016.714a>
- Ordonez, M., & Serrat, O. (2017). Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance. In *Knowledge Solutions*. Springer Open.
- Panadero, E. (2017). A Review of Self-regulated Learning: Six Models and Four Directions for Research . In *Frontiers in Psychology* (Vol. 8). <https://www.frontiersin.org/article/10.3389/fpsyg.2017.00422>
- Papier, J. (2021). 21st Century competencies in Technical and Vocational Education and Training : Rhetoric and reality in the wake of a pandemic. *Journal of Education*, 84, 67–84. <https://doi.org/http://dx.doi.org/10.17159/2520-9868/i84a04> 21st
- Paricio, J. (2017). Students as customers: a paradigm shift in higher education. *Annual Review. Debats. Revista de Cultura, Poder i Societat*, 2, 137–150. <https://doi.org/10.28939/iam.debats-en.2017-10>
- Paryono, P., Heusinger, W., & Bock, C. (2017). *Regional TVET Teacher Standard for ASEAN* (Issue July). https://sea-vet.net/images/seb/e-library/doc_file/467/20170824regionaltveteacherstandardpdfmerged.pdf
- Patel, C. (2018). *An Analysis of Jean Lave and Etienne Wenger's Situated Learning: Legitimate Peripheral Participation* (1st ed.). Macat Library. <https://doi.org/https://doi.org/10.4324/9781912281039>
- Paterson, A., Keevy, J. & Boka, K. (2017). Exploring a Work-Based Values Approach in South African TVET Colleges to Improve Employability of Youth: Literature Review. In *JET Education Services* (Issue October). www.jet.org.za
- Perri, M., Jagan, S., Sandhu, K., & Salas, A. S. (2018). Challenges Associated with Qualitative Interviews: Perspectives of Graduate Students. *International Journal of Nursing Student Scholarship (IJNSS)*, 5(26), 1–10.
- Pompea, S. M., & Walker, C. E. (2017). The importance of pedagogical content knowledge in curriculum development for illumination engineering. *Proc.SPIE*, 10452. <https://doi.org/10.1117/12.2270022>
- Prasetyo, A., Azis, E., Dindi, D., & Fauziah, A. (2017). Lecturers' Professional Competency and Students' Academic Performance in Indonesia Higher Education.

- International Journal of Human Resource Studies*, 7(1).
<https://doi.org/10.5296/ijhrs.v7i1.10902>
- Rajasekar, S., & Philominathan, P. Chinnathanmbi, V. (2013). *Research methodology* (pp. 1–53). Bharathidasan University, Tamilnadu. https://doi.org/10.1007/978-81-322-2785-4_4
- Rashid, Y., Rashid, A., & Warraich, M. A. (2019). Case Study Method : A Step-by-Step Guide for Business Researchers. *International Journal of Qualitative Methods*, 18, 1–13. <https://doi.org/10.1177/1609406919862424>
- Rawkins, C. (2018). *A Global Overview of TVET Teaching and Training: Current Issues, Trends and Recommendations*. 7, 1–41.
https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/wcms_675275.pdf
- Ren, X., & Caudle, D. (2016). Walking the tightrope between work and non-work life: strategies employed by British and Chinese academics and their implications. *Studies in Higher Education*, 41(4), 599–618.
<https://doi.org/10.1080/03075079.2014.942277>
- RSA. (2021). *2020 Mid-year population estimates*. Department of Statistics South Africa. <http://www.statssa.gov.za/?p=13453>
- Rudman, N., & Meiring, L. (2018). Transforming vocational education: One lecturer at a time. *Journal of Vocational, Adult and Continuing Education and Training*, 1(1), 88–103. <https://doi.org/10.14426/jovacet.v1i1.305>
- Runhaar, P. (2017). Factors Influencing Professional Development in Teacher Teams within CBE Contexts. In M. Mulder (Ed.), *Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education*. Springer.
- Ryan, R. M., & Deci, E. L. (2017). Self-Determination Theory: An Introduction and Overview. In *Self-Determination Theory: Basic Psychological Needs in Motivation, and Wellness*. Guilford Publications.
- Salilew, G. (2019). Culture Matters: Values and Norms in view of Organizational Performance. *Research Journal of Social Sciences and Management*, 8(10), 1–20.
- Sandholtz, J. H., & Ringstaff, C. (2016). The Influence of Contextual Factors on the Sustainability of Professional Development Outcomes. *Journal of Science Teacher*

- Education*, 27(2), 205–226. <https://doi.org/10.1007/s10972-016-9451-x>
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). Pearson, Harlow.naiker
- Schunk, D. H., & Pajares, F. (2002). Development of Academic Self-Efficacy. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation* (Vol. 1446, pp. 16–29). Academic Press.
- Seameo Voctech. (2018). *TVET Country Profile: Brunei Darussalam*.
- Sephokgole, R., & Sylvia, R. (2021). *Challenges Experienced by Lecturers About Instructional Practices on Agricultural Programmes in TVET Colleges* (pp. 49–73). <https://doi.org/10.4018/978-1-7998-2607-1.ch004>
- Smith, E. E., & Gaya, H. J. (2016). Developing a Qualitative Single Case Study in the Strategic Management Realm: An Appropriate Research Design? *International Journal of Business Management & Economic Research*, 7(2), 1–10. <https://liverpool.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=118197857&site=eds-live&scope=site>
- South African Qualifications Authority. (2016). *SAQA Bulletin*. 15(1), 1–297. <http://allqs.saqa.org.za/showQualification.php?id=63129>
- Steyn, G. M. (2008). Continuing professional development for teachers in South Africa and social learning systems: conflicting conceptual frameworks of learning. *Koers - Bulletin for Christian Scholarship*, 73(1), 15–31. <https://doi.org/10.4102/koers.v73i1.151>
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM)*, 5(2), 18–27.
- Taylor, V., & Van der Bijl, A. (2018). Work-integrated learning for TVET lecturers : articulating industry and college practices. *Journal of Vocational, Adult and Continuing Education and Training*, 1(1), 126–145. <https://doi.org/10.14426/jovacet.v1i1.307>
- Tian, X., Peng, X., & Peng, X. (2021). Influence of Prosocial Motivation on Employee Creativity: The Moderating Role of Regulatory Focus and the Mediating Role of Knowledge Sharing . In *Frontiers in Psychology* (Vol. 12).

- <https://www.frontiersin.org/article/10.3389/fpsyg.2021.704630>
- Tickle, S. (2017). Ethnographic research with young people: methods and rapport. *Qualitative Research Journal*, 17(2), 66–76. <https://doi.org/10.1108/QRJ-10-2016-0059>
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147–158. <https://doi.org/10.17348/era.5.0.147-158>
- Townsend, L., & Wallace, C. (2016). *Social Media Research: A Guide to Ethics*. University of Aberdeen.
- Turner, S., & Harder, N. (2018). Psychological Safe Environment: A Concept Analysis. *Clinical Simulation in Nursing*, 18, 47–55. <https://doi.org/https://doi.org/10.1016/j.ecns.2018.02.004>
- UNESCO-UNEVOC. (2018). TVET Country Profile: Sri Lanka. In *The Ecumenical Review* (Issue November 2018).
- UNESCO-UNEVOC. (2020). *TVET Country Profiles: Ethiopia*. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=ETH>
- UNESCO. (2022). *TVETipedia Glossary*. <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=474>
- University of South Africa. (2016). *Policy on Research Ethics*.
- Urquijo, I., Extremera, N., & Azanza, G. (2019). The contribution of emotional intelligence to career success: Beyond personality traits. *International Journal of Environmental Research and Public Health*, 16(23). <https://doi.org/10.3390/ijerph16234809>
- Van Der Bijl, A., & Oosthuizen, L. J. (2019). Deficiencies in the TVET lecturer involvement qualifications and its implications in the development of work related skills. *South African Journal of Higher Education*, 33(3), 205–221.
- Van der Bijl, A., & Taylor, V. (2016). Nature and dynamics of industry-based workplace learning for South African TVET lecturers. *Industry & Higher Education*, 30(2), 98–108. <https://doi.org/10.5367/ihe.2016.0297>
- Von Treuer, K. M., & Reynolds, N. (2017). A Competency Model of Psychology Practice: Articulating Complex Skills and Practices. In *Frontiers in Education* (Vol.

- 2). <https://www.frontiersin.org/article/10.3389/feduc.2017.00054>
- Vonken, M. (2017). Competence, Qualification and Action Theory. In *Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education* (pp. 69–82). Springer.
- Wa-Mbaleka, S. (2020). *The Researcher as an Instrument* (pp. 33–41).
https://doi.org/10.1007/978-3-030-31787-4_3
- Wedekind, V., Watson, A., & Buthelezi, Z. (2016). Lecturers in distress: fractured professional identity amongst TVET College staff in South Africa. *SAQA Bulletin*, 15(1), 117–142.
- Wenger, E. (2000). Communities of Practice and Social Learning Systems. *Organization Studies*, 7(2), 225–246.
- Wenger, E. (2013). Introduction: A social theory of learning. In *Communities of Practice* (pp. 3–17). Cambridge University Press.
<https://doi.org/10.1017/cbo9780511803932.002>
- Wentzel, K. R., Miele, D. B., Schunk, D. H., & Dibenedetto, M. K. (2016). Self-Efficacy Theory in Education. In *Handbook of Motivation at School*. Routledge.
<https://doi.org/10.4324/9781315773384.ch3>
- Wuttke, E., & Seifried, J. (2017). Modeling and Measurement of Teacher Competence: Old Wine in New Skins? In M. Mulder (Ed.), *Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education* (p. 41). Springer.
- Yadav, S., & Agarwal, V. (2016). Benefits and barriers of learning organization and its five discipline. *Journal of Business and Management*, 18(12), 18–24.
<https://doi.org/10.9790/487X-1812011824>
- Yardley, L. (2017). Demonstrating the validity of qualitative research. In *The Journal of Positive Psychology* (Vol. 12, Issue 3, pp. 295–296). Taylor & Francis.
<https://doi.org/10.1080/17439760.2016.1262624>
- Yassim, K., Rudman, N., & Maluleke, L. (2019). Enabling Vocational Lecturer Capacities Toward Sustainable Human Development: Toward Radical Revisioning. In S. McGrath, M. Mulder, J. Papier, & R. Stuart (Eds.), *Handbook of Vocational Education and Training: Developments in the Changing World of Work* (pp. 291–

- 308). Springer International Publishing. https://doi.org/10.1007/978-3-319-94532-3_6
- Yin, R. K. (2016). *Qualitative Research From Start to Finish, Second Edition: Vol. Second edi.* The Guilford Press. [http://0-search.ebscohost.com.oasis.unisa.ac.za/login.aspx?direct=true&db=nlebk&AN=1017588&site=ehost-live&scope=site](http://0-search.ebscohost.com/oasis.unisa.ac.za/login.aspx?direct=true&db=nlebk&AN=1017588&site=ehost-live&scope=site)
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th Editio). SAGE Publications.
- Žeravíková, I., Tirpáková, A., & Markechová, D. (2015). The analysis of professional competencies of a lecturer in adult education. *Springerplus*, 4, 234. <https://doi.org/10.1186/s40064-015-1014-7>
- Zinchenko, Y. P., Dorozhkin, E. M., & Zeer, E. F. (2020). Psychological and Pedagogical Bases for Determining the Future of Vocational Education: Vectors of Development. *The Education and Science Journal*, 22(3), 11–35.
- Zinn, B., Raisch, K., & Reimann, J. (2019). Analysing training needs of TVET teachers in South Africa . An empirical study. *International Journal for Research in Vocational Education and Training (IJRVET)*, 6(2), 174–197. <https://doi.org/10.13152/IJRVET.6.2.4>

APPENDICES

APPENDIX A ETHICS CERTIFICATE



UNISA HRM ETHICS REVIEW COMMITTEE

Date: 08 October 2020

Dear Mr Mojalefa Daniel Maluka

**Decision: Ethics approval from
October 2020 to December 2023**

NHREC Registration #: (if applicable)

ERC Reference #: 2020_HRM_011

Name: Mr Mojalefa Daniel Maluka

Student: #36180548

Researcher(s): Name: Mr Mojalefa Daniel Maluka
E-mail address, telephone # 36180548@mylife.unisa.ac.za, 072 259 4397

Supervisor(s): Name: Prof Maelekanyo Mulaudzi
E-mail address, telephone # thsilmc@unisa.ac.za, 012 429 3724

Working title of research:

TVET lecturers' perspectives of professional occupational competence: An exploratory case study at selected TVET colleges in the Gauteng Province

Qualification: MCom

Thank you for the application for research ethics clearance by the Unisa HRM Ethics Review Committee for the above mentioned research. Ethics approval is granted for MD Maluka for a period of **three (3) years**.

*The **low risk application** was reviewed by a Sub-committee of URERC on 13 August 2020 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The ethics application was approved on 08 October 2020.*

The proposed research may now commence with the provisions that:

- 1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.**
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the HRM Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. No data collection activities will commence at Sedibeng, Tshwane North and Ekurhuleni TVET colleges until the revised permission letters which comply with Unisa requirements have been received.
6. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
7. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
8. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
9. No field work activities may continue after the expiry date **December 2023**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020_HRM_011** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,



Signature

Chair of DREC: Prof I Potgieter

E-mail: visseil@unisa.ac.za

Tel: (012) 429-3723



Prof RT Mpofo, Deputy Executive Dean,
(On behalf of Prof Mogale)

Signature

Executive Dean: Prof MT Mogale

E-mail: mogalmt@unisa.ac.za

Tel: (012) 429-4805



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B
PERMISSION LETTERS FROM TVET COLLEGES



Corporate Office Park: 42 Johnstone Street, RANDFONTEIN; Private Bag X17, RANDFONTEIN, 1760; Tel: (011) 692-4082; Fax: (011) 692-3404; e-mail: ceo@westcol.co.za; website www.westcol.co.za



Date: 05/10/20

Approval to conduct research at Western TVET College

This letter serves to acknowledge that the college received and reviewed UNISA Master's student, Mojalefa Daniel Maluka's request to conduct research project entitled *TVET lecturers' perspectives of professional occupational competence – an exploratory case study at selected TVET colleges across Gauteng Province*.

As a college, we will provide you with access to three TVET college lecturers as per your request and we will allow you to conduct your research and semi-structured interviews on our premises (campus).

The College Executive Management Team requests that a summary of your research findings be made available to us once the research has been concluded.

Regards

Signature:

Name & Surname: THABASA MOKOETSI

Designation: Deputy Principal

Contact Details (Tel No/Fax No): 072 494 4466

WESTCOL TVET COLLEGE
CORPORATE OFFICE PARK
PRIVATE BAG X 17
RANDFONTEIN 1760

2020 -10- 05

TEL: 011 692 4082 FAX: 011 692 4080



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



TSHWANE NORTH TVET COLLEGE
Technical and Vocational Education and Training College

Address: 41 Erasmus Street
Whitney Gardens
Johannesburg
2090

Dear Mr Mojalefa Daniel Maluka

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT TSHWANE NORTH COLLEGE

Permission is hereby granted to conduct research at Tshwane North TVET College regarding the research topic (**TVET LECTURERS PERSPECTIVES OF PROFESSIONAL OCCUPATIONAL COMPETENCE**) as part of your **Master's Degree Economics & Management Science** course. It will be appreciated if you could share the findings of the study with us.

As a college, we will provide you with access to three TVET college PL1 lecturers as per your request and we will allow you to conduct your research and semi-structured interviews on our premises (campus) or online.

We wish you success with your research study.

Regards

MT

Ms TE Tsibogo

Principal

Date: 07/12/2022

Central Office

Cnr. Kgosi Mampuru (former Potgieter Street) & Pretorius Streets

Tel: (012) 401 1727/1961

Fax: (012) 323 8683

Mamelodi Campus 19403 Serapong Road, Mamelodi East Tel:(012) 801 1010/1/ (012) 4011860/ (012)0001284 Fax:(012) 801 1179	Pretoria Campus 420 Helen Joseph Street (former Church Street), Pretoria Tel:(012) 401 1600/ (012)401 1633/45 Fax:(012) 326 5298	Soshanguve South Campus College Road, Block L, Soshanguve Tel:(012) 793 2675/ (012) 401 1818/ (012) 0000231/245/238 Fax:(012) 793 1383	Rosslyn Campus Ernest Oppenheimer Street, Rosslyn Tel:(012) 541 1590/ (012) 401 1920/ (012) 0000274 Fax:(012) 541 1398	Soshanguve North Campus 1973 Phirima Road, Block G, Soshanguve Tel: Tel:(012) 797 2624 (012) 401 1839/ (012) 0000197/198 Fax:(012) 799 1858
Tembo Campus 3477 Jubilee Road, Tembo Tel:(012) 717 2151/2/ (012) 401 1701/2/ (012)0000277 Fax:(012) 717 6754				



higher education

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Ekurhuleni West TVET College

Date: *06 October 2020*

Approval to conduct research at Ekurhuleni West TVET College

This letter serves to acknowledge that the college received and reviewed UNISA Master's student, Mojalefa Daniel Maluka's request to conduct research project entitled *TVET lecturers' perspectives of professional occupational competence – an exploratory case study at selected TVET colleges across Gauteng Province*.

As a college, we will provide you with access to three TVET college lecturers as per your request and we will allow you to conduct your research and semi-structured interviews on our premises (campus).

The College Executive Management Team requests that a summary of your research findings be made available to us once the research has been concluded.

Regards

Signature: *[Handwritten Signature]*

Name & Surname: *Nyelisani Peter MUDAU*

Designation: *Acting - Principal*

Contact Details (Tel No/Fax No): *011 323 1600*

Corporate Centre: Cnr Flag and Rose Innes Street, Tel: +27 (0)11 323-1600 Fax: +27 (0)11 323-1601 E-mail: info@ewc.edu.za

Alberton Campus:
95 Lake Arthur Street
P.O. Box 166575
Brockendowns 1454
Tel: +27 (0)11 900-1901/2
Fax: +27 (0)11 900-1712

Boksburg Campus:
49 North Street
Plantation Boksburg
Private Bag X08
Boksburg 1460
Tel: +27 (0)11 917-9984
Fax: +27 (0)11 917-8770

Gemiston Campus:
Cnr. Driehoek & Sol Roads
Private Bag X1030
Gemiston 1400
Tel: +27 (0)11 876 8900
Fax: +27 (0)11 873-1769

Katharus Campus:
Cnr Paolis & Thutong
Street, Khatlehong,
P.O. Box 11662
Randhart 1457
Tel: +27 (0)11 905-3568/5551
Fax: +27 (0)11 905-5644

Hempston Campus:
Cnr. Partridge Avenue &
Pretoria Road
Private Bag X07
Hempston Park 1690
Tel: +27 (0)11 972-4247
Fax: +27 (0)11 391-1582

Tembisa Campus:
9 Esiqongweni Section
Tembisa
Private Bag X012
Hempston Park 1680
Tel: +27 (0)11 925-1005/6
Fax: +27 (0)11 925-1023

Reg.No: 400064

www.ewc.edu.za

GDE Component No. : 913 004

EWJC Marketing: Enquiries 0861 392111/0861 EWJC111



EEC-DP-CS-Letter

06 July 2020

Mr Mojalefa Daniel Maluka
41 Erasmus Street
Whitney Gardens
JOHANNESBURG
2090

Dear Mr Maluka

APPROVAL TO CONDUCT RESEARCH AT EKURHULENI EAST TVET COLLEGE

This letter serves to acknowledge that we have received and reviewed your request to conduct a research project titled: **TVET Lecturers Perspectives of Professional Occupational Competence - An exploratory case study at selected TVET Colleges in Gauteng**. We are pleased to inform you that we approve of this research to be conducted at our Institution.

Thank you for showing interest in our College, we are happy to participate in this study and to contribute to this important research.

Yours in Higher Education and Training.



Dr M M Muswaba (FCIS)
Deputy Principal: Corporate Services
MMM/ed

06/07/2020
Date

E-mail: info@eec.edu.za Website: www.eec.edu.za

ARTISAN AND SKILLS
DEVELOPMENT CENTRE
10 Argon Street
Fulcrum, Springs
Tel: (011) 730 6600
Fax: (011) 736 9909
E-mail: info@eec.edu.za
Private Bag X52
SPRINGS
1560

BENONI CAMPUS
50 O Raily Merry St.
Northmead, Benoni
Tel: (011) 730 6600
Fax: (011) 425 3439
E-mail: info@eec.edu.za
Private Bag X004
BENONI
1500

BRAKPAN CAMPUS
98 Victoria Avenue
Brakpan
Tel: (011) 730 6600
Fax: (011) 740 9188
E-mail: info@eec.edu.za
Private Bag X10
BRAKPAN
1540

DAVEYTON CAMPUS
Heald St.
Daveyton
Tel: (011) 730 6600
Fax: (011) 426 4081
E-mail: info@eec.edu.za
Private Bag X01
DAVEYTON
1507

KWA-THEMA CAMPUS
Sam Ngema Rd.
Kwa-Thema, Springs
Tel: (011) 730 6600
Fax: (011) 736 6408
E-mail: info@eec.edu.za
Private Bag X79
SPRINGS
1560

SPRINGS CAMPUS
Plantation Rd.
Springs
Tel: (011) 730 6600
Fax: (011) 362 5182
E-mail: info@eec.edu.za
Private Bag X21
SPRINGS
1560

Date: 21 August 2020

Approval to conduct research at Central Johannesburg TVET College

This letter serves to acknowledge that the college received and reviewed UNISA Master's student, Mojalefa Daniel Maluka's request to conduct research project entitled *TVET lecturers' perspectives of professional occupational competence – an exploratory case study at selected TVET colleges across Gauteng Province*.

As a college, we will provide you with access to three TVET college lecturers as per your request and we will allow you to conduct your research and semi-structured interviews on our premises (campuses).

The College Executive Management Team requests that a summary of your research findings be made available to us once the research has been concluded.

Regards

Signature: 

Name & Surname: Merton SR

Designation: Deputy Principal Academic Affairs

Contact Details (Tel No/Email): 071 372 2899 / mertonsr@cjc.edu.za

Central Office
5 Ubla Avenue
Off Princess of Wales Terrace
Parktown
Tel: 011 351 6000

Campuses
Alexandra Campus
Crown Mines Campus
Ellis Park Campus
Langlaagte Campus

Parktown Campus
Riverlea Campus
Smit Street Campus
Troyville Campus

APPENDIX C

PARTICIPANT INFORMATION SHEET & CONSENT FORM



PARTICIPANT INFORMATION SHEET & CONSENT FORM

Ethics clearance reference number: 2020_HRM_011



Approved
certificate 2020_HRM

Research permission reference number:

Date: 21 October 2020

TVET lecturer's perspectives of professional occupational competences: an exploratory case study at selected TVET colleges across Gauteng

Dear Prospective Participant

My name is Mojalefa Daniel Maluka and I am doing research with Professor Maelekanyo Mulaudzi, Director: School of Management Sciences in the College of Economic and Management Sciences. I am studying towards a Master of Commerce Degree at the University of South Africa. We are inviting you to participate in a study entitled: "TVET lecturer's perspectives of professional occupational competences: an exploratory case study at selected TVET colleges across Gauteng"

WHAT IS THE PURPOSE OF THE STUDY?

The professionalisation of the TVET lecturer profession is key to the strengthening of the TVET subsector. The researcher seeks to bolster efforts and provide evidence of the dire need for lecturer training & development and lecturer training curricula to include material on professional occupational competence ie lecturer self-regulation (emotional intelligence), beliefs and values, motivation and vocational knowledge. I believe that you can help us by telling us what you know; your understanding of these concepts and their role in the subsector and in a lecturer's professional life or career.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

I want to learn about your journey of professional occupational competence development, your suggestions, thoughts and recommendations around the subject of lecturer professional occupational competency deficiencies and their sources.

WHY AM I BEING INVITED TO PARTICIPATE?

You are being invited to take part in this research because we feel that your experience as a PL1 TVET lecturer can contribute much to our understanding and knowledge of professional occupational competence deficiencies and/or development.

15 PL1 Gauteng TVET lecturers will participate in this study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews. Participants will be asked open ended questions around the subjects of lecturer beliefs and values, self-regulation and motivation, as well as vocational knowledge. Each participants will be interviewed for 1 hour.

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

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

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

There will be no direct benefit to you, but your participation is likely to help us find out more about how lecturers feel about professional occupational competence development in the subsector, thus helping universities in their curriculum development for TVET lecturer training.

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



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Although this research is classified as low risk, we will be asking you to share your experiences and perceptions; you are free not to talk about topics you feel uncomfortable to talk about. You do not have to answer any question or take part in the interview if you don't wish to do so, and that is also fine. You do not have to give us any reason for not responding to any question, or for refusing to take part in the interview.

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

A counselling psychologist, known to the researcher, will be available in case any harm is experienced by you, the participant.

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

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research [*this measure refers to confidentiality*] OR your name will not be recorded anywhere and no one will be able to connect you to the answers you give [*this measure refers to anonymity*]. Your answers will be given a 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 [*this measure refers to confidentiality*].

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review 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.

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 five years in a locked cupboard/filing cabinet at 41 Erasmus Street, Whitney Gardens, Johannesburg 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. After 5 years, Hard copies will be shredded and/or electronic copies will



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

be permanently deleted from the hard drive of the computer through the use of software programme.

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

You will not be provided any incentive to take part in the research. However, we will be provided with data for online interviews.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Committee of the College of Economics and Management Sciences, Unisa. 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 Mojalefa Daniel Maluka on 0722594397 or 36180548@mylife.unisa.ac.za. Should you require any further information or want to contact the researcher about any aspect of this study, please contact the researcher.

Should you have concerns about the way in which the research has been conducted, you may contact Professor Maelekanyo Mulaudzi <Tel: 012 429 3724 | Fax: 086 642 2062>
E-mail: tshilmc@unisa.ac.za

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

Signature:..........

Mojalefa Daniel Maluka



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (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 <insert specific data collection method>.

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

Participant Name & Surname..... (please print)

Participant Signature.....Date.....

Researcher's Name & Surname.....(please print)

Researcher's signature.....Date.....



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392, UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX D

INTERVIEW GUIDE

Semi-structured interview guide

LECTURERS' PERSPECTIVES OF PROFESSIONAL OCCUPATIONAL
COMPETENCE: An exploratory case study at selected TVET colleges in the Gauteng
Province.

Date:.....

MALE / FEMALE (Circle Choice)

College:.....

Age:.....

Digital Platform:.....ZOOM APP.....

1. Qualitative interview introduction

Length: 45-60 minutes

Primary goal: To understand PL1 lecturers' experiences, opinions, thoughts and feelings about professional occupational competences.

2. Verbal consent

Would you like to continue with this interview?.....

Verbal Consent (was) (was not) obtained from the study participant

3. Background Information

Overview:

Invite interviewee to briefly tell me about him/herself: General information about teaching background: mostly about experiences and perspectives on issues surrounding training & development.

Probe with the following questions.

1. What are your thoughts around lecturers' vocational knowledge or lack thereof? (content knowledge, pedagogical content knowledge, psychological pedagogical knowledge and counselling knowledge.)
2. How would you describe lecturer self-regulation and what are your thoughts around lecturers' emotional intelligence?
3. What beliefs and values do you hold regarding your role and work as a PL1 lecturer?
4. What in your opinion motivates you and other PL1 lecturers to perform your duties?
 - How do you keep yourself motivated at work?
5. Is enough being done to provide training and development of professional occupational competences for PL1 lecturers?
6. From your experience, are there any problems that impede competence development of lecturer professional occupational competence?
7. What do you think PL1 lecturers need to develop, grow or increase their professional occupational competence? How can this area be improved?

APPENDIX E

EDITOR'S CERTIFICATE

Editorial Certificate

Author: Mojalefa Daniel Maluka

Student Number: 36180548

Document Title: *LECTURERS' PERSPECTIVES OF PROFESSIONAL OCCUPATIONAL COMPETENCE: An exploratory case study at selected TVET colleges in the Gauteng Province*

Supervisor: Prof. M.C.Mulaudzi

Date issued: 01 November 2021

This document certifies that the above manuscript was proofread and edited by IDI Group Holdings (Pty) Ltd t/a Written Proof.

This document certifies that the above manuscript was edited for proper English language, grammar, punctuation, spelling, and overall style by our academic editor. The editor endeavoured to ensure the author's intended meaning was not altered during the review. All amendments were tracked with the Microsoft Word 'Track Changes' feature. Therefore, the author had the option to reject or accept each change individually. The veracity of the citations and references remains the responsibility of the author.




Tatenda Zingoni (MPhil)

Chief Wordsmith @ Written Proof

IDI Group Holdings (Pty) Ltd

IDI Group Holdings (Pty) 2017/084627/07
3 Kaapzicht Road, Buh-Rein Estate, Kraaifontein, 7570

APPENDIX F INTENTION TO SUBMIT

Notice of Intention to submit dissertation/thesis for examination CGS20								
(E-mail: resexcoord@unisa.ac.za)								
Surname and initials	MALUKA M.D.							
Student number	3	6	1	8	0	5	4	8
Email	36180548@mylife.unisa.ac.za							
Degree	MCOM BUSINESS MANAGEMENT (HUMAN RESOURCES)							
Qualification code	98582 - HRM							
Final title of dissertation/thesis under which it will be submitted (please print and ensure that the correct wording is used)								
TVET LECTURERS' PERSPECTIVES OF PROFESSIONAL OCCUPATIONAL COMPETENCE: An exploratory case study at selected TVET colleges in the Gauteng Province.								
I hereby give notice that I intend to submit my dissertation/thesis for examination with a view to a graduation ceremony to be held during (please indicate which)								
Spring-20				<u>Autumn 2021</u>				
(NB: Graduation cannot be guaranteed for the particular graduation period due to external factors influencing approval of the final result (eg. corrections to be made before the final copies can be submitted, etc), but submission prior to the closing date will enhance the possibility thereof)								
I declare that my supervisor has been consulted and supports submission and endorses the final title quoted above.								
The candidate must, with the examination copies, submit a declaration by the supervisor to the effect that the originality software checking report obtained by the candidate has been considered by the supervisor and that he/she confirms that the thesis or dissertation meets an acceptable standard of originality.								
				Date: 15 July 2021				
Signature:								

[MD INTENT]