

**THE CHALLENGES IN THE PROFESSIONAL DEVELOPMENT OF
TVET COLLEGE LECTURERS IN LIMPOPO PROVINCE OF SOUTH
AFRICA**

by

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DECLARATION

I, Makgabele Alfred Mosehla (Student no: 44181256) hereby declare that the research study: **The Challenges in the Professional Development of TVET College Lecturers in Limpopo Province of South Africa** is my original work and that all the quoted sources have been acknowledged and indicated by means of whole references.



18 August 2023

Signature

Date

DEDICATION

This study is dedicated to:

My late grandfather, Magodingwane Mosehla in appreciation for communicating to me the significance of dedication and hard work in everything I do. He was my pillar of strength, and his wisdom and courage will always be appreciated. Mamajane'a Ribane wa sekata ditlou...!

May your soul rest in peace, Mmaswi wa Mphele le Hunadi.

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ABSTRACT

TVET colleges are an important part of a quality education system that can offer much needed opportunities for school leavers. The main purpose of the study was to explore the professional development state in the Limpopo TVET colleges to establish plans that can be applied to improve the professional development of lecturers at TVET colleges in South Africa in general.

A qualitative research approach and an exploratory research design was used in this study. The interviews analysis with both the college management presented by participants CM1 and CM3 and the teaching staff represented by participants L1, L2, L4, SL1, SL2 and SL3 were deliberated in this chapter. This chapter also addressed the views of college management and teaching staff as backed by literature. Out of ten (10) participants, two (2) participants (CM2 and L3) did not manage to take part in the study. Participant CM2 did not make it due to ill health and participant L3 did not participate due to personal reasons. To obtain primary data from participants to investigate the challenges in the professional development of TVET college lecturers in the Limpopo Province of South Africa, semi-structured interviews was used. Responses from both management and lecturers show that there is a lack of certain skills and knowledge in both management and teaching. Senior management must accept full responsibility in implementing professional development courses to improve standard teaching and learning and must arrange and implement professional development courses to empower their lecturing staff. Lectures need to be empowered on how best they can improve their teaching skills using latest technology. But they acknowledge that through professional development courses by management, teaching skills can improve. The findings reveal that a lot still needs to be done to improve the situation in TVET colleges. That is because even though the management and lecturers agree with professional development to address their challenges, the planning and implementation still need more attention.

The study recommended that for college management to execute their leadership duties more effectively, there is a need to provide rigorous training programmes in terms of the significance and consequences of professional development in the

college. The senior management should take up the significance of implementing professional development courses to improve standard teaching and learning. They must arrange and implement professional development courses to empower the lecturing staff. The study also advocated that individual lecturers be anticipated to have detailed understanding of the subjects they are involved in. The study decided that professional development in the Limpopo Province TVET colleges require careful planning and implementation for the advantage of the college, economy, the students, lecturers and the nearby communities.

Keywords: Professional development; TVET colleges; Skilled workers; Limpopo Province

LIST OF ABBREVIATIONS

4IR	Fourth Industrial Revolution
4IRSA	Fourth Industrial Revolution in South Africa
APP	Annual Performance Plan
CET	Community Education and Training Centres
CIEG	College Infrastructure Efficiency Grant
CPD	Continuous Professional Development
DAS	Developmental Appraisal System
DoE	Department of Education
DHET	Department of Higher Education and Training
DSG	Development Support Group
FE	Further Education
IQMS	Integrated Quality Management System
ISO	International Organization for Standardization
MTEF	Medium-Term Expenditure Framework
NC(V)	National Certificate: Vocational
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PAM	Personnel Administration Measures
PGP	Personal Growth Plan
PMS	Performance Measure System
SA	South Africa
SADTU	South African Democratic Teachers' Union
SDT	Staff Developmental Team
SETA	Sector Education and Training Authority
TVET	Technical Vocational Education and Training College
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
WIL	Work-Integrated Learning
WSE	Whole School Evaluation

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction and background

This chapter provides the background to the study. The second section deals with the research focus, which describes the research problems, research questions, and research aims. It is followed by the merits of the research and the delimitations of the study under sections three and four.

Inequality and unemployment are serious problems affecting most societies around the world, (World Social Report, 2020), and the Technical Vocational Education and Training (TVET) college sector is best placed to address this pertinent issue. TVET colleges are an important part of a quality education system that can offer much needed opportunities for school leavers (Paryono, 2017). These educational opportunities benefit the labour market by increasing the pool of skilled workers and boosting productivity as a result. This, in turn, will bolster the fiscus of any country through the increased tax base of skilled workers. It will also improve the country's competitive edge and increase economic growth while fostering innovation (Sibiya & Nyembezi, 2018).

TVET college lecturers should be well equipped to train graduates that contribute to economic growth and human progress. This is more important in the context of a rapidly changing labour market in the globalised economy. They need to obtain the required skills and knowledge even before they can be appointed as TVET college lecturers. They are encouraged to be in contact with industries more often or in-service programmes must be put in place for them to be in line with the ever-changing learning environment. To be a qualified TVET college lecturer, you need to be certified in the area of your expertise and must have relevant pedagogical skill at that level. To have a clear understanding of TVET at the grassroots level, there is a need for qualified and experienced TVET college lecturers and trainers to plan for and execute relevant TVET programmes.

Professional development is important to achieve the above because that will allow TVET college lecturers to cope with changes in the education system. It needs a holistic approach; hence, curriculum development is also vital when dealing with the professional development of lecturers. This means that lecturers must equip themselves with new knowledge and skills to teach each new group of students and address their learning needs. Professional development not only allows TVET college lecturers to learn new teaching methods, practices and instructions, it also allows lecturers to interact with colleagues from other areas to improve their own teaching. Though some workshops are effective in introducing new topics, the most effective workshops provide education over time and involve hands-on actions and interactions. This allows for more discussions and questions for lecturers who wish to shine at their jobs and present quality teaching to their students.

Boateng (2012) suggests that TVET colleges need to ensure usual curriculum development repetitions in order to bring into line the skills of the graduates with the needs of the labour market. To achieve their institutions' set goals, academic managers are expected to play an important role in improving and supporting the quality and relevance of TVET programmes (Albashiry, Voogt & Pieters 2015; Boateng 2012; Mazani 2013). Pre-service and in-service professional development opportunities for TVET college programme managers are reported to be limited (Albashiry *et al.* 2015; Bakah, Voogt & Pieters, 2012; Gervedink Nijhuis, Voogt & Pieters, 2012; Mazani, 2013). Heads of Department (HODs) in TVET institutions have been found to lack the required skills in guiding effective curriculum development practices. That results in academic departments that do not have direction and curricula that have not been reviewed for many years.

Continuous Professional Development (CPD) and learning are very important not only to one's profession but also to organisations. The capability to collect more information and different viewpoints and relate these to a general business plan can assist in staying up to date on any development within the industry. It is important to have the willingness to

study new skills and adjust to new changes at all times. The ability to adapt to new circumstances is important.

1.2 Rationale of the study

It is very important for TVET college lecturers to always be willing to improve their skills. That means that apart from knowledge of the subject matter, TVET college lecturers also need co-operation, as well as quality development, analysis and assessment. Although teachers are professionally trained, there is a need for continuous training for them to cope with changing learning environments. In Limpopo, the province in which researcher live, there are many people who need skills development. However, most of the development centres there are not very effective in providing the necessary skills to address the people's needs economically, environmentally, and socially.

Most of the lecturers in the TVET colleges there are not sufficiently prepared to deal with challenges that are faced by their communities, which means there is a need for development. TVET can contribute towards a more sustainable development only if clear systems and approaches are put in place. Lecturers must be well equipped with knowledge and skills that can benefit TVET college graduates. Graduates will be able to use acquired skills and knowledge to improve their lives as well as that of people in the province and country in general.

It is hoped that the findings of this study will help to identify areas that need improvement and assist in finding solutions to the problems. That will help the country, especially Limpopo Province around the Sekhukhune District, to address the challenges being faced. As mentioned in the introduction, Limpopo Province is a province dominated by rural villages, and unemployment is very high. Professional development of TVET lecturers will benefit the province as qualified lecturers will use their skills to empower learners and engage with surrounding industries for job opportunities. Lastly, this study aims to make a valuable contribution to the teaching profession by improving TVET lecturers' confidence in teaching, planning, and assessing, which will enable them to take pride in their profession and work.

1.3 Literature review

1.3.1 Professional development

Lattuca and Stark (2009), state that academic managers need to guarantee that the learning results of the programmes and courses are communicated. They must be up to date during the first stage of the development phase. They need to ensure these lectures and materials are always available. Communicating with students and lecturers and motivating teachers need to be facilitated during the implementation phase. During the evaluation phase, academic managers will assess the application of the envisioned plans, regulate them appropriately and observe the progress of the students.

TVET college lecturers' preparation and professional development is necessary for them to be able to deal with new packages of educational content as well as coping with new set of skills and new methodologies for delivery and challenges that are emerging during these great paradigm shifts in teacher education. Professional development contains a huge amount of knowledge and experiences that can be shared during formal experiences. These include monitoring, professional meetings, etc. as well as informal experiences, for example, reading professional publications and watching television documentaries related to academic discipline.

It is critical for TVET college lecturers to possess the necessary personal, ethical, professional, teaching qualities and play a leading role in assisting to shape students' attitudes and objectives. Well-developed and trained TVET college lecturers will be able to function and adjust to an ever-changing technological, social and scientific environment. As mentioned above, professional development needs a holistic approach as there is a need to look into different areas of development like improvement of lessons, personal development, school organisation, career development and vocational development (Duke & Stiggins, 1990).

1.3.2 Rationale for professional development of TVET college lecturers

A well-planned professional development of both teachers and TVET lecturers can benefit not only students; teachers and lecturers themselves can grow and be more effective in their teaching and learning. An ever-growing and ever-changing field of education makes professional development more important. Teachers and lecturers must be lifelong learners to allow them to improve their skills, thus preparing TVET college lecturers to be able to deal with students' learning needs. Through professional development, teachers and TVET college lecturers can learn the knowledge and skills necessary to more effectively address student learning problems that are identified. Professional development also gives teachers and TVET college lecturers the opportunity to interact with educators from other areas to improve their own teaching.

TVET colleges in South Africa were in the process of renewal that required a lot of changes in policies and the National Curriculum Vocational (NCV) that was introduced to address the needs on economy did not meet the expected results. This is an indication that, when coming up with policy, it is very important to engage with different available stakeholders to check if that kind of policy will succeed and benefit all involved to avoid the repeat of what happened when NCV was initially introduced (Buthelezi, 2016).

1.3.3 The challenges and opportunities in professional development of TVET college lecturers

Field, Musset and Álvarez-Galván (2014), note that there were huge obstacles faced by past TVET sectors in South Africa which related to lack of consistency and resulted in problems in the system. Such challenges resulted in a disconnection between the students, lecturers and potential employers. The TVET system needs to be bolstered in such a way that it creates adequate partnerships with business and industry. It needs to be well equipped so that it responds to the skills requirements of employers and to the evolution of graduates into suitable jobs.

Excellence issues of vocational systems are flourishing internationally through professional development (Mohlokoane & Coetzer, 2007; Nkosi, 2012). Failure to improve the state of the vocational system here in South Africa makes it very tough for the system to deal with important issues the country is facing. These challenges stressed a need for the TVET college system in South Africa to be reinforced. The complexity of these systems needs to be looked at from different corners and viewpoints so that it can provide access to quality TVET education for everyone. The policy needs to be stable, macro-economic and clear for the system to function more effectively (Mitgang, 2012).

Limited budget is one of the major limitations that TVET is facing in developing countries. This becomes the essential issue as to why TVET college institutions are not able to employ qualified lecturers, verifiers, and assessors. They are not able to support them in updating and upgrading their skills and knowledge, purchase the most appropriate training facilities and are not able to market themselves more effectively.

1.3.4 Is the professional development of TVET college lecturers the same as teacher professional development?

It is particularly important for school administrators to encourage teachers to pursue professional development not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work. What matters here are the benefits and successes of both students and teachers due to process development. Professional development of lecturers and teachers goes hand in hand as a continuous way of empowering them to be more effective and productive.

To ensure competency in any profession and trade there is a need for continuous professional development of TVET college lecturers that is a continuous process and persists throughout the professional career of every individual. It enables one to get ahead and to stay forward, promoting one's career and improving income. The fundamental results of well-organised continuous professional development procedures are that they defend the public, the employer, professional person and professional

career. Well-designed and correctly delivered continuous professional development is important, bringing advantages to the profession, the employer and the community.

1.3.5 History of professional development

For someone to theorise the purpose of TVET, there is a need to understand the history of TVET and its theoretical foundations. Apparently official TVET colleges have been covered to the procedure of economic development and industrialisation. As a result, TVET policies have often been dominated by economic and equity factors (UNESCO, 2012).

The theoretical contestations about the role of TVET start from the economic approach, which is based on neo-liberal assumptions that training leads to productivity that leads to economic growth. Acquiring skills can make people employable and create more job opportunities for people. It is necessary for TVET college lecturers to be qualified for them to be able to transfer skills to learners. The human growth theory declares that TVET provisioning should be aimed at maintainable growth.

TVET is seen as a means of supporting the development of a range of capabilities that are conceived as opportunities to develop performances that individuals, their communities and society at large have reason to value. One other challenge in TVET is funding that is negatively affecting lecturers and students and that has a negative influence on learning and teaching, resulting in poor performance with regard to pass rates of students (HSRC, 2005; Nkosi, 2012).

1.3.6 Current state/status of professional development

There are fifty (50) TVET colleges across South Africa, of which seven are in the Limpopo Province. This means that almost every major region in Limpopo has a TVET college campus. The courses on offer are accredited and independently monitored to ensure that they meet quality standards as well as being accredited by the International Organization for Standardization (ISO). This means that the quality of education and training is internationally benchmarked.

There is a need to bring universities, TVET colleges, Community Education and Training Centres (CETs), Sector Education and Training Authorities (SETAs), non-governmental organisations (NGOs) and private providers together into a coherent but diverse and differentiated post-school learning system if we want to achieve a powerful basis for addressing the needs of a developmental state within the framework of the Human Resource Development Strategy for South Africa (Nzimande, 2009).

The available programmes in most vocational colleges around South Africa did not correct the conditions of state because they are designed to provide technical knowledge instead of employability skills (Mok, 2015). Those programmes must be structured in a way that will give graduates the opportunity to gain and maintain employment. That will achieve employment changes such as changes between occupations and positions in the same company to deal with changing job needs. For one to be employable they need to have the required abilities for that task and the capability to use such knowledge to familiarise to changes inside the group (Froehlich, Beusaert, Segers & Gerken, 2014).

Technical knowledge alone does not necessarily make someone employable; it needs to be balanced with other skills as well, (Robles, 2012). Klaus (2010) says that for companies to be succeed, they need 75% non-technical skills like communication, integrity, professionalism, teamwork, and work ethic and around 25% practical knowledge. Non-technical skills or people's skills, as Klaus (2010) calls them, need to be integrated into the curriculum and be moved from workplace (Kigwilu, 2016). Different kinds of assessment strategies like projects, portfolios, observation and assignments can assist learners to obtain employability skills (Chaudhary & Dey, 2013). When doing evaluation, it is very important to select an evaluation strategy that inspires teamwork and communication among students (Ng, 2016).

1.3.7 Future of professional development

Due to development, a complex advanced technological industrial and agricultural economy has emerged that requires a skilled labour force. The issue of a skills gap needs to be addressed through professional development programmes to empower employees with the necessary skills and knowledge required by employers. Egbenta, (2015) states that untrained labour results in loss to the employer as the employer wastes time and money in preparing workers to be able to perform the task. TVET colleges can be considered as the right platform to attend to the skills' shortage that existed between the educational programmes presented in colleges. Professional development of TVET college lecturers can help to address the demands set by the industry in terms of required skills.

Mixed methods research is both a method and methodology for conducting research that involves collecting, analysing and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone. Applying mixed methods to learning and teaching in TVET colleges can be helpful to countries like South Africa as it has been a general habit in other countries like Europe to apply the mixed methods in vocational education and training programmes. The benefit of this approach is that employment and educational methods are basically connected. This makes separate changes much better than it would be if the two systems were alienated.

1.3.8 Legislation and policies around professional development of TVET college lecturers

In 2000, TVET colleges embarked on a serious change institutionally, structurally and curriculum wise. They were previously ethnically and racially isolated, as was the case with all South African education (Sayed, 2003). The merger of one-hundred and fifty (150) technical colleges to form TVET brought many long-awaited opportunities for learners

who had not been afforded such an opportunity. The colleges were able to be accessed irrespective of gender, race, and religion, and that was a breakthrough for many previously disadvantaged groups.

Professional development of TVET college lecturers can be seen as a way to address some of the challenges arising from the merging of technical colleges where there was a conflict amongst lecturers because of their backgrounds (Kraak, Paterson & Bok 2016:27). The college governing bodies that were formed under each TVET college were tasked with developing calculated plans and obtaining practical strategic planning competences (Further Education and Training Act, 1998). TVET college leadership, including governing bodies, lacked management skills and knowledge to successfully introduce the new policy requirements (Moyo, 2007:5).

According to the Further Education and Training Colleges Act of 2006, government is responsible for the appointment of management staff, while TVET colleges are responsible for the employment of all lecturers and new staff. The Further Education and Training Colleges Act of (FET Colleges Act, 2006:34) gives the college leadership the ability to approve states of employment. That includes the review and determination of wages for TVET college lecturers and other staff as well as all other forms of remuneration, in line with the available rules. Professional development plays an important role in making National Certificate: Vocational (NC(V) more effective, which commenced in January 2007, a success. TVET college lecturers will need to develop themselves to cope with the required standard of NC(V). National Certificate: Vocational is a TVET college qualification that aims to provide a sound foundation of general knowledge that is mixed with practical examples.

1.3.9 Department of Higher Education and Training (DHET) stance on professional development

An effective and structured TVET education system is important to learners who want to improve their skills and knowledge. It helps to address socio-economic challenges students and their communities are facing. Looking at the high unemployment rate in

South Africa, students without skills and knowledge required in the labour market will face the world with some doubts. They will need every chance available to realise their educational dreams. An operational technical, vocational education and training college system is an important section of a comprehensible and first-class post-school education system. An effective TVET college system can improve entrance to the labour market and increase labour effectiveness. The improvement of human wealth can help to improve the economic growth and effectiveness of the country (DED, 2011).

1.3.10 Academics' views, their theories and/or models

Citing Agrawal (2012), Boateng (2012), and Finch & Crunkilton (1999), professional development of TVET college lecturers prepares them to deliver a hands-on learning experience to students and empowers them with the skills needed for them to face the labour market and enable lecturers and students to be open to the changing needs of the workforce market and that of the community. It is through professional development that lecturers/managers will acquire the required skills for them to be able to deal with the exclusive nature of the TVET programmes and the challenges TVET institutions are facing (Boateng, 2012; Bureau of the Conference of Ministers of Education of the African Union, 2007; The European Centre for the Development of Vocational Training, 2011).

According to Klar (2012), one needs to be more than just a teacher to be good, one needs to have extra skills over and above teaching qualification. It is important to be a leader and motivator to be able to deal with conflicts and other psychological problems related to teaching. Hellriegel, Jackson and Slocum (2005), also agree that as the managers of their class, lecturers must show managerial skill and attitude required for them to be more effective in their wide range of settings.

UNESCO (2014) stresses the importance of reshaping TVET colleges to boost the declining state of the economy globally and here in South Africa. TVET colleges need to be reshaped to be a source of employable graduates that can benefit industries, which is possible with the development of different skills by those institutions of higher learning (Tyler, 1949). According to Spencer, Lucas and Claxton (2012:13), the success of all

education systems relies significantly on the excellence of teaching and learning in training centres and other areas where education takes place. A good level of resources is necessary for any type of educational delivery to be excellent. The real answers to improving outcomes from vocational education lie in the classroom, in understanding the many choices TVET college lecturers make as they engage with students.

1.3.11 International experience on professional development

According to data compiled from Planning Commission Reports (2011), India is also using their TVET structures to address the challenges they are facing in their country by training TVET college lecturers. They believe that the quality of training depends on the quality of the trainer. The role of TVET in preparing manpower for the national development is well acknowledged today in India. Citing Shulman, (1987); Zlatkin-Troitschanskaia, Beck, Sembill, Nickolaus and Mulder (2009), and Terhart, Bennewitz, and Rothland (2014), the international state of the research leaves no doubt about the significance of lecturers' profession-related competencies in the development of their students. Occupational knowledge, motivational emphasis, self-regulating capabilities and beliefs are recognised examples regarding professional occupational capabilities (Krauss, Kunter, & Brunner, 2004).

Vocational knowledge includes content knowledge, pedagogical content knowledge, pedagogical-psychological knowledge and counselling knowledge, according to Baumert and Kunter, (2011). In promoting the practical teaching methods employed by lecturers for the academic success of the student, there is a need for continued interdisciplinary training of teachers (Lipowsky, Rzejak & Dorst, 2011).

1.3.12 Regional experience on professional development in the education sector or in the TVET college sector

There can be little doubt that the South African TVET sector has been preoccupied with change at the macro-level or systemic level during the past fifteen (15) years or so – as successive policy documents indicate, for example, the FET Colleges Amendment Act 3 of 2012; and the White Paper on Postschool Education and Training (DHET, 2013b).

Given the large number of youths (about 3.1 million) who are Not in Employment, Education or Training - also referred to as the youth in NEET (DHET 2013a) - and the many policy intentions for TVET which have yet to be fulfilled (DHET, 2013b; Gewer, 2016), systemic change still has some way to go. This article argues that attention should be paid to the micro-levels at which transformation might occur, for instance, at the level of the Vocational College Lecturer engaged at the coalface of change in the TVET classroom.

As a result of DHET centralising colleges, higher education institutions, TVET college institutions and the Training institutions into one Department, there have been challenges for TVET at the institutional level. There was the issue of diversity in TVET, and the quality was not up to the required standard. More TVET colleges were established in rural provinces such as Limpopo, Mpumalanga, KwaZulu-Natal and the Eastern Cape by the government to address the problem of enrolment where the first students were enrolled in the year 2014. Due to volume restraints and the lack of consistency and assistance between educational institutions and the labour market, the diversification of TVET colleges lags behind.

1.4 Statement of the problem

Professional development of lecturers in TVET Colleges is beneficial to the effective delivery of educational programmes. Evidence of poor teaching and learning are visible in the poor throughput rates, high dropout rates, low progression and poor completion rates among college students on the National Certificate Vocational (NCV) programme in the Technical Vocational Education and Training (TVET) Colleges.

The problem of ineffective management of professional development at TVET colleges was visible during the novel Corona Virus (COVID-19) pandemic lockdown, where lecturers had no direction on how to continue teaching because they do not possess technical and technological skills. This signifies that lecturers are not prepared to lead students into the 21st century because they are not developed properly to teach in this

era (Mokgato, 2020:3). The researcher observed the same trends at the TVET College when during his regular visit and decided to research this problem. In light of the information presented thus far the research problem has been identified as relating to whether the training offered to TVET lecturers is relevant to the core business of TVET colleges and aid their professional development and whether the management of professional development at a particular college could be improved.

Professional development is viewed as the main tool to empower TVET college lectures with skills and knowledge that will help them in their teaching and learning methods. Proper management and planning of professional development can assist in achieving the intended objectives. Professional development must always aim to improve skills and knowledge in TVET colleges. According to Tyler (1949), an effective learning experience must include skills, knowledge, attitudes, and values. The mixture of different skills in training programmes and the detailed assessment of the required skill are important (in order to provide for individual student needs and to train the staff (Langer, 2013).

The Department of Education (DoE) introduced the National Certificate: Vocational (NC(V)) in 2007 as an inclusive curriculum with around fourteen fields of study. The main aim was to address issues of poor quality in TVET programmes in order to improve skills and prepare students to face the labour market with the required skills and knowledge and to produce quality and employable graduates. That can all be achieved if there are systems in place to develop and empower TVET college lecturers and managers with the necessary skills for them to be able to make TVET colleges and graduates more effective. Monitoring the progress of TVET college lecturers can play a huge role in making sure that they are functioning in line with ever-changing educational needs.

1.5 Aim and Objectives of the study

The aim of this study was to investigate the challenges in the professional development of TVET college lecturers in Limpopo Province of South Africa.

Below are the specific objectives to be achieved:

- To provide the college with new information and strategies which have not been researched before to address their challenges.
- To examine if lecturers are developed in their specialisation areas.
- To investigate if the management of professional development by staff influences instruction and education for students.
- To identify how this research will assist the college to change its perceptions on managing professional development in areas of specialisation.
- To explore what role does senior management play in managing professional development.
- To find out what the lecturers' perceptions regarding the management and importance of professional development?
- Explore challenges faced by Limpopo TVET college lecturers.
- Recommend intervention measures that can be used to improve professional development of TVET college lectures in South Africa.

1.6 Research questions

The research questions that this study sought to answers are the following:

Main research question

What are the challenges in the professional development of TVET college lecturers in Limpopo Province of South Africa?

Sub-research questions

- What programmes are available for the professional development of lecturers at Limpopo TVET colleges?
- What challenges does Limpopo TVET college lecturers face?
- What intervention strategies can be employed to improve the professional development of lecturers at TVET colleges in South Africa?
- How effective is the management staff development programmes for lecturers in their areas of specialisation?

- How effective are the policies concerning staff development in TVET Colleges?
- What is the role of senior management in professional development in TVET Colleges?

1.7 Research design and methodology

This section presents the research design and research methodology as follows:

1.7.1 Research approach

Qualitative methods were suitable for this study as it allowed me to get a better understanding about the issues on the table. Qualitative methods are more flexible and allow for greater adaptation and naturalness of the communication between the researcher and the study participant. Qualitative methods give participants freedom to respond in their own words because of open-ended questions that are not necessarily expressed in the same way with each participant (Babbie & Mouton, 2011).

In qualitative methods, the relationship between the researcher and the participant is often less formal than in quantitative research. Participants can respond more elaborately and in greater detail than is typically the case with quantitative methods. Again, researchers could respond immediately to what participants say by tailoring subsequent questions to information the participant has provided (McMillan & Schumacher, 2010).

1.7.2 Population and sampling methods

As stated by Denzin and Lincoln (2013), informed consent, privacy, and confidentiality was applied to protect the identity of the participants. The arrangements of the sample included the college manager, section heads, and lecturers at different levels. The TVET college manager, section heads and lecturers were chosen as they are the important people in recognising and transmitting the needs of the lecturers. As the management task is to see to the happiness of the students and lecturers, they have the responsibility to meet the needs of the lecturers to ensure that positive results can be accomplished.

TVET college lecturers are better located to understand their failings in terms of their different subject contributions; they are at the point of curriculum distribution.

1.7.3 Instrumentation and data collection techniques

In this section I will present the data collection methods, the data collection tools, and the data analysis and data presentation techniques.

1.7.3.1 Data collection methods

The following data-collection methods were used, namely: interviews, observation and document analysis.

1.7.3.1.1 Interview

Seale, Gobo, Gubrium and Silverman (2004), define an interview as a social encounter where participants cooperate in producing a reflective and personal version of their experiences, future actions, feelings and thoughts. In this study, as the researcher, I used an unstructured form of interview due to its flexibility to questioning. This kind of interview was used because it gives both the researcher and respondents a chance to discuss. It saves time by providing full information and can be changed or adopted to meet the respondents' understanding and intelligence.

1.7.3.1.2 Observation

Observation took place in natural settings and involved the researcher taking long and explanatory notes of what was happening. There were limits to the situations that could be observed in their usual settings and the presence of the researcher may have led to problems with validity. Limitations with observation included a change in people's behaviour when they knew they were being watched and the whole situation could not be considered. The researcher may have missed something while watching and taking notes. The researcher may have made judgements or value statements or have misunderstood what has been observed.

1.7.3.1.3 Document analysis

To ensure reliable results, the researcher had a clear plan on how and what to be investigated looking at the available resources relevant to the research project which concerned professional developmental needs. A qualitative data-analysis process was followed to examine and interpret the data, during which the information was coded and branded. Referring to Gay, Mills and Airasian (2011), data from the participants were prearranged in significant logical components and coded to indicate each section. The data were then organised by sorting the codes and classifying the key subjects by agreeing on which data can be understood. The register that shows the type of professional training offered and the individuals who attended was requested by the researcher from the campus management and the human resources personnel. Other written information that is related to professional development was also requested so that it can be analysed.

1.8 Reliability and Validity

Reliability becomes a concern every time a solitary observer is the source of data because there is no certain guard against the influence of that witness's subjectivity, (Babbie, 2010:158). According to Wilson (2010), consistency issues are usually carefully connected with subjectivity and once a researcher approves a subjective approach towards the study, then the level of reliability of the work is going to be compromised.

To ensure validity of the research, the researcher included an appropriate time scale for the study to be selected; and the appropriate methodology to be chosen, considering the characteristics of the study. The most suitable sample method for the study was selected and the respondents were not pressured in any way to select specific choices among the answer sets.

To strengthen the credibility of research findings and to increase the measures of validity, the triangulation method was used. That assisted in equalling the outcomes of different methods to a single unit of study. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a complete understanding of phenomena

(Patton,1999). Triangulation also has been viewed as a qualitative research strategy to examine validity through the meeting of information from different sources.

1.9 Research ethics

1.9.1 Ethical consideration

Ethical approval to conduct research was obtained from the Research Section of the College of Education and permission was received from all stakeholders involved, including the Department of Education, before the research began. Creswell (2012), said that participants participated in the research willingly and the aim of the research was explained to all participants. The processes to be obeyed, benefits, alternative procedures, the dangers, and the measures put in place to ensure privacy were outlined to the participants.

1.9.2 Informed concern

Information - When providing information, the researcher ensured that potential participants were given a clear explanation about the nature of the research and the procedures involved. The information included the objectives of the study and any other potential risks and benefits.

Under voluntariness, consent was freely given, and participants were free to withdraw at any time, as unwarranted influence may take the form of encouragement over potential participants.

Under comprehension, voluntary participation meant that participants could make an informed choice, while informed consent assumed that the information given was accurate. Both principles were strengthened by the principle that participants understood what they were being asked to participate in (McMillan & Schumacher, 2010).

1.9.3 Protection from Harm

Participants' identities were kept confidential, and the assurances extended beyond protecting their names to also include not using self-identifying statements and information. Participants were assured of the confidentiality of information they provided, and the anonymity of respondents was respected. The aim and reason for research was explained to participants so they would have the freedom to participate in the research willingly without any pressure from the researcher (Creswell, 2012).

During the data collection process, we were facing the corona virus pandemic, so the Covid-19 rules and regulations, such as wearing of masks and observing the social distancing requirements when conducting research, were observed in order to avoid infection.

1.9.4 Confidentiality and anonymity

Participants were assured of confidentiality of information they provided and also the anonymity of respondents was respected. The aim and reason for the research was explained to participants so they could decide to participate in the research willingly without any pressure from the researcher. Potential participants are able to make an informed decision about whether they want to participate if they know what is going to happen to the data they provide. Thus, it was very important to explain that to them. I assured people who took part in the interview that their responses would never be used in a way which allowed them to be identified (Cohen, Manion, & Morrison, 2007).

1.10 Definition of terms

The key terms used in this study are defined in order to provide a clear understanding of their meaning in this study.

1.10.1 Professional development

Professional development is defined as continuous education and career training after a person has entered the workforce in order to help them obtain new skills, stay up to date on current trends, and advance their career.

1.10.2 Technical and Vocational Education and Training (TVET)

TVET means education or training, which is technical in its nature and aimed to provide skills for a person related to a profession, in order for that person to get a job and provide a livelihood (Chetram, 2017:40).

1.10.3 TVET Lecturer

These are lectures who got training and are qualified as teachers and are employed or working at TVET colleges.

1.10.4 Challenges

In the context of this research, challenges are problems that hamper professional development of TVET college lectures in teaching and learning.

1.11 Chapter outline

Chapter 1: Introduction and background to the study

This chapter introduces the study by presenting the problem statement and related research questions, the aim and rationale for the study are highlighted. The structure or organisation of the dissertation is presented in this chapter.

Chapter 2: Literature review

Chapter 2 presents the conceptualisation of key concepts central to the study, the professional development of TVET college lecturers. It also presents theoretical frameworks of the study and verifies what is already known about the title so that a inclusive picture of the state of relevant knowledge can be found.

Chapter 3: Research methodology and data collection

The chapter focuses on the methods used in the study, the research design, sample selection, and data collection instruments. Procedures of data collection as well as data analysis and ethical considerations in the study are deliberated.

Chapter 4: Data analysis and interpretation

This chapter presents the analysis and interpretation of data.

Chapter 5: Discussion, conclusions and recommendations

Chapter 5 discusses the findings of the study, and provides conclusions, and recommendations for further research. The chapter also presents the limitations of the study.

1.12 Conclusion

The above information can only be achieved through combined efforts towards the strengthening of TVET college lecturers. Professional development can be used to bring together skills development and technical knowledge to the benefit of TVET colleges. TVET colleges are an important part of a quality education system that can offer much needed opportunities for school leavers. These educational opportunities will benefit the labour market by increasing the pool of skilled workers and boosting productivity as a result. This in turn, will bolster the fiscus of any country through an increased tax base of skilled workers. It will also improve the country's competitive edge and increase economic growth while fostering innovation (Sibiya & Nyembezi, 2018).

TVET college lecturers should be well equipped to train graduates that contribute to economic growth and human progress. This is more important in the context of a rapidly changing labour market in the globalised economy. They need to obtain those required skills and knowledge even before they can be appointed as TVET college lecturers. They are encouraged to be in contact with industries more often or in-service programmes must be put in place for them to be in line with the ever-changing learning environment. To be a qualified TVET college lecturer you need to be certified in the area of your expertise and must have relevant pedagogical skills at that level.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The lecturers at Technical Vocational Education and Training (TVET) colleges are confronted with demands to produce quality education that will empower students to develop skills and knowledge so that they can be productive and ready for employment. According to Bijl and Taylor (2018:126), the aim of vocational education is to train students to be ready for work. This means that the TVET lecturers that present vocational programmes must be able to produce quality education. They must be professionals to the subjects they are teaching. TVET lecturers must have latest knowledge of the subject and necessary experience of their subjects that are in line with the industries. They also need teaching skills for them to be able to produce quality content.

The importance of literature review is that current scholarship is examined to learn how different researchers have examined the research problem in which the researcher has interest in, to establish new knowledge (Mouton, 2006: 86). The literature reviews assist in establishing the space between what has been composed on certain topic in which the researcher has interest in. Literature review can also expose likely inadequacies in the literature that has been studied (Maree, 2012:26). This chapter addresses a literature review in line with the challenges in the professional development of Technical Vocational Education and Training college lecturers in Limpopo Province of South Africa.

According to the South African Department of Higher Education and Training (DHET, 2013b), TVET colleges function in the so-called post-school education system with the purpose of arranging or training students for the world of work and to enhance to emerging skills for the economy. Even if TVET colleges were used to be responding to the realistic essentials of business and industry which is to prepare learners more ready for employment and to prepare them for the developing economy, the new programmes

make demanding reasoning regarding highest skills and knowledge (McBride, Papier & Needham, 2009: 22).

In this chapter, literature is reviewed by various scholars both in South Africa and other countries on the subject of the study and with an idea of providing a theoretical structure connecting to professional development and its benefits if well managed. It also looks at the problems in the professional development of TVET college lecturers. A convincing case for the importance of research can only be established by learning what has been researched already (McMillan & Schumacher, 2010:74). The statement is supported by Maree (2017:28), who states that a literature review gives a summary of current information. Literature review reveals sufficiently applicable research suitable to research topic. In this chapter, bearing in mind the above, the following themes will be unpacked:

1. The meaning of professional development;
2. The history and current status of professional development;
3. Academics' views, their theories, and/or models on professional development;
4. Rationale for professional development of either teacher professional development or professional development of TVET college lecturers;
5. The challenges and opportunities in professional development of TVET college lecturers;
6. Department of Higher Education and Training (DHET) stance on professional development;
7. The future of professional development;
8. Legislation and policies around professional development of TVET college lecturers;
9. What international experience says about professional development.

2.2 The meaning of professional development

Professional development of TVET college lectures is important because it can better the employee skills and knowledge and improves confidence. This could help lectures receive more opportunities for career advancement, such as promotions and transfers.

Professional development can make lectures more desirable candidates because of their knowledge and level of expertise in their field. Professional development improves lecture's skill set and knowledge, but the college also benefits from their growth as an employee.

In support of Chetram (2017:20), professional development is a process that includes a well arranged and organised programme of well organised, arranged, and reasonable activities that channel the learning needs to improve their current repetition, assist in the development of the education planning and increase lecturer's career satisfaction and confidence.

Professional development is associated with any kind of development improve staff abilities. That can only be achieved through establishing training opportunities. It is a necessity for professional development at TVET colleges to empower lecturers to be more effective when teaching subjects. They need to be well developed professionally for them to offer meaningful education that can address socio-economic challenges faced by the province. Chetram (2017:40), concur with above statement by saying that TVET college lecturers have a wish to maintain continuous learning occasions to obtain the knowledge and skills add to their societies and to achieve their goals.

Like most of the countries, South Africa is using TVET colleges to address the many challenges the country is facing. Some of those challenges includes unemployment and poverty. That means there is a need for quality education from TVET college lectures to achieve that goal. Professional development assist in improving quality of education of TVET lectures and those of the students. There are lot of complains globally about the quality of education and the problems can be addressed through proper management of professional development. Countries like Indonesia and Malaysia are experiencing the problem with development of their lectures. There is lack of proper training in those countries and the TVET teaching staff are employed directly from universities and they lack proper skills and knowledge and vocational teaching experience (Paryono, 2017). Quality education is necessary for students hence there is a need for TVET college lectures to be professionally developed (UNESCO, 2014).

TVET college lecturers' preparation and professional development is necessary for them to be able to deal with a new package of educational content and also to deal with a new set of skills and new methodologies for delivery and challenges that are emerging as among the greatest shifts in paradigm in teacher education. According to Gancer (2000), professional development contains a huge amount of knowledge and experiences that can be shared into formal experiences. That includes monitoring, professional meetings, etc. as well as informal experiences like reading professional publications, watching television documentaries related to academic discipline, etc.

It is very critical for TVET college lecturers to possess the necessary personal, ethical, professional, teaching qualities and play a leading role in assisting to shape students' attitudes and objectives. Well-developed and well-trained TVET college lecturers can function and adjust to an ever-changing technological, social and scientific environment. As mentioned above, professional development needs a holistic approach as there is a need to investigate different areas of development like improvement of lessons, personal development, school organisation, career development, and vocational development (Duke & Stiggins,1990).

2.3 Rationale for professional development of, either teacher professional development or professional development of TVET college lecturers

Professional development is very important at TVET colleges to empower lectures with new ideas and knowledge to enable them to be effective in the subjects they teach. Lectures are not well developed to execute their duties to the level of satisfaction. In support of the statement, Chetram (2017:40), mentioned that TVET college lecturers have a wish for continuous learning occasions to develop the capabilities and knowledge to convince their dreams and add value to their communities.

Professional development of TVET college lecturers improves the level of education. Through professional development, lecturers develop their professional skills. That bring about improvement on how they plan and deliver their lessons, it improves their

knowledge. There are some shortcomings of professional development in the sphere revealed by Motala and Pampallis, (2020:7). It was noted that TVET colleges lectures are lacking on teaching approach and are anticipated to attend training that are relevant to the vocational subjects they teach. It was indicated by Motala and Pampallis (2020:10), that there is a need for the review of management of professional development.

A well-planned professional development of both teachers and TVET lecturers can benefit not only students; teachers and lecturers themselves can grow and be more effective in their teaching and learning. An ever-growing and ever-changing field of education makes professional development more important. Teachers and lecturers must be lifelong learners to allow them to improve their skills, preparing TVET college lecturers to be able to deal with students' learning needs. Through professional development, teachers and TVET college lecturers can learn the knowledge and skills necessary to more effectively address student learning problems that are identified. Professional development gives opportunities to teachers and TVET college lecturers to interact with educators from other areas to improve their teaching.

As TVET colleges in South Africa were in the process of renewal, that required a lot of changes in policies. The National Certificate: Vocational (NC(V)) that was introduced to speak to the needs of the economy, did not archive the expected results. That is an indication that when coming up with policy, it is very important to engage with different stakeholders available to check if that kind of policy will succeed and benefit all involved to avoid a repeat of what happened when NC(V) was initially introduced (Buthelezi, 2016).

Professional development is a continuous process that persist throughout an individual's professional vocation and upholds the below advantages of a properly arranged professional development:

1. Helps professionals to acquire new possibilities and new knowledge;
2. Contributes in making a professional to play a significant contribution to colleagues and managers and delivers better chances to control and run the organisation;

3. Establishes opportunities for the professional to engage other professionals in the similar subject and distribute knowledge;
4. Adds to the defence and excellent life;
5. Assist to develop the centre of skills and knowledge inside individual's profession.

The professional development of lecturers also supports enlarging the difficult skills required by students to learn in preparing for work (Darling-Hammond, Hylar & Gardener, 2017: iv).

The study presented that the professional development of TVET lecturers is valuable necessities of development human resource. Mokone (2011:1), supports the statement by saying that lifelong learning is a vital component of the professional development of lecturers. Mokone in addition states that the professional development of TVET college lecturers very important in helping college lecturers to produce high performance in their classrooms.

2.4 The challenges and opportunities in professional development of TVET college lecturers

McBride, Papier and Needham (2009:2), comment that professional development of lecturers in the FET sphere is important to the Human Resources Development (HRD) Strategy, nevertheless there is controlled delivery and the shortage of systems for the support and planning of lecturers. There is a continuous lack of direction about the number of college lecturers that require training and the kind of training they need for their improvement (McBride *et al.*, 2009:3). Higher Education is unable to respond to the demands for college lecturer professional development because of lack of clarity (Papier, 2008:8). Lecturers in TVET colleges must improve their knowledge in line with the kind of colleges they are working for. As a result, performance of students should be taken as a priority. They are required to be empowered with knowledge and skills about the industry so that they are able to improve the economy of their country. The college management must arrange the types of training for their lectures, that is in line with their students'

needs. TVET college management must learn how to plan, organise and take full control of their institutions and be able to identify area of weakness and give necessary support.

One major constraint that TVET is facing in developing countries is the limited budget. This becomes the core issue as to why TVET institutions are not able to employ trained trainers, assessors, and verifiers, and support them in updating and upgrading their skills, as well as purchasing the most appropriate training facilities, aids and technology for practical, on-the-job training). Accordingly, they are not able to market themselves effectively. Funding and management issues will be discussed below as the main challenges in the professional development of TVET college lecturers.

2.4.1 Management in professional development

Education management refers to the process of planning, organising, leading and controlling of the education system whereby a collective group of individuals combine personnel and material resources to achieve education objectives. The role of management is to give support to the college by making sure that lectures are empowered to be in line with ever changing ways of teaching methods. They need to arrange continuous trainings or courses that is supporting their objectives and are beneficial to students.

The TVET colleges in South Africa plays important part in the economic and social challenges faced by the country. That means TVET colleges are anticipated to produce teaching and learning of high quality. Lack of professional development of lecturers affects the aim of providing quality education. Management duties is to make sure that trainings that are offered, brings change to both lectures and students in terms of teaching and learning (Chetram, 2017:37). Managers need to be more effective when coming to leadership, control, organising and planning of professional development. They must be effective in performing their duties, especially the management of professional development needs in the college.

Peter and Cilliers (2015:30), stated that effective performance of helps to reach objectives aimed for by the organisation. Jia, Norton and Xiao (2014:30), concurs that the main organisational objectives of TVET colleges is quality teaching and learning. that TVET college managers are anticipated to be involved in the professional development programme and collect the evidence that professional development of lectures took part to improve their professional needs for them to be effective (Dymoke & Harrison, 2006). Poor management of professional development can result in poor performance by lectures, and they become ineffective. The management of professional development has an exact effect on learning and teaching in TVET colleges (Manyau 2015:19).

2.4.2 Funding in TVET colleges

Funding is instrumental in making TVET institutions effective in achieving national goals, performance enhancement, widened participation, and promotion of equity and redress. There are four kinds of funding: formula funding of TVET training programmes, funding for special purposes, student financial aid, and private funding (UNESCO-IBE, 2010). Each provincial education department uses the budgetary principles of the Medium-Term

Expenditure Framework (MTEF) to fund TVET colleges -Funds originate from the state, any donations/contributions received by the public college, money raised by the public college, money raised by means of loans, income derived from investments, money received from services rendered, and money payable by students for further education and training programmes.

The above statement supports the issue of the need for professional development in TVET colleges, especially regarding funds management and allocation. That will make sure that the available budget will be spent correctly to address matters relating to lecturer development. In his report on the Overview of the TVET sector with respect to governance, management, teaching, learning and new campuses released on 04 September 2019, Mr Zirk Joubert, Chief Director: Financial Planning, DHET, outlined the budget of the TVET sector, which amounted to R12.9 billion, but with a shortfall of R1 billion (rounded figure). 'The amount for students eligible for the National Student

Financial Aid Scheme (NSFAS) bursaries amounted to R2.7 billion. The funding was regulated through the TVET funding norms. The 2019/20 enrolment plan consisted of 562 006 students, against the target of 664 748 indicated in the annual performance plan (APP)'. The Department had requested the colleges to carry that burden.

The DHET had required R16.5 billion to fund the APP target of 664 748 students enrolled. It was sitting with a shortfall of R3.5 billion in relation to the APP target. The current funding level was at 78%, so it was important to keep to the trajectory of the fee-free higher education. There was a steady and stable increase in the funding level over the next two financial years, but it declines slightly in the 2022/23 financial year because the outer years of the medium-term expenditure framework would grow at a lower percentage (5% plus 1).

Regarding the TVET College Infrastructure Efficiency Grant (CIEG) budgets, in that current financial year 2019/2020, the budget allocation to colleges was equal across the board, but this would change in the next financial year. The 80/20 funding model would apply - 80% towards planned student enrolments and 20% on costed maintenance plans submitted. The funding allocation would also be based on enrolments as cost drivers.

On budget versus expenditure, the actual performance in the second quarter was at 12%, against the 50% target. The lower expenditure by TVETs was due to:

1. Capacity constraints on personnel.
2. Lack of experienced and qualified staff to deal with infrastructure maintenance planning and execution.
3. Procurement for tenders taking a long time.

The Department had taken several steps to ensure that the funding allocated for infrastructure was spent on infrastructure.

The Skills Development Act (1998) mandates SETAs to fund skills development; implement national, sector, and workplace strategies to develop and improve skills in the

South African workforce; and provide learnerships that lead to recognised occupational qualifications, (Department of National Treasury, 2022).

Over the medium term, the authorities will focus on strengthening and delivering relevant priority skills to South Africa's labour market, with particular emphasis on partnerships with TVET colleges, universities and the market; monitoring and evaluation; improved institutional research capacity; artisan development; apprenticeships, learnerships, internships and bursaries; and the development of small, medium and micro enterprises to provide opportunities for work experience. Carrying out these activities is expected to cost R62.9 billion over the medium term, increasing at an average annual rate of 6.6%, from R18.6 billion in 2021/22 to R22.6 billion in 2024/25. The authorities will continue to support artisan development through skills development centres, with the specific aim of addressing skills shortages identified by occupational teams working on strategic infrastructure projects. The sector plans to train 68 000 artisans over the medium term through this initiative at a projected cost of R4.7 billion (Department of National Treasury, 2022).

The authorities derive the bulk of their revenue through the skills development levy, which is collected from employers by the South African Revenue Service and transferred as a direct charge against the National Revenue Fund. Revenue from the levy comprises an estimated 90.1% (R55.6 billion) of total revenue over the medium term, increasing at an average annual rate of 8.2%, from R15.8 billion in 2021/22 to R20 billion in 2024/25, in line with the expectation that the economy will begin to recover. The remainder (R5.3 billion) is set to be derived through interest on investments.

Regarding TVET CIEG monitoring, the DHET had rolled out extensive TVET college training on national infrastructure asset management standards and maintenance planning. TVET colleges had to submit work package applications to DHET for approval before expenditure was incurred. This was to ensure correct application of funding and value for money in all instances. Once the Department had approved the maintenance plan, a cost item number would be issued on the work package, and the TVET college

was able to start spending. The Department approved the spending of the funds in line with the approved costed maintenance plan, considering priorities and the criticality of maintenance. The DHET supports struggling TVET colleges with technical assistance, and TVET expenditure incurred was monitored on a sample basis by DHET teams, as well as by internal audit.

In his 2023/2024 Higher Education and Training Dept Budget Vote, Minister of Higher Education, Science and Technology, Dr. Blade Nzimande mentioned that they have allocated R200 million from the National Skills Fund to ensure that they achieve their objective of increasing offerings of skills programmes in TVET Colleges.

Through the National Skills Fund, they have allocated funds for capacity building of Community College lecturers, introduced skills programmes, learnerships and non-formal programmes. This includes the introduction of Civic Education.

2.5 The history of professional development

International scholars such as Chiang and Trezise, (2021); Evans, (2008); and Whitty, (2008) have stated that the improvement of the quality of teachers by means of teacher professionalism is generally encouraged as an answer to concerns about quality in the educational contexts wherein the contract with teachers is no longer just with the state but is also with the market (Robertson, 1996). Therefore, it is not surprising that South African education policy leaders followed international trends and turned to credentialing, in the form of minimum formal qualification requirements for TVET educators, as a mechanism for improving the overall quality of TVET provision (Department of Higher Education and Training, 2013a). The evolution of TVET systems and transformation over the years has been based on the perceived role of TVET in relation to economic and/or human development (Tikly, 2013).

Theoretical contestations on the role of TVET range from the productivity or economic approach which is based on neo-liberal assumptions that training leads to productivity which, in turn, leads to economic growth (training for growth). The other assumption is

that skills lead to employability which, in turn, leads to jobs (skills for jobs). On the other hand, the human development theory asserts that TVET provisioning should be aimed at sustainable development or livelihoods. Furthermore, recent theories like the capabilities approach see TVET as a means for supporting the development of a range of capabilities that are conceived as opportunities to develop functioning's that individuals, their communities and society at large have reason to value.

Conceptualising the role or purpose of TVET requires an understanding of TVET history and its theoretical underpinnings. Historically, formal TVET has been closely tied to the process of industrialisation and economic development, and therefore TVET policies have often been dominated by economic and equity perspectives (UNESCO, 2012). TVET lecturers have operated within an environment of uncertainty and instability since 1998, thanks to policies that have had an impact on college structures, governance, management, staffing, students and curricula (Gewer, 2016). In the main (but not exclusively), funding constraints have led to widespread student and lecturer protest action and these have resulted in strained lecturer–student interactions that have had a negative influence on teaching and learning and have exacerbated what were already dismal pass and throughput rates (HSRC, 2005:46).

A factor that has been associated with poor student performance in TVET has been that a large number of lecturers (approximately 50%) are professionally either unqualified or underqualified, with 42% having had fewer than three years' lecturing experience (Mgijima & Marobe, 2012). The rapidly growing student population since 1995 - whose expansion has not been accompanied by a concomitant increase in the number of college lecturers - together with the changes in college curricula, have led to a range of sheer challenges for college lecturers (Blom 2016; McBride *et al.*, 2009).

2.6 The status quo in professional development

Vocational education has contributed to the rapid development of international manufacturing and service industries, and TVET college lectures are starting to play an increasingly huge role in the modernization and globalization of vocational education.

Vocational education is determined to push through improvements in its lectures, teaching resources and teaching methods, all of which rely on building a team of illustrious lectures (Han & Chen, 2019). However, the status quo of TVET lectures' teaching capability is not equal to the demands of the digital era. There is an urgent need for TVET lectures' teaching competency framework and standards in the information age.

Lectures' teaching ability evaluation is one of the essential substances of vocational education evaluation. It is also a difficult problem concerned by both the theory and practice of vocational education. The establishment of the TVET lectures' teaching competency evaluation standard based on the needs of colleges and industries in the information age can help achieve learning objectives, find out the strengths and weaknesses and improve the teaching quality. The information age has opened important opportunities for every aspect of our life, and vocational education is no exception. Therefore, it is necessary to clarify TVET college lectures' professional development needs.

According to the Minister of Higher Education in South Africa (Nzimande, 2009), bringing universities, TVET colleges, Adult, Community Education and Training (ACET) centres, SETAs, NGOs and private providers together into a coherent but diverse and differentiated post-school learning system provides a powerful basis for addressing the needs of a developmental state within the framework of the Human Resource Development Strategy for South Africa.

Recent trends in education reflect a growth in teacher-led professional development. This approach has been utilised by various sources including private industries, school districts, and non-profit organisations. Organisations such as Time to Teach, Whole Brain Teaching, EdCamp, and even the California Teachers Association have found success in providing trainings that boast classroom teachers as trainers. Additionally, many school districts have shifted to promoting their own teachers to full-time professional development or coaching roles. While these are effective, there is still the lingering element of lack of option or input from participants since they typically consist of

workshops designed around a toolkit that is mandated by employers, in other words, a top-down structure (Macias, 2017).

2.7 The future of professional development

Trends like digitalization, industry 4.0, climate change and migration are leading to structural changes in the economy and transforming the world of work and employment. In turn, evolving labour markets are calling for updated and reactive education and skilling paradigms, and creating an urgent need for flexible, developing and responsive TVET systems. Therefore, developing the capacities of TVET college lectures and trainers is at the core of UNESCO-UNEVOC's ongoing thematic priorities on greening, entrepreneurship and gender equality.

Both current and future workers must acquire new skills and qualifications in order to adequately prepare for and succeed within future labour markets. Upskilling for work and life are taking on even greater importance in this transitioning world of new work and investing in the future by building the capacities of TVET college managers and teaching staff is essential for the successful navigation of these transitions.

Lectures and trainers are at the forefront of TVET delivery, and it is thus essential that they too skill and upskill on future-oriented capabilities in order to pass them on to students. Lectures and trainer professional development and engagement is therefore crucial to UNESCO-UNEVOC's strategy. UNESCO's 2015 recommendation concerning TVET, acknowledges the vital role of teaching staff in guaranteeing TVET quality and relevance. It also states that 'policies and frameworks should be developed to ensure qualified and high-quality TVET staff, including teachers, instructors, trainers, tutors, managers, administrators, and others.

TVET lecturers go through the same training as school educators but given the technical and vocational nature of TVET colleges, a further requirement is expected of them, that of industry knowledge and expertise. In many instances, TVET lecturers do not have industry knowledge (for example, as they have never worked in industry) but are expected

to teach students in practical ways about industry skills and concepts, and thus prepare them for the world of work. This is despite a lack of work exposure programmes for TVET lecturers at systemic level during and after completion of their qualifications (Paryono, 2017).

Furthermore, national accredited technical education diploma lecturers are expected to teach a curriculum that is outdated and lags behind applied disciplinary knowledge. The vocational national certificate curriculum, which was introduced in 2007 to address some of the industry and curriculum relevance challenges, does not meet all the needs of the vocational programmes, and also does not enjoy universal support in the industry. The issue of the TVET curriculum remains a key sticking point for the relationship between government and business as it affects the type and quality of skills produced for industry by the system.

In recent years there has been a buzz the world over concerning the fourth industrial revolution (4IR). South Africa (SA) has jumped on the bandwagon, with many 4IR advisory structures and strategic partnerships being established. These include the presidential commission on 4IR, the partnership for 4IR in SA (4IRSA) and the ministerial task team on 4IR in higher education and training established by former higher education minister, Naledi Pandor. The latter was established to advise the minister on how higher education and training should respond to 4IR.

To achieve fourth industrial revolution goals, preservice training and industry experience for TVET lecturers need to be revisited. Few universities offer TVET-specific training for lecturers. Many lecturers have Bachelor of Education degrees (the core education qualification) without specialisation in the trades that they need to teach at college level. With 4IR, many lecturers may also need upskilling and exposure to what is happening practically in industry. The above statements supported by Steyn and Van Niekerk (2012:65), by saying that the management in the colleges are confronted with significant challenges in organising real professional development programmes that will assist staff to improve their skills and enable them to deal with latest demanding technology more effectively.

The TVET curricula need to be updated to be aligned to industry needs in consultation with key stakeholders including students, lecturers and industry. These curricula need to take into account the pressing needs of the economy, such as the development of artisans, but also the need to develop programmes that offer related content in relation to artisanship. The curricula need to take into account what is commonly referred to as “21st century skills” such as critical thinking, people management, emotional intelligence, judgement, negotiation and cognitive flexibility. TVET colleges can play a critical role in not only dealing with the weak foundational knowledge of students but can be instrumental in preparing youth for the future world of work.

If there is no balance between the present and the future in terms of curricula, industry exposure or lecturer adaptability, neither students nor lecturers will ever be 4IR ready. This is because SA’s industry and higher education and training, whether ready or not, will be affected by the 4IR and therefore TVETs have a unique opportunity to keep abreast of key industry trends and respond to the requirements of 4IR. TVETs have tended to lag behind in the past, but if they do not respond quickly this time there is a chance that, as a training subsystem, they will become irrelevant and defunct, (Sibiya & Nyembezi, 2018).

2.8 Legislation and policies around the professional development of TVET college lecturers

National Certificate Vocational is TVET college qualification that aims to provide sound foundation of general knowledge that is mixed with a practical example. Professional development plays an important role in making the NC(V) curriculum (which commenced in January 2007) a success. TVET college lecturers will need to develop themselves to cope with the required standard of NC(V).

For TVET college lectures to perform better in subject they teach, they need support for the management regarding proper professional development. Legislating of TVET lecturer development is very important aspects that will result in developing the lecture in TVET college. Legislation is taken as one of the mandatory and effective methods that have successfully been proven to control the activities in the TVET sphere internationally

in countries such as Germany, China, and America (Jia *et al.*, 2014:46). Policies and legislation are used to lead lecturers' development in South African TVET sector.

Chetram (2017:24) draws the below policies that direct lecturers' professional development in South Africa:

1. Integrated Quality Management Systems Act of 2005
2. National Qualifications Framework Act No. 67 of 2013
3. Norms and Standards for Educators Act of 2000
4. Personnel Administration Measures Act of 2016

2.8.1 Integrated Quality Management System Act of 2005

IQMS was established in 2003 as a tool to gauge the performance of lectures with the aim to integrate the three programmes that were used in schools previously, ELRC (Resolution 8 of 2003). The below IQMS programmes meant to enhance and monitor performance of educators and help in the development of educators:

1. Developmental Appraisal System concentrates on the assessment of the lecturers to observe the weakness and strong points of lectures so that correct professional assistance can be arranged.
2. Performance Measure System emphasises on lecturer's grade development and salary.
3. Whole School Evaluation assesses the general success of the college (South African Democratic Teachers' Union (SADTU, 2015:4).

IQMS aimed at holding education sectors responsible for quality education. Chetram, (2017:27) agrees that the aim of IQMS at TVET colleges is to guarantee an ongoing quality development and teaching of lecturers and to guarantee that every individual has access to quality education. IQMS is important in the development of lecturers in TVET colleges and must be properly implemented to achieve the aimed goals. Pilane and Mosoge (2014:1), believe that development of lectures in the education system need to

be reviewed and the IQMS is the available system that TVET colleges can use to improve professional development.

2.8.2 National Qualifications Framework (NQF)

The policy was established in 2013 and aimed to align the qualifications for TVET college lecturers with the Higher Qualifications Sub-Framework 2013. The policy stipulates higher education qualifications that are used for the professional development of TVET college lecturers and enhances the quality of teaching in the TVET sphere (Republic of South Africa, 2013:3).

The policy signals the capabilities that an essential TVET lecturer must acquire and be able to prove to be skilled and qualified to be a lecturer. It acknowledges the significance of official qualifications as part of the professional development of TVET college lecturers. For colleges to uphold excellent lecturers who are well-informed, the admission requirements and educational standard for lecturers must be controlled and specified (Jia *et al.*, 2014:46). This policy controls the admission requirements for the lecturers in TVET college. Below are the official qualifications intended to be used as admission requirements as per policy on the professional development of TVET lecturers:

1. Diploma in Technical and Vocational Teaching
2. Advanced Diploma in Technical and Vocational Training.
3. Bachelor of Education in Technical and Vocational Teaching

This policy plays an important part in the development of subject content and knowledge. It arranges lecturers for good evaluation and college management and leadership to become specialists in their area of learning (SADTU, 2015). DHET (2013:5), draws the below aims of the policy on TVET lecturers' professional qualifications:

1. to assess professional TVET lecturer education qualification programmes.
2. for quality assurance and the accreditation processes of the lecturers' professional qualifications.
3. as a requirement for TVET lecturers to register with SACE.

4. It improves the TVET lecturers' professional development.

2.8.3 Norms and standards for educators 2000

The policy was established to draw the standards and norms for the lectures to function under. The policy explains the positions of lecturers and how they are linked with a set of connected norms and standards for educators as imagined in the National Education Policy Act, 27 of 1996. The Department of Higher Education (DHET 2011:7) retained part of the policy as the minimum requirements for the teacher education qualifications.

The policy controls the purposes for the qualifications, development of learning programmes, and the levels for lecturers. Service providers acquire programmes and qualifications that is documented by the DHET as guided by the norms and standards of educators. The Norms and Standards for Educators (2000:13), defines the positions of educators and signal the knowledge and skills an accomplished lecturer must have. The lecturers must satisfy the below positions according to the policy:

- i. Lecturers are requested to be managers and leaders, and they are anticipated to do administration in their classroom like recording of marks.
- ii. The lecturer needs to be continuous learner and teacher during the lesson planning and must be involved in learning. For professional development, lecturer is expected to involve in lifelong learning.
- iii. A lecturer must have a subject knowledge to effectively communicate to students and understand the various needs of students. To be able well-informed of present knowledge, the lecture needs to be a lifelong learner. That means the lecture must be a learning mediator.
- iv. The lecturer is expected to play a parental role in and outside the classroom and to assist students to be good citizens by giving them emotional support.
- v. The lecturers are expected to evaluate learners to check their level capability regarding the learned content.
- vi. Lectures be a specialists and champions in their area of learning and must have rigorous knowledge of content in their subjects.

The above roles occupied by lecturers are taken as the most crucial roles as they integrate all other roles as explained in this policy. The lectures are required to be experts in their learning areas.

2.8.4 Personnel Administration Measures of 2016

The Personnel Administration Measures policy is compulsory to all the TVET college lecturers, including educators, with the aim of educating and teaching students. PAM comprises several positions that contribute to education. For the aim of this study, the main emphasis was on the professional development of lecturers and appraisal development as stated in Personnel Administration Measures (PAM, 2016).

PAM signals that it is the main accountability of that lecturer their own professional development. Lecturers must be the directors of their own individual professional development (PAM, 2016:11). The below four managers responsibilities of managers at the colleges are stated by PAM (2016:39) stated:

1. The PAM policy signals that managers should assess the needs of lecturers for professional development.
2. Managers must implement the development programmes that are based on the needs of lectures.
3. All training programmes offered must be implemented based on the goals and objectives of the college.
4. Managers together with lecturers must always reconsider the professional development of lecturers to determine their relevancy.

PAM (2016:42) argues that managers at TVET colleges have a responsibility to develop training programmes for lecturers to help them to achieve their desired educational goals. The managers must be involved in their lectures' development with the purpose of improving teaching and learning.

2.9 Department of Higher Education and Training (DHET) on professional development

To reduce the space between the results of higher education and the industry prospects in South Africa, the Department of Higher Education (DHET 2007:9) decided to use TVET colleges. Which means to achieve that goals, TVET lecturers must be professionally developed. The certification rates and the throughput in the TVET colleges decide the achievement of colleges.

Before 2009, the accountability for education and training was shared between the Department of Education and Labour here in South Africa and it was not well coordinated. When the DHET was established in 2009, it was tasked with the responsibility of growing the human capital of the staff in a comprehensive way. The Department of Higher Education and Training brought together accountability for the college sector and university, the NSF, TVET colleges, the private institutions, and the governing bodies responsible for qualifications and quality assurance. All these forms a combined TVET system and this incorporation of accountabilities in DHET is a clear sign of growth and strength.

In connection with planning of professional development, the policy in IQMS for TVET lecturers Education and Labour Relations Council (ELRC, 2005:10) outlines the below responsibilities:

- i. DHET responsible for proper implementation of the IQMS. That is the system used in colleges for the and to improve the teaching quality in TVET colleges.
- ii. For the arrangement of professional development programmes and the lecturers' development, DHET is responsible. The lecturers' needs need to be taken into account when planning relevant professional developmental programmes and arranging funds for training.
- iii. It is the duty of DHET to assess and observe the professional development processes on a continuous basis.

Active involvement in monitoring and evaluation of the process by DHET is very important in the professional development of TVET lecturers (ELRC, 2007:7).

2.10 Academics' views, their theories and/or models on professional development

Any professional development offered by management must be relevant to their educational goals and new tools and techniques must connect with students. Feedback must always be provided to both lecturers and students. Teachers must be engaged so that they are interested in what they are teaching. To produce quality lectures and quality education should be the main aim of any professional development in TVET colleges. Matshaya (2016:33) supports the above statement by stating that any professional development programmes must aim to improve the production of the lecturer by guiding any attempts on development. According to Providing positive feedback, communicating best practices and classroom monitoring will improve the development of the lecturer (Kraak *et al.*, 2016: xvii).

The focus of the study was on the perceptions of TVET college lecturers of their own professional development (Orit Avidov-Ungar, 2016). As supported by Agrawal (2012), Boateng (2012), and Finch & Crunkilton (1999), the professional development of TVET college lecturers prepares them to deliver hands-on learning experiences to students and empowers them with the required skills needed for them to face the workforce and enable lecturers and students to be open to changing requirements of the workforce market and that of their communities.

It is through professional development that lecturers/managers will acquire the required skills for them to be able to deal with the exclusive nature of the TVET programmes and the challenges TVET institutions are facing (Boateng, 2012; Bureau of the Conference of Ministers of Education of the African Union, 2007; The European Centre for the Development of Vocational Training, 2011).

2.11 International experience says about professional development

TVET has moved up the international education and training agenda as the need for skills and jobs dominate the agenda of nations. In South Africa, TVET has become particularly

crucial as a response to the jobs and skills crisis dominating the headlines of the popular press. The large number of youths not in education, training or jobs, together with the discourse of the skills shortage has provided the necessary impetus for TVET to become a significant element of the overall response to development. The transformation of the TVET system has, therefore, become a significant concern nationally, with support of an international context for its revival. Unsurprisingly, the title of a recent UNESCO publication from which this agenda is drawn is appropriately named 'Unleashing the potential: Transforming Technical and Vocational Education (Marope, Chakroun, & Holmes, 2015).

According to the report of the UNESCO-UNEVOC online conference held from 25 June to 06 July 2012, continuous professional development is key to TVET teacher education. Many developing countries have provided several centres for TVET teacher training; however, some face the problem of teachers striving to obtain a higher academic degree at the expense of professional development. Continuing professional development has been misunderstood in some countries, because attainment of an academic degree does not prepare for TVET lecturers for all aspects of their role, including changing technology.

Individual and personal development is viewed as the main purpose of professional development. Orr, (2008:102) concur by stating that the endorsement and achievement of teaching and learning quality can be viewed as the main aim of educational organisations that functions in the advance education system. The United Kingdom's (UK) history of Further Education colleges and their insertion within the wider TVET system is distinctive in the international literature. That is so because of the strong sense of weakness and failure associated with the college sector historically. Much of this vocational distrust has roots in a deeply entrenched set of class, ideological, and institutional prejudices against the value and prestige of vocational education (Fisher & Simmons, 2012:31).

This hostility for the vocational has spread over into the labour market, where graduates with vocational qualifications are not guaranteed high levels of employability and earnings potential, as is the case in the Central and Northern European collective TVET systems of Germany, Netherlands, and Denmark (Fisher & Simmons, 2012:31). All this history has

rubbed off on the institutional image of FE colleges, which are the main conduits for vocational education in the United Kingdom of Great Britain and Northern Ireland (UK). FE colleges in the UK, in their early history, were underfunded and relatively insignificant. They started as mechanics institutes and centres for adult technical education and began receiving funding from local municipalities only in 1944.

2.12 Conclusion

As mentioned in the introduction of the chapter, a literature review is vital in that current scholarship is reviewed to see how different scholars have examined the research problem that the researcher is attracted or involved in (Mouton, 2006:87). The reviews literature assists in recognising the space between what has been composed on certain topic in which the researcher is involved. It can also expose possible inadequacies in the examined literature (Maree, 2012:26).

This chapter examined the information that underpins the investigation. The literature review focused on the challenges in the professional development of TVET college lecturers. The focus was on the significance and understanding of professional development, the management, legislations, policies, and the benefits of professional development in the TVET colleges.

The next chapter will investigate research findings that will be discussed as a collective to come up with recommendations.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this chapter is to clarify in detail and align the research methodology and design used to respond to the main research question. The chapter aims to understand the specified purposes as revealed in Chapter 1. To answer the main research question: “What are the Challenges in the Professional Development of TVET College Lecturers in Limpopo Province of South Africa?” an appropriate research methodology was used. The methodology aimed to allow the researcher to discover obstacles that are faced by the college to introduce professional development.

The below arrangements and description of each feature will be examined:

1. The research design
2. The research methodology
3. The site selection
4. Data collection tools
5. Sampling
6. The role of the researcher
7. Data analysis
8. The ethical considerations
9. The validity and
10. Trustworthiness

3.2 The research design

That is the approach on how the researcher aims to lead the investigation. Research designs are custom-made to speak to various types of questions. The design pays attention to the final product. That refers to the kind of study that is intended and the type of outcome aimed to archive (Mouton, 2006:55-57). Research design is a strategy that changes from the fundamental deep-thinking expectations to stipulating how data

collection techniques, selection and analysis of data analysis must happen, Nieuwenhuis, (2012:70). In agreement with the above researchers, McMillan & Schumacher (2010:20), stated that research design is a usual strategy that clarifies how the research structured, what transpires to the subjects, and what kind of data collection methods are in place. Research design is exact as to under what conditions, from whom, and when the data are to be found.

In this research, a case study research design was used. A case study presents a different viewpoint examination in which the researcher respects the opinions of other applicable groups of performers and not just the viewpoints and voices of certain participants in a state and communication between them (Nieuwenhuis, 2012:75). McMillan and Schumacher (2010:24), concur with the above by saying that a case study inspects a restricted method, over time in complexity, using numerous data sources discovered in the location. In this case the researcher was attracted to a particular phenomenon which was the lecturers' professional development. It was singled out so that its effect on teaching and learning might be made well-defined. An active case study was taken as suitable for this research as it delivers understanding into a particular matter (McMillan & Schumacher, 2010:345).

3.3 The research methodology

Because the study was founded on the professional development of TVET college lecturers in the Limpopo Province of South Africa, the researcher needed to get an understanding of how professional development was executed by the college where the researcher is grounded and how teaching and learning was affected. The main aim of having the qualified students in the college donating to the economy of the country was also taken into consideration. To gain an understanding of ideas from college manager, section heads, senior and junior lecturers about professional development and its influence in their college where the research was focused, a qualitative research method was used.

How data is collected and investigated differentiate between qualitative and quantitative research methodologies (McMillan & Schumacher, 2010:11). The various types of simplifications and significance from where information have originated are also made possible by these approaches.

Qualitative research is defined as an investigation process of getting to understand where the researcher grows an all-inclusive image and examination arguments. This research approach assist researcher on accounts specified ideas of participants and direct the study in a normal setting. In supporting the above statement, Drew, Hardman and Hosp (2008:186), allude that qualitative approaches improves the researcher's ability to investigate events as they occur naturally.

It is because of the above clarifications of qualitative methodology that the researcher thought that this approach was appropriate for the present study. The researcher's thoughts for choosing this methodology were that interviews were used as the means of gathering data. The knowledge of the various participants was obtained using their own arguments and clarifications in their own recognisable environment. The clarifications and analyses were stated orally only. The qualitative method investigates people in terms of their own individual understanding of the world, emphasizes on personal knowledge of individuals and is thoughtful to the settings in which persons interrelate with one another (Mouton, 2006:194). The above explanations made the researcher choose the qualitative research approach as it puts emphases on what the participants say around their knowledge.

3.4 The site selection

The site selection is performed to find persons involved in a specific occasion. McMillan and Schumacher (2010:326), claims that strong definition of the standards for the site selection is crucial and the principles must be connected to, and suitable for the research design and research problem. The selected site in this study was the campus where the researcher thought he would be accessible and able to collect ample data. The site was

chosen as all the participants were stationed there and were familiar with its background (McMillan & Schumacher, 2010:326).

3.5 Data collection tools

In qualitative research there are about five main approaches for data collection, which is questionnaires, interviews, observations, document analysis and audio-visual material usage (Brynard & Hanekom, 2005:30; McMillan & Schumacher, 2010:343).

The researcher decided to use observations, interviews, and document analysis. Each instrument was reviewed separately after the researcher decided which types of instruments to use. Regarding interviews, the researcher pulled up an interview agenda intended for the campus manager and the section heads, and another one for senior and junior lecturers. The division was performed as questions were mostly intended to draw answers from the management involved in preparation and implementation of the lecturers' professional development. Records about professional development information were requested from the campus management. That is the campus managers and section heads, which clarify the planning of professional development of their lecturers. The data-gathering tools are briefly explained in the below sections.

3.5.1 Interviews

An interview is explained as a cooperative conversation between the participants and presenter where the interviewer asks the participants questions to gather data about the subject being inspected and to understand attitudes, views and actions of participants. The purpose of using interviews in this study was to see the world through the participants viewpoint (Maree, 2016:94). Interviews as data collecting tool allows the researcher to clarify or explain the questions if there is misunderstanding from the respondents about what is being asked. It permits the researcher to research thoroughly following the response of the participants (Brynard & Hanekom, 2005:32). An interview schedule was used for all the respondents to allow similar question to be presented to each participant. In support of the above, McNiff, Lomax and Whitehead (2003:124), concur that interviewers must accurately ask the questions as they emerge on the interview agenda.

The questions in the interview schedule were in line with the objectives of the study and they followed a certain order that had to be followed in throughout the interview process. Structured, unstructured and semi-structured interviews are different types of interviews that are used in qualitative research.

3.5.2 Semi-structured interviews

Semi-structured interviews are a form of qualitative review unite prearranged questions with searching and explanation of response by participants. It is also recognised as a mixture of both unstructured and structured interviews (Maree, 2016:85). In this study, the researcher decided to use semi-structured interviews.

By contrast, semi-structured interviews use a written guide to focus the interview on a particular topics or issues. The topic guide is prepared prior to the interview and interviewers tend to stay focused on prescribed topics.

3.5.3 Observation

This is another flexible method of data collection where observation schedule form is prepared before data gathering process. The researcher employed qualitative observational research to observe the operational processes in the college. This process helped in the progressive study of the social processes taking place in the college by stipulating accounts that helped in developing a clear understanding of the happenings of the study.

Unstructured method of observation was used. With this method, a researcher does not have a predetermined set of categories of behaviors. Thus, this technique is relatively flexible and extremely useful in exploratory research. In this type of observation, the subject to be studied are the type of behavior, the setting, duration and frequency of the behavior.

Participant observation was used as one of data collection method. This is the one in which the observer becomes a part of the group under observation. The researcher shared the situation as an attentive listener, recording and interpreting the behaviour of the group. The researcher gets a feel of the activities of the group like any member. Participant observation has an important role to play in case studies.

The researcher prepared observation checklist to observe the attitude and different behaviour that arises. The flexibility of this data collection method allowed the researcher to record important information.

Based on the above paragraph, below were observed and analysed in Chapter 4:

1. Working relationships amongst managers and lecturers.
2. Working relationships between lecturers and students.
3. Areas that professional development is lacking and necessary.

3.5.6 Document analysis

Documents like registers from the college manager which recorded lecturers' participation in any form of professional development programmes was requested and analysed by the researcher. Documents used for external communication, containing public consumption were also requested from the manager (McMillan & Schumacher, 2010:361). These documents are very important as they give the researcher an indication on how the college handle and value their lecturers' professional development and the challenges they are facing about professional development.

The researcher was provided with below written information that will be analysed in data analysis chapter:

1. Programmes attendance register
2. Types of professional development training offered

3.5.7 Digital recorder

According to McMillan and Schumacher (2010:360), recordings force the interviewer to be attentive and can assist the pace of the interview and legitimize the inscribing of the research understanding. They also highlight that the recording should not disturb the researcher concentrating his full care on the participant. The audiotapes are a widespread method for recording interviews (Drew *et al.*, 2008:194). They stated that these are precise and unquestionable, but it is noted that they can be very threatening to some of the participants. The participants' consent was requested before recording could take place just to reduce the level of fear. They were reassured that the recordings will be used during the interview period and demolished after the information had been recorded. The audio-visual materials contain sounds and images that researchers gather to assist them in understanding the dominant prodigy under study (Creswell, 2005:220).

3.6 Sampling

As stated by Denzin and Lincoln (2013), informed consent, privacy, and confidentiality was used to keep the identity of participants. The arrangement of sample incorporated college managers, section heads, and lecturers at different levels. The TVET college managers, section heads, and lecturers were chosen as they are important people in recognising and transmitting the lecturers needs. In line with the purposive sampling technique, the researcher approached the colleges to request information on available staff. Using this information, the researcher drafted letters to potential participants. These were hand-delivered to the potential participants through the college's authorities.

The following criteria was used when choosing potential participants:

Participants who had been at the college for at least one year and above. Another group was for participants who were accessible and who agreed to take part in the study with a clear understanding of what the research is all about. Sampling is defined as the procedure used to choose a piece of the people for the study (Nieuwenhuis, 2012:79). Qualitative research is used for obtaining the richest possible source of information to answer the research question and involves smaller sample sizes than quantitative studies.

The researcher opted for purposive sampling in this study the sampling that was used were discussed below:

3.6.1 Purposive sampling

With purposive sampling the researcher examines for rich data from important participants (McMillan & Schumacher, 2010:326). In support of the statement, states that Purposive sampling emphasise that participants are chosen because of some important features that make them the owners of the information required for the study (Nieuwenhuis, 2012:79).

The researcher intentionally selects the college next to where he stays for accessibility purpose. The thought is that the participants were easily accessible, and the participants would, directly and indirectly, benefit from the study. The participants were chosen based on their positions and experience in the college or campus they are operating. The selection includes college managers, section heads, senior and junior lectures.

3.7 Role of the researcher

McMillan and Schumacher (2010:348), warns us that individuals who are collecting information develop a research position that create the role of the researcher and their association with other individuals in that situation. It is stated that qualitative researchers most of the time change their position as the data is being collected.

My position as a researcher was to engage with the participants by asking and clarifying some questions regarding the topic. I was listening taking to the knowledges received from the participants and taking notes. The researcher was very much involved directly as he was collecting data personally from the participants. The researcher frequently turns out to be attracted in the situation and the prodigy being investigated in qualitative study (McMillan & Schumacher, 2010:12).

3.8 Data analysis

To ensure reliable results, the researcher had a clear plan on how and what to be investigated looking at the available resources relevant to the research project, which was professional developmental needs. A qualitative data-analysis process was followed to examine and translate the data, during which the information was coded.

McMillan and Schumacher (2014:395), define data analysis is defined as an inductive procedure of arranging information into groups and classifying designs between the categories. Assumptions pulled from qualitative data arise straight from data gathered rather than prior data gathering. The inductive analysis which is a procedure or process of creating sense from data progressing from specific data to general categories, was the method used by the researcher (Maree, 2016). The researcher analysed the subjects and explained information during analysis of data (Gay, Mills & Airasian, 2009:15). Qualitative data analysis records explanatory findings (Welman & Kruger, 2001).

Organising groups and classifying designs are realised through an inductive analysis process of qualitative data (Nieuwenhuis, 2012:99). The researcher achieved this by letting the research judgements to result from repeated, important themes vital in the uncooked information, exclusive of the limits inflicted by a more organised hypothetical emphasis.

The researcher in the data analysis process, grasped all gathered data which includes recorded field minutes and interview records, and start to establish a sharper understanding of gathered data. The collected information was coded and the content analysis managed by observing for certain arguments for which themes were classified. To formulate and categorise themes which were developing, the researcher used interview records and field notes.

3.9 Ethical considerations

To every researcher, ethical principles is very important to stick to when one is conducting interviews. The participants were guaranteed protection from any harm that could have

resulted from being involved in the study. The researcher obtained research clearance certificate from the UNISA Research Ethics Committee (REC) before starting the process. Anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research (Maree, 2012:306). The researcher also considered the below explained ethical guidelines, namely informed consent, protection of harm, privacy, confidentiality, anonymity and caring, were considered by the researcher (McMillan & Schumacher, 2010:338).

3.9.1 Informed consent

Informed consent is realised when subjects are delivered with clarification of research (McMillan & Schumacher, 2010:118). Any dangers related with the study were fully disclosed to participants. The participants were assured that they should they want to stop their participation in the study, they are free to do so at any time without punishment.

Researcher accessed consent by inviting participants to complete and sign consent form that signalled clear knowledge of the research and willingness to take part. Protocols were put in place by the researcher to guarantee that all the participants are much alert of the aim of the research and their entitlements. Some of the protocols included the right to participate voluntarily and to retract from participation without any penalty (Bell, 1999:38).

3.9.2 Protection from harm

The researcher is in support of McMillan and Schumacher (2010:119), that research should not cause any mental and physical uneasiness to participants. The researcher promised never to reveal data that may result in direct negative results as well as humiliations. It was the duty of the researcher to limit the dangers and do as much as possible to reduce the risks. The participants' names were not used and were swapped by codes to guard their identities and privacy was upheld.

The interviews, observations and document review were carried out in accordance with Unisa guidelines on Covid-19. In line with the guidelines for the Covid-19 Alert Level 4,

this study included “physical human participant interaction in close proximity conducted under strict conditions”. As such, the following precautions were observed:

1. The researcher did not proceed with the interviews or observation if the participant not feeling well.
2. Telephonic pre-screening was carried out before each visit.
3. The researcher was screened for Covid-19 symptoms before any human participant contact.
4. Additional pre-screening was carried out by measuring the participants' temperature and asking relevant health and exposure-related questions.
5. The researcher always wore an appropriate cloth mask and face shield.
6. The researcher ensured that the participants had face masks and sanitiser.
7. A physical distance of two meters was always maintained.
8. Sanitisation of hands and all surfaces with 70% alcohol-based sanitizer was carried out before commencing any activities, as well as before leaving.
9. The exchange of paper, pens or other devices between participants and the researchers was avoided. The researcher recorded the participants' responses.
10. The researcher used disposable gloves to handle hard copies of documents, putting them in a paper envelope, before storing them away. The researcher removed the gloves and properly disposed of them afterwards.
11. All documents were stored for a minimum of three days before being retrieved and referred to.
12. No food was shared.

3.9.3 Privacy, confidentiality, and anonymity

Researcher protected the secrecy of the participants by allocating numbers to participants to use in the process of reporting and analysing data (Creswell, 2005:225). The researcher used numbers and letters to replace the names of the participants.

A qualitative researcher experiences lot of ethical matters that comes during data gathering, analysis and distribution of the qualitative reports. The researcher explained

the aim of the study and did not involve in dishonesty about the situation of the research to get support from participants (Creswell, 1998:132).

3.10 Validity

Validity is defined as the amount to which we can trust on the methods, ideas, and conclusions of the research, as the foundation for our hypothesising and experimental research (Struwig & Stead, 2004:143). According to McMillan and Schumacher (2010:330), validity also signifies to the amount of resemblance between the clarifications of the phenomena and the authenticities of the whole world. To enhance validity, the below strategies by McMillan and Schumacher (2010:330-331) were used:

3.10.1 Multi method strategies

Qualitative researchers use several data gathering techniques in a study but mostly select one as the main method (McMillan & Schumacher, 2010:331). The researcher used interviews, observation, and document analysis in this study.

3.10.2 Verbatim accounts and participant language

The researcher repeated certain terminology when conducting interviews with participants to make sure that they comprehended what was asked. Simple languages or words were used to make sure that there is a clear understanding between the researcher and the participants.

3.10.3 Mechanically recorded data

Participants gave permission to researcher to make use of digital recorder during the interview. The purpose of using digital recorder was to recover notes and listen to the participant recordings after interviews. A standby recorder was available in the event where the digital recorder is non-functioning.

3.10.4 Discrepant data

McMillan and Schumacher (2010:330-331), defined discrepant data as a situation that is not in line with the developing design of senses. All the approaches under validity were

used by the researcher. The data received from participant that did not address the research question were deserted and not taken into consideration when groups were formed.

3.11 Trustworthiness

Trustworthiness is the way in which the researcher can encourage the interview that the findings in the study are worth paying attention to and that the research is of high quality (Maree, 2012:305). Trustworthiness is the amount to which the findings are repeatable (Terre Blanche & Durrheim, 2004:63). To improve trustworthiness, the researcher used interviews, document analysis and observation. Credibility, transferability, dependability, and confirmability were taken into consideration when addressing the trustworthiness of the study. Credibility was used to determine the truth in the findings. Triangulation was used to show the research study's findings are credible. Thick description was used in transferability to show that the research study's findings can be applicable to other contexts, circumstances, and situations. The response from participants means confirmability was taken into consideration by making sure that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. Inquiry audit was used in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

3.12 Conclusion

The research design has been fully deliberated in this chapter to give an indication of how the research was conducted. Document analysis and interviews are different data gathering techniques. They were explained and backed by thoughts why the researcher chose those methods. The sampling technique used in the study was well discussed as well as how information were investigated to deliver the report of findings.

Research findings will be discussed as a collective to come up with recommendations, what is needed regarding professional development of TVET lectures, the understanding of professional development, the management position about professional development

and policies and legislation that control the TVET colleges professional development management.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, the judgements of this qualitative study were clearly analysed and presented using inductive analysis. The researcher went through the classified codes and discover the issues that resurface in the information when they work inductively with the emerging categories (Nieuwenhuis, 2012:109). Those categories developed after data were coded.

To respond to the main research question, the data was analysed, and discussion of findings were performed. To agree or disagree with the literature reviewed, research question and sub-questions summarised in chapter 1 will be recognised in this chapter. The academic structure established in chapter 2 addressed the situation of TVET education and of professional development in education. The analysis of this study is based the outlined theoretical framework.

The interviews analysis with both the College management presented by participants CM1 and CM3 and the teaching staff represented by participants L1, L2, L4, SL1, SL2 and SL3 were deliberated in this chapter. This chapter also addressed the views of college management and teaching staff as backed by literature. Out of ten (10) participants, two (2) participants (CM2 and L3) did not manage to take part in the study. Participant CM2 did not make it due to ill health and participant L3 did not participate due to personal reasons.

4.2 Profile of the participants

Eight (8) participants took part in the data collection process. The College management was represented by two (2) participants. The participants were essential in the study to get the understanding of management the challenges they were experiencing regarding professional development.

The other six (6) participants were selected from different managerial and lecturing posts. The reason for diversity was to get a dissimilar view and their opinions about professional development. These were the participants who were relevant for the topic and the questions that aimed to address their professional development challenges.

4.3 Presentation of findings by managerial staff

More than ten questions founded on the research questions were presented to participants CM1 and CM3, who are part of the management. Data analysis started immediately after the interview process with participants. The inductive data analysis method was used, supported by Nieuwenhuis (2012:99), in the introduction and functioned through all the data sources by coding and establishing themes and sub-themes that are represented below:

	Theme	Subtheme
1.	The understanding of professional development	Subject content professional skills development, development of an individual.
2.	The responsibility for professional development	External Personal growth, College and department led
3.	An attitude towards professional development	Self-driven, Personal work ethics, Joint venture
4.	The professional development results	Results improvement, subject knowledge
5.	The time required for professional development	Longer time periods, shorter time periods
6.	The preference of candidates	Performance, skills and educational needs, last in, first trained approach

7.	Types of preferred providers	External providers, internal providers
8.	The present state of professional development on the campus	Professional development programmes, improvement of professional development in the campus

Table 1: Themes on presentation of findings by managerial staff

The above themes and sub-themes will be fully discussed below:

4.3.1 Understanding of professional development

4.3.1.1 Subject content

As has already been stated above, the participants were CM1 and CM3.

The participants were responding to the question: “What is your understanding about the term professional development in terms of TVET college lecturers?”

Professional development is defined as a process that includes a well arranged and organised programme of well organised, arranged, and reasonable activities that channel the learning needs to improve their current repetition, assist in the development of the education planning, and increase lecturer’s career satisfaction and confidence, (Chetram, 2017:20).

Participants view professional development as a process of empowering and uplifting lecturers to have improved knowledge and skills on the subject they are teaching.

According to participant CM3:

“The professional development of TVET college lecturers is important because it improves the knowledge and teaching skills of lectures and add to the high standard of education. When lectures skills and knowledge are professionally empowered, they become more active and effective to teaching and learning. That

will also assist in producing graduates that are ready to improve their communities and that will benefit the industries”.

In support of the above, Motala and Pampallis, (2020:7), indicated that lecturers at TVET colleges lacks when coming to teaching styles and they are encouraged to attend training in industries that are in line with the professional subjects they are teaching. Motala and Pampallis, (2020:10), again stated the need to review management of professional development in TVET colleges. There is a need for thorough investigation of management of professional development needs of TVET college lecturers.

4.3.1.2 Development of an individual

For an individual to be able to carry out their duties, there is a need for effective development hence professional development is necessary for both managers and lecturers at TVET colleges. According to the participants, professional development is at the centre of every individual. In the TVET college, individual’s professional development of an is one of those valuable components since lecturer must excel in the learning and teaching of their students.

According to participant CM1:

“The improvement of the individual in the workplace can only be possible through professional development. It improves individual’s professional skills in the subject that they are involved in”.

Blandford, (2000), support above statement by saying that professional development can assist individuals to improve and acquire knowledge that enable them to address learning needs of students.

On the question about the challenges they are facing, and the skill required to address those challenges, all participants acknowledged that there is still a lot that needs to be done to address the issue of professional development.

Participants CM1 and CM3:

“Both participants CM1 and CM3 felt that managers still need certain skill regarding management of professional development. Lack of resources in terms of funding and shortage of staff is another challenge faced in the college”.

Managing, organising and planning are some of the types of skills that are lacking from the college management. Management of professional development require the college managers themselves to have those basic skills so that they are able to improve learning and teaching quality.

TVET college managers required to manage professional development very well to make performance of their lectures more effective. The professional development management has a direct impact on TVET colleges’ teaching and learning (Manyau, 2015:19).

4.3.2 Responsibility for professional development

This theme arises when participants were asked about the steps they are taking as college leadership to ensure that lecturers are empowered and developed?

4.3.2.1 External providers

The participants prefer the use of for professional development to be offered by external providers. Reason for their choice is that external service providers mostly focus on their current situation regarding teaching and learning looking at the everchanging demands of technology.

Participant CM3:

“With the world now facing challenging period of COVID-19 pandemic, the education system has been badly affected. For us management, there is a need for professional development for TVET colleges to adjust to the demanding need and use of technology to address teaching and learning challenges, especially during and after lockdown”.

Networking is seen as the kind of professional development that allows contact with the different stakeholders who can assist to empower the lecturers with subject knowledge and understanding (Steyn & Van Niekerk, 2012:61-62). This is achieved through establishing good relationships with industries and thus increasing exposure to the latest technological developments.

In support of the above statement from the participant, lockdown has taught us about the use of technology especially on teaching and learning. Recently most of learning institutions moved to online learning that was supposed to be already in use as it was emphasised by fourth industrial revolution. As a result, TVET lectures will be required to attend professional development programmes for them to be empowered with skills and knowledge about the use of technology for effective teaching and learning.

4.3.2.2 Personal growth plan

It is through an individual motivation to develop and show willingness to learn more that personal growth can be achieved. Those lecturers who want to develop assist themselves by means of self-assessment.

According to participant CM3:

“Lecturers need to feel free and be open to participate in training and be able to identify their training needs. The IQMS system can be used where the lecturers are allowed to record their personal development plan”.

Self-development plays an important part in the professional development of individual (Blandford, 2000). The lecturer needs to accept the insufficiencies that they have and try to improve by advancing their teaching and learning skills. The lecturers are capable to improve lives only if they acknowledge the need to improve the influence they have in their educational environment.

4.3.2.3 College and department-driven courses

The TVET colleges must play an important part in the development of their employees. The same applies for the Department of Education, because the Department of Higher Education and Training and the TVET colleges need to establish good working relationships to get improved outcomes from the lecturers.

Participant CM1:

“Department of Higher Education and Training issues out communications to TVET colleges about the programmes that they facilitate and are available. These kinds of courses assist in the development of lecturers in all spheres of learning and teaching”.

Different stakeholders are taking part at various levels and with different types of programmes, as was indicated by the Department of Education (DoE, 2009:22). Their involvement in TVET college lecturers' professional development is part of plans led by the college and the manager.

4.3.3 Attitude towards professional development

Below themes were developed when asked the question about whether professional development is the responsibility of the manager or should it be initiated by any individual?":

4.3.3.1 Joint venture

The professional development needs differ mainly on a joined need among the lecturer and the TVET college, according to the participants. The college must assist the lecturers individually to achieve a particular standard of progress in their own development. That means the college and lecturers must work together.

Participant CM1:

“Professional development requires collective approach by both Department of Education, college managers and college lecturers. Professional development

requires collective approach and can be achieved through collective efforts. College management and individuals must take part in the professional development. It is the responsibility of campus managers once they notice that certain lecture is behind in certain areas to arrange training for those individuals”.

4.3.3.2 Personal work ethics

Technical, Vocational Education and Training college lecturers must execute their responsibilities to the best of their capabilities according to participants. It is individual's responsibility to see that they can carry out their duties in line with the contract they signed when they were employed.

In support of the above statement participant CM3 said:

“In my sense professional development is part of your personal work ethics. Every individual needs to show their capabilities to the employer. Professional development needs to come from the individuals, and they must say, ‘Listen I am interested and willing to learn more. Should the course be available, I’m very much ready to attend’. I agree as a college manager that a staff member who shows willingness in improving their skills is already self-driven”.

Like many other individuals, TVET college lecturers wish to uphold lifelong learning chances to obtain the new knowledge and capabilities to satisfy their needs and play part in developing their societies (Chetram, 2017:40).

4.3.3.3 Self-driven

The participants pointed out that an individual should show desire to develop rather than wait for an someone from external to his/her area of weakness. To be self-driven establish more chances to develop further.

According to participant CM1:

“It is the responsibility of head of department to organise training for individuals who need to improve in certain aspects of their responsibilities. It is also important for the individual to want to improve themselves and be self-driven”.

The above statement agrees with Trotter (2006:11), that grownups or adult people prefer to direct their own methods and they go for educational subjects and topics that they could apply direct in their classrooms”.

The below themes were developed on the question about the how related professional development, learner performance and lecturer performance are?”

4.3.4 Professional development results

4.3.4.1 Improved results

There should be some form of evidence for lecturer who has gone for professional development. To show that professional development took place, there must be an improvement of results according to participants.

According participant CM1:

“Any type of training offered must benefit students or learners. The lecturer must be able belief that they can deliver and be motivated by the opportunities created by the kind of training that are offered”.

Participants stated their views by saying that when lecturers are exposed to professional development, they develop exclusive knowledge and skills that indicate their ability for intensified output and willingness to develop in their vocations. The lecturers become confident and are able to manage their teaching much better with clear understanding and improvement.

4.3.4.2 Subject knowledge

Participants acknowledged that professional development assist in understanding the subject they are teaching and improves the delivery of teaching.

According to participant CM3:

“As college managers they need to make sure that lecturers understand their content much better and improve their skills on other subject”.

The way professional development centres on subject content should be connected to lecturers' improvement in skills and knowledge (Birman, Desimore, Porter & Garet, 2000:30).

The following were responses to the question about the length of time professional development courses should run?”

4.3.5 The amount of time required for professional development

4.3.5.1 Short periods

Participants differ in opinions on how and when professional development should take place. Some suggested that professional development should take place during holidays while some believed that professional development should be an ongoing project for TVET lecturers.

Participant CM3 argued as follows:

“Any time when we feel like we need training or professional development to improve our skills, then that needs to be arranged. There must be enough time for professional development to allow interaction and at least minimum of five days can be enough for such training. The training should happen during holidays to avoid disruption of classes and must be not more than three weeks”.

4.3.5.2 Long periods of engaging in professional development

The lengthier the professional development training is offered, is the more lectures and management acquire certain information that will assist them in improving their areas of weaknesses.

According to participant CM1:

“The institutional demands can determine the periods for professional development. One month can be right for professional development and thereafter it can be arranged after every quarter which is three months”.

The above statement is in line with Lee (2005:40), who states that professional development courses should be arranged throughout to give more opportunities for participation.

On how lecturers are selected to attend professional development programmes in their campus, participants responded as follows:

4.3.6 The preference of candidates

4.3.6.1 Performance

The need for teaching experience determines participation in professional development.

Participant CM1:

“The performance of an individual tells us if there is a need for professional development for that individual. They are selected when they show their willingness to learn more”.

This comment is in line with Mosoge (2008:185-186), who agrees that mentoring consists of support given by a more experienced colleague to a trainee lecturer or experienced but poorly performing lecturer.

4.3.6.2 Skills and educational needs

The relevant lecturer is chosen when that type of professional development deals with a certain skill that is required. Lecturer will be chosen to improve educational experience where they are not performing well.

Participant CM3 noted that:

“We look at the course that is offered and choose those lecturers that are lacking those kinds of skills to attend and upgrade their skills in that subject matter. The

more experienced lecturers, like senior lecturers, will sit down to agree on which lecturers to attend which training that is available by that time”.

4.3.6.3 Last-in first-trained

The participants believed that new lecturers in the college must be the first ones to be offered professional training to close the gap between them and the more experienced colleagues.

Participant CM1 mentioned that:

“The type of training that is available will determine whether the new lecturers can attend to improve their knowledge and close the gap between themselves and the experienced lecturers on campus”.

This comment backs up Mosoge (2008:185-186), who states that mentoring consists of support given by an experienced colleague to a beginner lecturer.

When asked if they prefer programmes for professional development to be offered by internal or external providers, the participants responded as follows:

4.3.7 The kinds of preferred providers

4.3.7.1 External providers

Most of the respondents favoured professional development courses offered by external service providers. There were different views about supporting their preference.

Participant CM3 stated that:

“I support professional development that is offered by external service provider as that allows us to establish relationship with outside provider”.

Professional development courses come from the objectives of the country about education.

4.3.7.2 Internal providers

Participant CM1 said:

“I do support internal training as it is managed or organised by people we already know, and it is easy to interact”.

It is important for educational managers to support internally conducted professional development courses because that is where ideas and aims of their institution are shared (Steyn & Van Niekerk, 2012:47- 48).

In responding about their present condition of professional development and whether professional development courses offered internally resulted in any lecturers' improvement of, they responded as follows:

4.3.8 The present condition of professional development on the campus

4.3.8.1 Professional development courses

Participants complained about shortage professional development on their college. They said that there were no people who were responsible for professional development on campus.

Participant CM3:

“Although there is yearly development plan for lecturers, professional development programmes are not of the standard that it is supposed to be. Managers are failing to show their abilities when coming to the issue of professional development. Professional development is not happening as it is supposed to”.

College managers have the ability with respect to understanding their lecturers' development. That is very important since the progress of the institution hangs on the level of knowledge of their educators, (Steyn & van Niekerk, 2012:47).

4.3.8.2 The improvement of professional development on the campus

The participants believed that meetings need to be held as per subject to identify areas that need improvement so that professional development can be implemented.

Participant CM1 stated:

“Call subject meetings with both lecturers and managers. Class visits is necessary to see where there is a need for improvement. Managers need to spend time with lecturers to help them where needed. Staff must be given chance to talk about the issues that need attention”.

Regarding the above, Joyce and Calhoun (2010:9), believes that professional development can only be achieved or become real if colleges take considerate steps.

4.4 The presentation of findings by Lecturing staff

More than ten questions were posed to participants L1, L2, L4, SL1, SL2 and SL3 who are lecturing staff that consist of lecturers and senior lecturers based on the research questions. Data analysis was started after the process of interview with the participants. During the data analysis process, below themes and sub-themes were established.

	Theme	Subtheme
1.	The understanding of professional development	The development of lecturers, the teachings the empowerment of lecturers
2.	The exposure to professional development	Non exposure to professional development, little exposure
3.	The impact on lesson planning	The improved delivery and results, the improved skills
4.	The lecturers' perspective of professional development	The new methods, connects with technology
5.	Measuring professional development	Performance, enthusiastic learners,

		teaching methods
6.	Assistance from management	No assistance, relevance of professional development
7.	Monitoring of lecturers	Class visits, and b. IQMS

Table 2: Themes on presentation of findings by lecturing staff

The following responses were received from lecturing staff responding to question about professional development based on the above:

4.4.1 The understanding of professional development

4.4.1.1 The development of lecturers

Lecturers, both junior and senior understand professional development as improving educational skills and knowledge. It makes them perform their duties more professionally.

Participant SL3:

“Professional development is helping in improvement of skills. They can use professional development to improve their qualifications within your field. It also helps in advancing our studies to benefit us and the students”.

This corroborates Glassett’s (2009:20), view that the model of professional learning society that delivers a support system for lectures to think about their aims for developing new teaching and learning practices, is well-liked between lecturers.

4.4.1.2 The teachings

Participants understand professional development as developing another style of teaching for offering lessons and being able to apply a holistic approach in dealing with different students’ learning needs.

According to participant L1:

“Professional development assists in providing different methods on how to approach a lesson. It empowers lecturers to develop new skills relevant to what they teach”.

This is in line with Mosoge’s statement that “by going through professional development, lecturers develop new skills and knowledge (Mosoge, 2008:163). That include gaining confidence professionally, improving knowledge, enhance understanding and improving teaching and management of class”.

4.4.1.3 The empowerment of lecturers

The lecturers see professional development as an upgrading and empowerment project. They view professional development as the best way of upgrading their knowledge and skills.

According to participant SL3:

“For lecturers to acquire necessary skills and new knowledge, professional development needs to happen. Lecturers can improve their skills through professional development”.

Participant SL3’s statement supports Blandford’s (2000:5), assertion that professional development aims of equip lectures with knowledge and skills. It enables individuals to develop different teaching approaches to meet students’ learning needs.

The below theme and sub-themes emerged when respondents requested if they had ever been exposed to professional development:

4.4.2 The exposure to professional development

4.4.2.1 Non exposure to professional development

Most of lecturers mourned that they had certainly not been subjected to professional development and only some of the lecturers were introduced to professional development.

Participants L2, L4 and SL2 all stated that for the previous two years they had never been developed or attended training but not sure if it is because of COVID-19 pandemic.

According to Kitavi and Van der Westhuizen (1997:273), no professional expert must wait for other people to tell them how to improve their skill and knowledge about the subjects they are teaching. Both lecturers and management must show willingness to empower themselves with new skills and knowledge. They must be able to see need for development and improvement.

4.4.2.2 Little exposure

Only few participants attended training and that did not make any difference to what they already knew.

According to participant SL1:

“Lack of support from management regarding professional development affects their teaching”.

College managers have the ability with respect to understanding their lecturers' development. They must arrange and support professional development programmes that are in line with the vision of their institution and can develop and improve skills and knowledge of their lecturers. That is very important since the progress of the institution hangs on the level of knowledge of their educators, (Steyn and van Niekerk, 2012:47-8).

4.4.3 The impact on lesson planning

The following sub-themes were developed when asked about the influence of professional development on the preparation of lessons:

4.4.3.1 The improved delivery and results

Participants L1, L2, SL1 and SL3 noted that professional development can improve how they prepare their lesson for learners. It is about how they communicate that knowledge to students. It permits improved preparation of lesson and activities.

These participants' views support Mgijima's (2014:359), contention that professional development of lectures contributes to the meaningful distribution of curriculum programmes.

4.4.3.2 Improving skills

Professional development benefit lectures on how they plan their lessons and betters their knowledge and skills.

According to participant SL2:

"It is through professional development that lecturers became effective in their teaching and gain confidence. Well planned courses can make lecturers learn how to combine theory and practical".

For professional development to be more effective and increase skills, knowledge, and a changed classroom habit, it must include opportunities for lively learning, (Birman et al., 2000:30).

4.4.4 The lecturers' perspective of professional development

When this question about how they see professional development, whether it helps lecturers or not were asked, they participants responded as follows:

4.4.4.1 New methods

Participants view professional development as something that will better their way of teaching and how they approach lessons. It can also improve their weakness areas in terms of the difficult content. It helps in introducing new approaches and activities that make content easy when implemented in classroom.

Participant L1:

"Learning latest teaching strategies and styles forever improves lectures knowledge and understanding. Being exposed to unusual methods of teaching makes lecturers become comfortable. That can change from different methods depending on the kind of available activities".

This observation from participant L1 backs up Desimone, 2011:68), statement that an important position in education is that teachers normally experience an enormous variety of activities and connections that improves their skills and knowledge. Those different activities and behaviours learned also better their teaching methods. Lectures becomes effective and are more focused in their teaching. Their students are also able to benefit as the lecturers can address the problems they are experiencing.

4.4.4.2 Connecting with technology

Participant L4:

“As we are living in the world of technology, professional development can assist in catching up with today’s technology. It can help lecturers to have clear understanding of the subject they teach”.

Management in the colleges are confronted with significant challenges in organising real professional development programmes that will assist staff to improve their skills and enable them to deal with latest demanding technology more effectively (Steyn & Van Niekerk, 2012:65).

4.4.5 Measuring professional development

About how they gage the benefit of professional development to the learners, the participants responded as follows:

4.4.5.1 Performance

Effective professional development improves the students’ results and their level of participation in lessons. It improves how the students engage with lectures

“According to participants L4 and SL3, students’ energy in class becomes high when they understand that the lecturer is executing the lesson more effective, and they become more interested to learn. That means professional development can benefit both learners and lecturers. It can be measured by the results and success”.

Professional development makes institutions more effective and improves the level of students' success (Moswela, 2006:625).

4.4.5.2 Enthusiastic learners

Students show a willingness take part in the activities of the lesson in class when the subject is presented in an attracting way by the lectures. The level of students' engagement during their lessons improves.

Participant L1:

“Professional development is measured by witnessing the learners showing hunger to learn. They want to be part of the class and feel motivated to learn”.

Professional development must turn learners to become effective participants, critical thinkers and lifetime learners (Gordon, 2004:7).

4.4.5.3 Teaching methods

The result of professional development is evidenced when lecturers can use various teaching methods that provide for different types of learners.

Participant L2 noted that:

“When lectures can use various teaching styles and approaches to performing a lesson, learners become more interested and enjoy their lesson”.

When educators better their teaching skills and methods, learners' level of success are also elevated (Moswela, 2006:631).

4.4.6 Assistance from management

The below sub-themes were developed when asked about any help they get from their decision makers and how relevant their professional development programmes are to their teaching subject.

4.4.6.1 No assistance

The lecturers are willing to be empowered to enable them to assist the students to achieve improved results in their education. As a result of Covid-19, most of the participants did not receive any kind of training for the past two years.

According to most of the participants from L1 to SL3, not enough was done regarding lecturers' professional development recently. The campus managers tasks are to monitor the progress made by the teaching staff but in most cases, they are just sitting in their offices doing their own work.

4.4.6.2 The relevance of professional development

Few participants who took part in the professional development courses agree that they have benefited them. These courses empowered them to use other applications of the subject they offer more effective.

Participant L4:

“Professional development is very much relevant to the curriculum and skills improvement. It puts me on high standard than those who did not get opportunity to attend professional development training before”.

When asked about how their senior monitors the level of their performance, they responded as follows:

4.4.7 Monitoring of lecturers

There are different ways of monitoring. It can be done by looking at the progress made by the students. It can be done by observing students' level of engagement with lectures during the lesson. That is to make sure that lecturers are properly empowered to perform their tasks more efficiently.

4.4.7.1 Class visits

Participant SL2 explained that:

“The manager should conduct random class visit and check at students' results. By doing class visits, they can evaluate classroom management skills of lectures”.

Classroom visits offer real-time professional learning that brings theory about teaching into very practical terms. We can know our new programs inside and out but until we experience them in the classroom, we cannot say that we really know how to teach them. That is another way of management to gather information that will help them when organising training for lectures, to make sure that those courses benefit both lectures and students in terms of teaching and learning. The emphasis on higher levels and quality improvement and the need of increasing responsibility has required that lectures have an extraordinary reason for continuous professional development (Trorey & Cullingford, 2002:1).

4.4.7.2 Integrated Quality Management System

The managers use Integrated Quality Management System forms for monitoring lecturers stated developmental needs and to draw a strategy that offers them chance for training. The IQMS is used as an instrument for lecturers' development and provides for each lecturer's needs.

Participant L4:

“Although Integrated Quality Management System is good tool to use, it is not being used correctly. Lecturer are given the IQMS forms to write what they know and to write down their developmental needs”.

College managers have the ability with respect to understanding their lectures' development. They must arrange and support professional development programmes that are in line with the vision of their institution and can develop and improve skills and knowledge of their lectures. Managers role is to ensure that their lectures attend professional development to improve their subject delivery (Steyn van Niekerk, 2012:47-48).

4.5 Document analysis

The researcher investigated and analysed written documents that were requested from the college manager at an institution where this study was conducted. The documents requested were the records containing list of lecturers who had undergone professional

development. The registers were important to prove that the mentioned lecturers indeed were exposed to professional development. The other requested documents indicated the kinds of professional development programmes in which the lecturers participated in.

4.5.1 Programmes attendance register

The attendance register that was provided was thoroughly checked and scrutinised. It contained the names of those individual lectures who attended training, but the attendance date(s) were not clear. The register was important and necessary as it served as evidence to the collected data from participants. The register revealed that what participants raised about the status of professional development in their college was indeed true. Only few lectures voluntarily attended courses. The documents showed that little has been done about providing support in terms of professional development training for lecturers, especially new lecturers in the college.

4.5.2 Types of professional development training offered

The provided information was scrutinised, it was discovered that the courses attended were not really addressing the areas where the lectures were lacking. It was more of personal development rather than professional development where lectures can professionally improve their learning and teaching skills. The courses were offered externally, and the management were not directly involved in terms of organising those courses.

4.6 Observations

For researcher to increase understanding and clearness on the participants in their background, observation was used in this study. McMillan and Schumacher (2010:350), support statement by saying that observation is the approach for the researcher to view and hear what is going on at the research location.

As part of the research study, the researcher used free time for observing other lecturers when they were busy teaching. As permission had already been issued to conduct research, the campus manager was very much aware of what the researcher was doing. There was no interference from the researcher and the observed lecturers were able to perform their tasks while the researcher seated in the classroom. The observation was done in a respectful manner to involved lecturers and students. Below were observed and analysed:

4.6.1 Working relationships amongst managers and lecturers.

The observation by the researcher established there is no good working relationship between the college management and the lectures in terms of support. The researcher's observation findings were that not much was performed by the college management to assist or empower lectures with new teaching skills. Researcher observed that some lecturers are still using that old method of teaching by reading direct from their books instead of using proper teaching methods in class and it showed lack of lesson preparation.

4.6.2 Working relationships between lecturers and students

The observed behaviour showed that there is a lack of professional development of lectures at the campus as they lack good learning and teaching skills. The poor teaching approaches used makes learners feel not connected to the subject matter and disengaged. No questions were raised to the lecturers during lesson due to the disconnection of students in the presentation.

4.6.3 Areas that professional development is lacking and necessary

Participation of college management in executing or implementing professional development questionable and intervention is required. The researcher's observation showed that certain lecturers lack skill to execute proper lesson plans for the

effectiveness of their duties and read straight from books instead of using proper teaching methods in class. There is a lack of inspection by management to monitor lecturers so that assistance could be given where it is needed, and things were not going well. Management were not there in the classroom to monitor how the lesson is delivered or executed. Nothing was done to make sure that lectures are well prepared before they can start their lessons.

4.7 Conclusion

This chapter presented and discussed the findings of this study. The main purpose of the chapter was to get responses to the sub-questions as drawn in Chapter 1. The Technical, Vocational Education and Training college's management and lecturers were part of discussion that was presented in two sections. It began by the profiling of the participants, and the presentation of the qualitative results gathered from the semi-structured type of interviews. It was then followed by observations and document analysis. Leading subjects originating from their sub-themes and the data analysis process were presented. The sub-themes were in line with the literature review as deliberated in Chapter 2. Certain sub-themes that originated from observations and document analysis were combined into those developed throughout the interview process. The recommendations and limitations of the study will be presented in the next chapter which is the last chapter of the study.

CHAPTER 5

FINDINGS, RECOMMENDATIONS, LIMITATIONS OF THE STUDY, AND CONCLUSION

5.1 Introduction

In the previous chapter discussion on the research findings and data analysis were provided. Based on the findings, conclusions, limitations of the study and recommendations are presented and highlighted in this chapter. The foundation of the study comes from the knowledge researcher about professional development at the TVET college where the study took place. That led to the study of professional development at that TVET college. The endorsements that were made agree with the opinions from the researcher, viewpoints of participants, and literature review.

5.2 Summary

Professional development, TVET Colleges and lecturers' professional development are the three broad concepts relating to TVET colleges that were discussed in Chapter 1. TVET colleges were considered as functioning in post-school education system. Their main purpose is for developing people for job creation and employment and contribution of skills to the economy of the country. These kinds of TVET colleges were introduced to address the general needs of industry. The challenging reasoning demands in terms of critical knowledge and skills ensued because new programmes were presented.

Professional development for TVET lecturers became a huge challenge at the colleges as these requirements affected their teaching directly. Professional development of the TVET colleges lecturers is considered as meaningful to the Human Resources Development Strategy, although there is incomplete stipulation as well as a shortage of methods for their development, preparation and support. It also provided the purpose for the study, aims and objectives, research questions and problem, and the research design

were outlined in Chapter 1. The ethical considerations, reliability and validity issues were also outlined in the same chapter.

To describe and clarify the ideas and hypotheses related to the TVET college lectures professional development, a literature review was conducted in Chapter 2. National secondary and international sources about the research topic were studied to collect the latest data on the research questions. In the same chapter, the significance of understanding models, results, and kinds of professional development programmes that are valuable in the understanding of lectures' professional development were also highlighted.

Chapter 3 explained the research methodology and research design in details. Sampling and research participants were also presented and discussed in this chapter. The chapter again outlined and explained data gathering methods which includes semi-structured interviews, participant observation and documents analysis. It also explained how data would be analysed e.g., development of themes, categorising, and coding.

Chapter 4 presented a clarification of the data analysis. Themes and subthemes were categorized from extreme data in the interviews. The developed themes dealt with management and the lecturing staff.

Part one of the themes outlined the understanding of professional development; attitudes towards it, accountability for professional development, benefits of professional development, the current state of professional development in the campus, time needed for professional development, the preference of candidates and the kinds of preferred providers.

Part two of the themes focuses on the lecturers' viewpoints on professional development, how lectures are exposed to professional development, professional development

influence on lesson preparations, evaluating professional development, support from management, monitoring of lecturers and follow-up by service providers.

Chapter 4 discussed and presented findings from management documents about professional development. The documents comprised of registers and record of programmes organized and joined by the lecturers. The findings from the observations were presented and deliberated showing how other participants executes their duties of teaching.

5.3 Findings

Literature reviewed and data gathered and examined on this qualitative study came up with the below findings:

5.3.1 Findings about research question 1: What is your understanding about the term professional development in terms of TVET college lecturers?

Based on the lecture's understanding, TVET colleges were considered as functioning in post-school education. Their main purpose is for developing people for job creation and employment and contributing of required skills to the economy of the country. These kinds of TVET colleges were introduced to address the general needs of industry (DHET, 2013b:8). These kinds of TVET colleges were introduced to address the general needs of industry. The challenging reasoning demands in terms of critical knowledge and skills resulted because new programmes were presented, (McBride et al., 2009:22).

It is very well-defined that TVET colleges were planned to have an open curriculum of high standard aiming to produce the necessary skills that can benefit the managers. The curriculum is meant to promote flexibility for the employees and those unemployed, outside of school youth and adults registered in TVET colleges. It was also established that TVET colleges functions in what we call post-school education system which trains workers for the economic world. They follow the vocational learning which means a

grouping of theoretical and applied teaching are realised. It was also evident that TVET learners have a good opportunity to be employed and that those colleges are therefore meet the requirement to improve the practical knowledge of learners and allows them to better their chance of employment.

5.3.2 Findings on research question 2: What is the meaning and value of professional development in TVET colleges?

Literature reviewed and interviews with participants empowered the researcher to have an understanding of the value and meaning of professional development at TVET colleges. Participants view professional development as helping lecturers to have improved knowledge and skills about the subject they are teaching. They see TVET college lecturers' professional development as important because it improves the knowledge and teaching skills of lectures and add to the quality of education. If lectures skills are professionally developed, they become more active and effective to teaching and learning. That will also assist in producing graduates that are ready to improve their communities and that will benefit the industries.

In support of the above, Motala and Pampallis (2020:7), indicated that lecturers at TVET colleges lacks when coming to teaching styles and they are encouraged to attend training in industries that are in line with the vocational subjects they are teaching. Motala and Pampallis (2020:10), again stated the need to review management of professional development in TVET colleges. There is a need for thorough investigation of management of professional development needs of TVET college lecturers.

5.3.3 Findings on research question 3: Do you prefer programmes for professional development to be offered by internal or external providers?

The analysis indicated that the professional development of TVET college lecturers need collective efforts from both the college management, external service providers and all

individuals. It is evident that outside service providers are frequently signed by the different role-players to execute training responsibility directly.

The participation of external service providers is supported by participants because they are well-empowered to give performances by using latest technology. Using high standard technological approach means these service providers are regarded as the best choice for helping lecturers with subject skills and knowledge. It was discovered that individual lecturers who stick to their personal growth plan are the best inspired lecturers. The growth plan is attained by having an individual lecturer submitting their developmental needs to the management as required by IQMS. College management together with the Department of Higher Education have huge role in delivering programmes for lecturers' professional development.

This type of participation could form part of collective initiatives that includes programmes presented by accepted providers, province, college, and employer. It was decided that professional development programmes should come from the country's objectives and educational aims. Educational managers have a duty in encouraging professional development programmes by sharing and identifying the dream of their college. It was established that individual lecturers should show interest in participating in professional development programmes for them to improve their learning and teaching.

5.3.4 Findings on the research's main question: What are the challenges in the professional development of TVET college lecturers in Limpopo Province of South Africa

Professional development in the Limpopo Province TVET colleges is lacking based on the findings from college where the study was conducted. Nothing much was found that suggest that there was a proper professional development programmes in the college according to the records of document analysis and the respond from the participants.

Observations revealed the crucial need for professional development to empower lecturers to offer quality education to learners. It was also observed that certain lecturers plan their lesson very poor. The researcher concludes that there is a shortage of professional development in Limpopo Province TVET colleges. The lack of proper

management of professional development, lack of involvement by relevant stakeholders and the bad attitudes towards professional development are among others the main reason for poor performance of TVET colleges in Limpopo.

Reforming the funding formula for TVET colleges throws up a number of challenges, in particular the requirement to reflect the needs of rural areas and the additional costs of teaching disadvantaged students. Colleges also currently lack adequate incentives to address dropout.

While South Africa needs more skills, particularly artisan skills, it also needs to ensure the right set of skills for the labour market. Current TVET programmes may be insufficiently responsive to labour market needs. Key obstacles to a more effective response include weak work-based learning and limited artisan programmes, an inadequate framework to coordinate provision with labour market actors, a mix of provision insufficiently driven by labour market needs, and poor data on labour market outcomes.

5.3.5 Findings on the research question: Which improvement strategies can be employed to improve the professional development of lecturers at TVET colleges in South Africa?

For some reasons, there is always different situations that will require differed strategies to be employed to address issue of professional development. Online professional development is the most important strategy taking into consideration the current lockdown situation as a result of -COVID - 19 pandemic. Now people or institutions are using online technology for meeting, assessments, teaching, etc. Online teaching and learning must be encouraged and that is where professional development is vital to equip TVET college lectures with the use of latest technology as emphasised by the 4IR. Regular subject meetings need to happen to assist identify areas where lecturers need the most help for the sake of development professionally.

5.4 Recommendations

5.4.1 Recommendations on the research question: What is your understanding about the term professional development in terms of TVET college lecturers?

5.4.1.1 To prepare learners for the modest labour market, colleges need to achieve the aim of their survival. They should continuously find methods to change their programme to match the current changes in technology.

5.4.1.2 Colleges should accommodate unemployed youth by delivering skills that should be accessible to those who were not lucky to obtain basic education.

5.4.1.3 The Department of Higher Education must have support systems for the various type of youth. This must be in form of dissimilar funding methods, accessibility, and a adoptable programmes.

5.4.2 Recommendation on the research question: What is the meaning and value of professional development in TVET colleges?

5.4.2.1 The Department of Higher Education and Training and the TVET college must provide sufficient resources to learners in order to connect theory into practice reasonably. This can be achieved through well-equipped and highly trained professional lecturers.

5.4.2.2 To improve their subject knowledge, the lecturers should be encouraged to continue their study. Relationship between the college managers and lectures must improve to allow open engagement where professional development is required and necessary.

5.4.2.3 To keep lectures up to date with current educational developments, the college management must continuously organise training for them.

5.4.3 Recommendations on the research question: What role do the different stakeholders play in the professional development of TVET college lecturers?

5.4.3.1 The Department of Higher Education and Training must arrange more developmental programmes to the college management and lecturers in a more effective way.

5.4.3.2 College management must make professional development programmes accessible to all lecturers as much as possible. IQMS can be used as a foundation for professional development as it delivers for staff development groups. This process can close the space between effective implementation of lecturer roles and students learning.

5.4.4 Recommendation on the research question: What is the state of professional development in the TVET?

5.4.4.1 Management should provide rigorous training in terms of the significance and results of professional development in the college for management to executes their instructional leadership duties more effectively. The significance of implementing professional development programmes to improve quality teaching and learning should be taken serious by top management. The top management should arrange and execute professional development programmes to assist lecturing staff.

5.4.4.2 Individual lecturers are anticipated to have extensive knowledge of the subjects they teach. It is mandatory for individuals to inspire themselves by refining their level of knowledge and improve their teaching skills.

5.4.5 Recommendations on the research question: Which improvement strategies can be employed to improve the professional development of lecturers at TVET colleges in South Africa?

5.4.5.1 The Department of Higher Education and Training should teach the management of the colleges on professional development. Monitoring and evaluation team for TVET colleges must be established by the department to check the progress made by TVET

colleges in terms of professional development. The programmes must always be evaluated to see if they are relevant and are able to address the available challenges.

5.4.5.2 Different programmes should be organised for lecturers in the form of subject meetings, conferences, workshops, online programmes, and any other courses that aims for development and empowerment.

5.4.5.3 Professional development of top management must be achieved to build capability to put the values into effect.

These values should be studied under the below themes:

5.4.5.3.1 Content of professional development

5.4.5.3.2 Format of professional development

5.4.5.3.3 Outcomes of professional development

5.4.5.3.4 Organisation of professional development, and

5.4.5.3.5 Evaluation of professional development.

5.4.6 Recommendations on the challenges in the professional development of TVET college lecturers in Limpopo Province of South Africa

5.4.6.1 Recommendation: To link vocational provision more closely with the needs of industry:

5.4.6.1.1 Workplace learning must be compulsory for vocational programmes.

5.4.6.1.2 Co-ordinate vocational provision through a strategic body that would also involve industry stakeholders.

5.4.6.1.3 While maintaining a national curriculum, establish flexibility in a proportion of the curriculum that can be adapted by training providers to meet local needs.

5.4.6.1.4 Invest in better data, particularly on labour market outcomes linked to career guidance.

In support of these recommendations, more systematic use of work-based learning is possible given the successful experience of other countries. Employers and trade unions might be more fully engaged in provision through appropriate advisory bodies; local flexibility in curricula, again following international experience, can be used to build local partnerships with employers; and better data on the labour market outcomes of programmes are vital in linking provision to labour market needs.

5.4.6.2 Recommendation: Reform the funding formula for TVET colleges to reflect:

5.4.6.2.1 the extra costs of provision in rural areas

5.4.6.2.2 the extra costs of provision for disadvantaged students, and

5.4.6.2.3 incentives for colleges to improve completion rates.

These recommendations are in support of the White Paper proposals to reflect the additional costs of rural colleges and teaching disadvantaged students in the college funding formula. In addition, measures are needed to encourage colleges to give greater attention to completion given the severity of the dropout challenge.

5.5 Recommendations for further study

The below points need additional or continuous research:

Additional study should happen on professional development of college managers, section heads and junior and senior lecturers at TVET colleges. Additional investigation needs to happen about clarifying the position of managers on the different levels about the professional development of lecturers in the TVET sphere. Again, research should be conducted on the influence of TVET college lecturers' professional development on success of students.

Additional research is required into the timeframe of professional development which can be realistic to both the lecturers and the college and. Further research is also required to inspect the partnership between service of professional development provided

externally and internally. And further research is necessary to look at the proper management of professional development and the effective kinds of professional development for TVET college lecturers.

5.6 Limitations of the study

The study focused on one of TVET college with two campuses only. The findings cannot be widespread to other colleges and campuses in the Limpopo Province. A little sample of lecturers were part of interview; therefore, these are not illustrative of the lecturing team of the TVET colleges of the Limpopo Province. The researcher tried to use the case study approach in a way that the findings could be helpfully implemented in the college. COVID – 19 and lockdown also made things difficult in terms of getting enough participants for data collection.

5.7 Conclusion

The purpose of the study was to discover the challenges in the professional development of TVET college lecturers in Limpopo Province of South Africa. Judgements from the qualitative study were able to classify the position and setting of TVET colleges. Also, the findings exposed the worth and meaning of professional development in the TVET colleges. Various positions that role players play in professional development were also debated and the findings of the study disclosed the state of professional development in the Limpopo Province TVET colleges. Various approaches that can be used to improve professional development in the TVET colleges to improve the quality of teaching and learning were proposed. Different references were made in order to improve the current state of professional development in the TVET college. Holistic approach is vital for effective implementation of professional development in TVET colleges to achieve the main objective of quality education and empowerment of both Provincial Department of Higher Education and Training, TVET college management, lectures, students, industries, and their communities. For professional development to work successfully,

there is a need for thorough engagement between different stakeholders mentioned on above statement.

It can be concluded that professional development in the Limpopo Province TVET colleges needs to be carefully organised, planned, managed and implemented for the benefit of the colleges, economy, the students, lecturers and the surrounding communities. The literature review, findings and recommendations of the study will add towards effective execution of professional development by TVET colleges.

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APPENDIX A: PROOF OF REGISTRATION LETTER

0928 M1RST

MOSEHLA M A MR
34024 EXT 6
RETHABILE
0122

STUDENT NUMBER: 4418-125-6

ENQUIRIES NAME: MR P FOLKARD
ENQUIRIES TEL: 0861670411

DATE: 2022-03-29

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : MED ADULT EDUCATION (90060)

TITLE : The challenges in the professional development of TVET College lecturers in Limpopo province of South Africa

SUPERVISOR : Mr EM NKOANA (nkoanem@unisa.ac.za)

CO-SUPERVISOR : Prof MM DICHABA (dichamm@unisa.ac.za)

ACADEMIC YEAR : 2022

TYPE: DISSERTATION

SUBJECTS REGISTERED: DLABT95 Mini Dissertation : Adult Education

A statement of account will be sent to you shortly.

You must re-register online and pay every academic year until such time that you can submit your dissertation/thesis for examination.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website www.unisa.ac.za) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister online and pay the full fees.

Please access the information with regard to your personal librarian on the following link:
<https://bit.ly/3hxNqVr>

Yours faithfully,

Prof M S Mothata
Registrar

APPENDIX B: LETTER OF PERMISSION

DEPARTMENT: ADULT BASIC EDUCATION

PO BOX 392

UNISA

0003

RESEARCH - MODULE DLABT95

Date: 01 JULY 2021

TO WHOM IT MAY CONCERN

My name is Alfred Mosehla, a student at the University of South Africa and I am currently registered for the research module, which forms part of my master's degree in education. For me to complete the requirements for the module, I must conduct research in my area of specialisation. This study is titled "The Challenges in the Professional Development of Technical, Vocational Education, and Training College Lecturers in Limpopo Province of South Africa".

I would like to ask for permission to conduct a qualitative study about challenges in the professional development of TVET lectures at your college. This will cover conducting interviews with the manager, section heads, senior and junior lecturers, each lasting approximately 15 to 20 minutes. To avoid negative impact on the normal running times of classes, the interviews will be conducted after hours of daily activities and at the suitable time of the participants. I will ask permission to analyse policy documents and any other documents used in managing lecturers' professional development as part of my observations. The requested information will only be used for research purposes and confidentiality will be guaranteed.

The below COVID-19 protocols will be observed to protect both participants and me from possible infection:

Interviews

- I will notify participants about the risk management steps to be observed during the interviews prior to the interviews. The participants will be requested to wear masks and wash their hands thoroughly before participating in an interview.
- The interviews will take place in an open and well-ventilated space.
- I will use two sanitised desks and chairs for each interview and the surfaces will also be sanitised using disinfectant before and after each interview.
- I will maintain a social distance of at least 2 meters from the participants.
- Both the participant and I will be required to wear masks and/or face shields for the full duration of the interview.
- A disposal bin and facial tissue will be provided to assist those who may suffer from a runny nose and coughing during the interview.

Observations

- I will be wearing a face mask during the observations.
- I will maintain a social distance of at least 2 meters from the participants.
- I will sanitise my hands regularly and avoid unnecessary contact with surfaces.

You are welcome to contact my supervisor, Dr EM Nkoana, at nkoanem@unisa.ac.za if you require more information on the MEd degree.

Thank you very much for helping me to reach my goal.

Yours faithfully

MAKGABELE ALFRED MOSEHLA

Student number: 44181256

SIGNED:

APPENDIX C: LETTER OF REQUEST TO CONDUCT RESEARCH AT THE COLLEGE

34024 Ex. 6, Ntswila Street
Mamelodi East,
Rethabile
0122

The Principal
Sekhukhune TVET College
Stand 676 Motetema
Private Bag X8660,
Groblersdal,
0470

Dear Sir

Re: Request to conduct research

My name is Alfred Mosehla, a student researcher for MEd under supervision of Dr. E Nkoana, Senior Lecturer in the Department of ABET and Youth Development in UNISA. For me to complete the requirements for the module, I must conduct research in my area of specialization. This study is titled “The Challenges in the Professional Development of Technical, Vocational Education, and Training College Lecturers in Limpopo Province of South Africa”.

I would like to request permission to conduct research at your college, the Sekhukhune TVET College in the Limpopo Province. The campus managers, section heads, senior and junior lecturers will be involved in my research when conducting interviews. The interview will involve Ten participants will be involved in my interviews. Due to current situation with this Covid19 pandemic and regulations, I'll use Teams, Telephonic and Computer Assisted Personal Interviewing (CAPI) type of interview and where possible,

face-to-face will also be used taking into consideration Covid19 protocols and will take around 15 to 20 minutes per participant.

There will be guarantee of confidentiality to personal information and there will be no risks anticipated and no financial complications and. The interviews will be tape recorded and the captured information will remain confidential. The identity and any personal details of participants will be kept confidential. Participants are allowed to terminate their participation from the study at any time without any punishment. The outcome of this study should work towards improving the quality of teaching and learning at the colleges.

A copy of the mini - dissertation will be shared to UNISA and the College upon completion. For more clarity or information with my study, you can contact me at 082 044 8338 or givenbokang@gmail.com or my supervisor Dr. E Nkoana at nkoanem@unisa.ac.za

Looking forward to your positive respond and thank you in advance.

Kind regards
MA Mosehla.

APPENDIX D: INTERVIEW GUIDE – COLLEGE MANAGER AND SECTION HEAD

The Challenges in the Professional Development of Technical, Vocational Education, and Training College Lecturers in Limpopo Province of South Africa

School:

Participant Name: Pseudonym:

Date: Time:

- What is your understanding about the term professional development in terms of TVET College lecturers?
- What programs are available for the professional development of lecturers at the your college and Limpopo TVET Colleges?
- What challenges do TVET college lecturers face?
- What kind of skills do you need to address their challenges?
- What kind of plans can be used to better the professional development of lecturers at TVET Colleges in South Africa?
- What steps do you take ensure that your lecturers are developed in your capacity as college manager?
- Do you prefer professional development to be the responsibility of the manager or it should be initiated by any individual?
- How do you prefer professional development training to be conducted, internally or externally?
- What are the benefit of professional development of lecturers to the college and community at large if effectively carried out?
- In your view what is the relationship between professional development, lecturer performance and learner performance?

- When will you notice that professional development of lecturers is needed?
- How do you view the current state of professional development in your campus?
- How do you think of improving professional development in your campus for the benefit of lecturers and learners?
- How long do you think the professional development training must happen in your opinion?
- What kind of criteria do you use to select for professional development in your college?

APPENDIX E: INTERVIEW GUIDE – SENIOR AND JUNIOR LECTURERS

The Challenges in the Professional Development of Technical, Vocational Education,
and Training College Lecturers in Limpopo Province of South Africa

School:

Date:

Time:

Participant Name:

Pseudonym:

- What is your understanding of professional development in terms of TVET College lecturers?
- What challenges do you as TVET college lecturers face?
- What kind of skills do you need to address those challenges?
- Who do you think must direct the professional development process?
- Have you ever attended any professional development programmes in the last two years?
- How long do you think the professional development training must happen in your opinion?
- Do you think professional development can benefit lecturers?
- How does professional development benefit or help students?

- Do the campus managers assist lectures with the challenges they are facing daily?
- How important was your professional development programme to your teaching subject?
- Do you have follow-up meetings with your service provider after the training has been provided?
- How does line manager monitor your level of performance?
- How do you prefer professional development training to be conducted, internally or externally?
- What difference does professional development make in preparation of your lesson?

APPENDIX F: OBSERVATION SCHEDULE

The Challenges in the Professional Development of Technical, Vocational Education, and Training College Lecturers in Limpopo Province of South Africa

School:

The below steps are the main point of the observations:

Relational observations:

	Comments
Working relationships amongst managers and lecturers	
Working relationships between lecturers and students	
Areas that professional development is lacking and necessary	

Reflective Comments	
------------------------	--

Observation schedules are used in different schools, colleges and universities so to allow both the observer and the institution be prepared for the said activity. This way the college officials or the college schedule representatives can be present during the activity and can best guide or accompany the evaluating official

APPENDIX G: INFORMED CONSENT FORM

I _____, without any pressure agree to take part in this research study titled “The Challenges in the Professional Development of Technical, Vocational Education, and Training College Lecturers in Limpopo Province of South Africa”.

I understand that the information that I will give will be used for research purposes only and that my identity will be made known to anyone and will not be published in any research report. I am also aware of the fact that I’m allowed to discontinue my participation at any time during the study without suffering any kind of punishment. I am also aware of and agree to the terms and condition regarding COVID-19 regulations and protocols.

Research participant signature

Date: _____

APPENDIX H: EDITOR'S LETTER

Cell: 076 389 3246
gill.hannant@outlook.com

Mrs G Hannant
28 Hillcrest Avenue
CRAIGHALL PARK
2196

24 October 2022

TO WHOM IT MAY CONCERN

I certify that I have edited the Master's dissertation:

**THE CHALLENGES IN THE PROFESSIONAL DEVELOPMENT OF TVET
COLLEGE LECTURERS IN LIMPOPO PROVINCE OF SOUTH AFRICA**

by

MAKGABELE ALFRED MOSEHLA

However, the correction of all errors/missing information remains the responsibility
of the student.



G.C. HANNANT
BA HED

APPENDIX I: ETHICS CERTIFICATE

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/08/11

Ref: 2021/08/11/44181256/23/AM

Name: Mr MA Mosehla

Student No.:44181256

Dear Mr MA Mosehla

Decision: Ethics Approval from
2021/08/11 to 2024/08/11

Researcher(s): Name: Mr MA Mosehla
E-mail address: givenbokang@gmail.com
Telephone: 012 429 4707

Supervisor(s): Name: Dr EM Nkoana
E-mail address: nkoanem@unisa.ac.za
Telephone: 0124842808

Name: Prof M Dichaba
E-mail address: dichamm@unisa.ac.za
Telephone: 0124812727

Title of research:

**The Challenges in the Professional Development of Technical, Vocational
Education, and Training College Lecturers in Limpopo Province of South Africa**

Qualification: MEd Adult Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/08/11 to 2024/08/11.

The low risk application was reviewed by the Ethics Review Committee on 2021/08/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

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.

