ASSESSING SKILLS DEVELOPMENT MANAGEMENT FOR LECTURERS IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGES IN NORTH WEST PROVINCE

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RESEARCH SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT AT THE (MAFIKENG CAMPUS) OF NORTH-WEST UNIVERSITY

SUPERVISOR: PROFESSOR C. B. ZULU

NOVEMBER 2015
DECLARATION

I, TONDERAIMANYAU, (Student Number: 22513817) hereby declare that this dissertation being submitted for the fulfillment of the degree of Masters in the faculty of education at North-West University was solely done by me and it is my original work. I declare that this work had never been submitted elsewhere before and all the materials/sources used have been acknowledged.

Signature: _______________________________ Date: _________________________

TONDERAI MANYAU
CERTIFICATE OF ACCEPTANCE FOR EXAMINATION

This full dissertation entitled “ASSESSING SKILLS DEVELOPMENT MANAGEMENT FOR LECTURERS IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING COLLEGES IN NORTH WEST PROVINCE” written by TONDERAI MANYAU (Student Number: 22513817) is hereby recommended for acceptance for Examination.

SUPERVISOR: PROFESSOR C. B. ZULU
ACKNOWLEDGEMENTS

I would like to thank the almighty LORD for giving me the opportunity to live in this beautiful earth. It has been such a long journey in my life, but through his grace I have managed to sail through the deep seas and oceans of life. Thank you again Lord for giving me the wisdom and guidance.

To my late father and mother (GIDEON and SARAH)…. may I sincerely say that you will always be the pillars of my success? You so much wished that I pursue my dreams and even though you were struggling you supported me from infant till manhood. I so much wish that you were here today to witness my successes.

My special thanks go to my beautiful wife and advisor MEMORY GARUTSA. Your love, advice, care and mutual support are just but my solemn source of comfort. You have been such a central pillar, in this journey of my life.

I do not forget my wonderful kids: SARAH, PANASHE, RUVARASHE and MELLISA, for they are my source of inspiration and power. All my perseverance and strength emanates from my inner desire to leave a legacy for my kids. I always want to set a precedent which in future will challenge them to do more.

Above all, my special recognition goes to my supervisor- PROFESSOR C.B. ZULU. You are such a wonderful tutor, lecturer and mother. Your attention to detail has nurtured me and it stretched and pushed me to go an extra mile. Your vast knowledge and patience really enlightened me and it also broadened my horizon. May the good Lord shower you with many blessings.
DEDICATION

This study is dedicated to all aspiring managers in this knowledge age society. May I say to you all that the world is in your hands and it is God’s desire that you brighten all the dark corners that you are in.
ABSTRACT

As South Africa’s economic and development initiatives shift towards the global focus on employees’ skills development in the 21st century, the management of employees’ skills development is still a challenge, particularly in the Technical Vocational Education and Training (TVET) sector. This skills development gap exists in TVET Colleges in the North West province; hence this research assessed the skills development management for lecturers in TVET Colleges in North West province. The study assessed the level of lecturers’ teaching skills capacity; the management process used in skills development initiatives; the challenges with regard to lecturers’ skills development management and examined the strategies which may improve the skills development management in TVET Colleges in North West province.

A mixed methods approach was adopted in this study and the respondents consisted of all Human Resources (HR) managers, all Heads of Departments (HoDs), all lecturers and all students in TVET Colleges in North West province. Quantitative data was collected from lecturers and students through questionnaires while Qualitative data was gathered from managers by means of in depth face to face interviews.

Major findings obtained in this study revealed that there is little or insufficient training being provided to lecturers in the North-West province, even though the level of lecturers’ teaching skills seems to be low. It was also realised that the skills development management process for TVET lecturers is not effective due to lack of planning, unavailability of policies, lack of consultation, no motivation to take up training and no skills auditing being done.

However, recommendations which emanated from the study suggest that managers should strategically plan the skills development process for TVET lecturers and ensure that the development is aligned to teaching and learning objectives. Effective implementation and evaluation of the skills development process by managers could lead to more positive skills development management results.
KEY WORDS

Management
Skills
Skills development
Technical Vocational Education and Training
## LIST OF ABBREVIATIONS

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<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AA</td>
<td>Affirmative Action</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune-Deficiency Syndrome</td>
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<tr>
<td>ATR</td>
<td>Annual Training Report</td>
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<tr>
<td>ATD</td>
<td>Education Training and Development</td>
</tr>
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<td>ASTD</td>
<td>American Society for Training and Development</td>
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<td>DHET</td>
<td>Department of Higher Education and Training</td>
</tr>
<tr>
<td>ETD</td>
<td>Education Training and Development</td>
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<td>ETDP</td>
<td>Education Training and Development Practice</td>
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<tr>
<td>EEA</td>
<td>Employment Equity Act</td>
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<tr>
<td>ESRC</td>
<td>Economic and Social Research Council</td>
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<td>FET</td>
<td>Further Education and Training</td>
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<td>HCT</td>
<td>Human Capital Theory</td>
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<td>HRD</td>
<td>Human Resource Development</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>HIV</td>
<td>Human Immune Virus</td>
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<tr>
<td>HoD</td>
<td>Head of Department</td>
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<tr>
<td>IAC</td>
<td>Internet and Media Company in USA</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
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<tr>
<td>ICDL</td>
<td>International Computer Driver’s License</td>
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<td>INSET</td>
<td>In-Service Training</td>
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<td>LOLT</td>
<td>Language of Learning and Teaching</td>
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NCV : National Certificate and Vocational
NSDA : National Skills Development Agency
NSDS : National Skills Development Strategy
NQF : National Qualifications Framework
OJT : On Job Training
PGCE : Post Graduate Certificate in Education
PQM : Programmes and Qualifications Mix
QUAN : Quantitative
QUAL : Qualitative
SETA : Sector for Education and Training Authority
SDA : Skills Development Act
SDLA : Skills Development Levies Act
SAPCO : South African College Principals Organisation
SWOT : Strengths, Weaknesses, Opportunities and Threats
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CHAPTER ONE
ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The global economic and development trend is shifting from technological development to employee skills development. Countries across the world are realising that technological development alone without human skills development, does not augur well for the 21st century (Gurria, 2012:12). Brown (2009:1) acknowledges that employee skills developments are now the main drivers of economic competitiveness and are indeed the future prosperities of developing countries today. Conferences on technical vocational education and training (TVET) and teacher development held in Indonesia, Greece and United Kingdom between 2007 and 2010 indicate the dire urgency of employees’ skills development initiatives being made worldwide (Papier, 2010:2).

Africa cannot be left behind in as far as employees’ skills development is concerned. A nation, in the view of Mills (2010:2) “...is not poor because its people do not work hard, but it is struggling mainly because of the low productivity which is linked to lack of employees’ skills development. Tazoacha (2001:4) argues that the poverty in Africa is not due to lack of skills, but it is somehow linked to other factors related to the management of human skills. Both Mills and Tazoacha could be right depending on the context of their studies. In fact, being skilled is simply not enough for Africa’s development, but effective management of employees’ skills could positively contribute to this development.

In line with the global skills’ development management focus, South Africa has shifted its attention to Universities, Sector for Education and Training Authorities (SETAs) and Technical Vocational Education and Training (TVET) Colleges, to develop and manage skills for students and employees. Policies on professional qualifications and lecturers’ skills development management in TVET Colleges have been gazetted by the government so far (Government Gazette, 2009, Government Gazette, 2013). Together with numerous Non-Governmental Organisations (NGOs), the Danish International Development Agency (DANIDA), has funded universities in South Africa to facilitate skills development programmes for TVET lecturers (Papier, 2008:6).
Despite these moves, many TVET Colleges are still grappling with inadequate lecturer qualifications (Dr. Blade Nzimande, 2014:3). Data shows that in the 52 TVET Colleges in South Africa in 2010, only 38 lecturers had doctoral degrees while 200 had Masters’ degrees (Dr. Blade Nzimande, 2014:3). This qualification gap among lecturers in TVET Colleges could be a contributory factor to the lack of research and management skills in this sector and probably students’ poor performance. The Deputy Director General of TVET Colleges, Dr. Maharaswa (2013:4) postulates that the key challenges in the TVET sector in South Africa include poor performance of lecturers and students, poor management systems, limited oversight of college management and governance and the low throughput rate in terms of results.

The problems relating to TVET lecturers’ skills development could be directly linked to the ineffectiveness of the TVET management systems. Management dilemmas in the TVET landscape started a long time ago. The TVET sector in South Africa has been faced with challenges since its inception in the 1920s. Problems with management, in the view of Dr. Maharaswa (2013:5), have been daunting for the TVET fraternity since its birth. According to Dr. Maharaswa (2013:5), there were skills imbalances in terms of accessibility and, the then technical education programmes were only accessible to a few individuals.

In the 1980’s, the technical college sector was hit by the socio-economic crisis or the world oil crisis and most companies, because of the economic meltdown, scaled down on skills training (Dr. Maharaswa 2013:3). This impacted on the skills development for both students and employees, and there was a reduction in the output of technically skilled personnel in South Africa (Dr. Maharaswa 2013:3). Today, a lack of skilled artisans and the unavailability of qualified and skilled personnel and employees in the country could be linked to this problem.

In an endeavour to resolve the accessibility and employee management problems, post 1994 in South Africa, the then technical colleges were merged and transformed into 52 Further Education and Training Colleges and these were extended to rural areas around the country. The name later changed from FET Colleges to TVET Colleges after the watershed 1994 date. Regardless of this effort by the government, skills management challenges in the TVET system still persisted. Instead of managing the skills problems among lecturers, since 2011, 20 Colleges have been placed under administration, together with 8 SETAs because of mismanagement (Lotriet, 2013:1).
As South Africa’s economic and development trend shifts towards quality and excellence in this 21st century, it is sad to note that the poor management of employees’ skills developments in South Africa is still prevalent and a challenge in the TVET arena. Ineffective lecturers’ skills development management, so far, continues to be a challenge in the TVET segment, and the same symptoms have been noticed in North West province. Unless something is done, quality education in the TVET sector will continue to be a problematic threat to meaningful skills development and excellent education in South Africa. Consequently, it is against this backdrop that the following problem is stated.

1.2 PROBLEM STATEMENT

Many researchers, authors and academics acknowledge that lecturers’ skills development management in the TVET sector is the key to quality and meaningful education and training in South Africa (McGrath, 2004; Akooje, 2008; Papier, 2011; Allais, 2012; Mgijima, 2014). However, there is a dire shortage of qualified and skilled lecturers in South Africa (Mgijima, 2014), despite multitudes of studies having been done so far. The reason could be that some of these studies only focussed on the significance of lecturers’ skills development programmes and not on the management of those skills development programmes.

Very little research has been conducted on the management of lecturers’ skills development programmes in the TVET milieu in South Africa. Jacobs and De Wet (2013:1) focus on the management aspect of evaluation on the Vocational Education Orientation Programme (VEOP) at Free State University. Muswaba and Worku (2012:147) examined the overall strategic management of TVET Colleges in South Africa. Bisschoff and Govender (2004:70) developed a management framework for training providers in a bid to improve the skills development process in the workplace, while Geel (2005:1), researched on the management of staff development programmes in Gauteng province.

In spite of these relatively few studies on skills development management, lack of skills among lecturers in TVET Colleges is still a cause for concern (DHET, 2013). Low throughput rates, high dropout, low progression and completion rates among students doing National Certificate and Vocational (NCV) programmes is a symptom of ineffective teaching and learning that is complicated by ineffective skills development management strategies (Mgijima, 2014:359). Quite intriguing is the fact that no research has been done so far in connection with the management of lecturers’ skills development in TVET
Colleges in North West province. Therefore, this study assesses the lecturers’ teaching skills capacity and the challenges with regards to lecturers’ skills development management in TVET Colleges in North West province and tries to suggest possible skills development management strategies that would resolve the TVET lecturers’ skills development problems indicated above.

In view of this problem statement, the main research question has been developed as follows:

1.2.1 Main Research Question

What is the nature and scope of skills development management for TVET lecturers in North West Province?

In order to answer this main question the following sub-questions are posed:

1.2.2 Sub-questions

- What is the nature of lecturers’ skills development management in TVET Colleges in North West Province?
- What are the perceptions of lecturers and students on the level of lecturers’ teaching skills capacity in TVET Colleges in the North West Province?
- How is the process of skills development for lecturers managed in TVET Colleges in the North West Province?
- Which management challenges affect lecturers’ skills development in TVET Colleges in North West Province?
- What can be done to improve the management of lecturers’ skills development processes in TVET Colleges in North West Province?

In an attempt to answer the preceding research questions, this study is guided by the following objectives:

1.3 RESEARCH OBJECTIVES

This research intends to:

- Identify and examine the nature of lecturers’ skills development management in TVET Colleges in North West Province.
• Describe the perceptions of lecturers and students on the level of lecturers’ teaching skills capacity in TVET Colleges in North West Province.

• Assess the management processes used for lecturers’ skills development in TVET Colleges in North West Province.

• Discuss the management challenges which affect lecturers’ skills development in TVET Colleges in North West Province.

• Propose management strategies that could be used to improve lecturers’ skills development in TVET Colleges in North West Province.

In answering these objectives a literature review and an empirical investigation was used as the main methods of the study.

1.4 LITERATURE REVIEW

A literature review refers to a scrutiny of all relevant sources of information (Strydom, De Vos, Delport, & Fouche, 2005:127). In this study, an extensive literature review of various books, journals, magazines, newspapers, conference proceedings, theses, researches and internet sources was used to respond to the questions proposed above. The researcher utilised recent sources of information since the research world is dynamic and continually changing.

For a balanced and extensive literature study, both national and international sources as well as primary and secondary sources were consulted in an effort to unpack the problem under study. Thus, the literature review mines and interrogates information on the nature of skills development management, the level of lecturers’ teaching skills, the skills management challenges and strategies that can be used to improve skills development management.

1.5 EMPIRICAL INVESTIGATION

The empirical investigation process is the actual research process which includes the collection of data, analysis of the data, presentation and reporting the data. It also includes a clear explanation and justification of the instruments used as well as the population and the sampling procedures. All these are explained in detail in chapter 3 under the heading research design and methodology.
1.6 SIGNIFICANCE OF THE STUDY

This research is in line with current global trends of developing employees’ skills which enable workers to compete in the current knowledge and intelligent age societies. The study does not only help to improve the skills development management process for lecturers, but will provide strategies for managing the skills development processes. Since no focused research in line with this study has been done so far in TVET Colleges in North West province in South Africa, this study fills a crucial gap by providing empirical evidence on skills development management, particularly for lecturers.

1.7 CONTRIBUTION OF THE RESEARCH

This research might add knowledge to the educational sector with regard to the management of lecturers’ skills development. It provides literature, essential to programme managers, HR managers and line managers in the education system responsible for managing lecturers’ skills development. The research may also provide management strategies in as far as skills development management in the TVET sector in North West province is concerned. Furthermore, the study could help human resource managers during training initiatives and in the retention schemes concerned with employees’ developments. Future leaders can refer to this thesis for empirical strategies in managing employees’ skills and the identification of gaps for skills development.

1.8 DELIMITATION OF THE STUDY

This study is delimited to the management processes of lecturers’ skills development in TVET Colleges in North West Province in South Africa. Although managers and students took part in the research, results obtained in this study were delimited to improving only the skills development management process concerned with lecturers’ teaching skills. Three campuses in TVET College A represent all the 8 campuses in the 3 TVET Colleges in North West Province.

1.9 DEFINITION OF CONCEPTS

The following key concepts used in this study are defined in order to understand their contextual meanings and how they relate to this study:
Management
Skills
Skills development and
Technical Vocational Education and Training

1.9.1 Management

According to Hardley (2005:91) management, as a process, involves getting people together to reach required goals using available resources. Management is a system; it focuses on planning, organising, staffing, directing, and controlling. Management is often hands-on than leadership which is apparently innate and nurtured by multiple factors.

Section 16A parts 1 and 2 of the (South African Schools Act No. 84, of 1996) (as amended) make it mandatory and the responsibility of principals of all public schools and colleges to effectively manage available resources. Similarly, in TVET Colleges in South Africa, all principals and respective managers are mandated to properly manage and lead all resources such as TVET lecturers’ skills. This implies that managers should plan, lead, organise and control the development of TVET lecturers’ skills in TVET Colleges in South Africa.

1.9.2 Skills

‘Skills’ refers to practical competencies or expertise, and the ability to apply theoretical knowledge to particular practical situations (Rooth, Van der Straaten, Khumalo, Eysell, Shibambo & Cameron, 2012:39). In the view of Bloomer and McIroy (2012:5), the term skills suggest manual dexterity and physical accomplishment; they refer to simple techniques or complex intellectual operations. Lecturers’ skills in the context of this study refer to abilities and capabilities used by TVET lecturers to train students and develop specific students’ competencies. Thus technical skills, teaching skills, motivating skills, communication skills, writing skills and lesson delivery skills constitute the multiple skills required by lecturers in the TVET sector. These skills, according to Rooth et al (2012:39), are developed through experience, practice and training, referred to as ‘skills development’ in this study.
1.9.3 Skills development

The concept of skills development is directly linked to human resource development and can be traced from Leonard Nadler who first introduced it in 1969 at the Annual Conference of the American Society for Training and Development (ASTD) (Yorks, 2005:5). A year later he defined it as “organised learning experiences in a definite time period [aimed] at increasing the possibility of improving job performance growth” (Yorks, 2005:6). Skills development, sometimes called skills training and development, in the view of Wexley and Latham (2002:2) refer to planned efforts by management to facilitate learning of job-related behaviour on the part of employees. This implies that the skills development theory and research is closely related to the literature on learning (Yorks, 2005:131). “While learning has to do with acquiring knowledge, competencies, and knowing how to apply them, development implies growth and progression in one’s capacity for learning” (Yorks, 2005:131). This implies that skills development is further than learning since it is done by mature adults in a bid to enhance their performance. Since the mature adults in this study are TVET lecturers, the skills development concept is preferred in this study.

Skills development, in the context of this study, is the continuous learning process, training, mentoring or coaching done on lecturers so as to enhance their performance capacities. Skills developments for lecturers enhance the quality of education needed in the workplace (Skills development Act, 31 of 2003). Adams (2011:2) argues that skills development is more difficult to monitor since it involves a diverse provider community and it is difficult to measure the skills attainment in relation to quantity and quality. It can be reasoned that skills development, if not focused, can be difficult to measure, hence the focus of this study on TVET lecturers’ teaching skills development.

1.9.4 Technical Vocational Education and Training

Vocational education and training (VET) according to Van Kansram (2015:1) refers to education or training done in schools or colleges and trains people for a particular trade. This kind of training or development is inclined to skills and expertise related to technology (Van Kansram, 2015:1). Although, VET started way back in history, it rose during the feudal society, due to a massive diversity and specialisation of crafts (Saiushev, 2015:1). During capitalism, heavy machines also contributed to VET since workers needed to be trained in special fields and technologies (Saiushev, 2015:1). VET, only became
independent in the 19th century in the European capitalist countries; and similarly in Russia and USA, it became independent only after World War 1 (1914-18) when skilled workers from Europe became scarce (Saiushev, 2015:1).

Technical Vocational Education and Training (TVET), is simply an extension of the VET education and it involves again the study of skills, attitudes and knowledge related to occupations in various economic sectors (Norton, 2015:1). It is rather broad in nature and relevant to the world of work. In the USA, as it is in South Africa, they used the term VET before changing it to Further Education and Training (FET); which was later changed to TVET in the recent times (Norton, 2015:1). As indicated before, in the introduction and background, South Africa, after 1994, merged all the vocational education and training colleges to 52 TVET Colleges. Over and above, (Norton, 2015:1) argues that the TVET Colleges offers learning to students and make them more productive, in both economic and social aspects. In addition, the TVET also helps workers already in the field by furthering their skills and expertise through part-time courses.

In relation to this study, the focus of this research is on lecturers’ skills development management since the lecturers’ skills in TVET Colleges determines the output of technical skills, expertise and knowledge of TVET students in South Africa. Henceforth, this research assesses the skills development management for lecturers in TVET Colleges in North West province, a move aimed at improving the skills development management processes for TVET lecturers.

1.10 CHAPTER OUTLINE

The study is divided into five chapters as follows:

Chapter one: Orientation to the study

The first chapter of this research presents an overview or orientation of this research. It is an introductory chapter with a background to the study, a problem statement, problem questions and research objectives, a description of the researcher’s role, how this research contributes to the body of knowledge, including the delimitations and definition of concepts used in this research.
Chapter two: Literature review

Chapter two presents the literature review and the theoretical framework underpinning this study. The *HUMAN CAPITAL THEORY* is explained first followed by a critical literature review on the nature and scope of skills development management in TVET Colleges in South Africa; the necessary teaching skills for lecturers in TVET Colleges in South Africa; the management processes used for lecturers’ skills development in TVET Colleges in South Africa; the management challenges which affect lecturers’ skills development in TVET Colleges in South Africa and the management strategies that could be used to improve lecturers’ skills in TVET Colleges in South Africa.

Chapter three: Research design and methodology

Chapter three outlines the research design, approach, methodologies, instruments, sample and sampling procedures used in this research.

Chapter four: Data presentation and discussion of findings

Chapter four presents the empirical findings obtained in this research. All the quantitative and qualitative findings are summarised and presented in a clear and comprehensive manner.

Chapter five: Summary, findings, recommendations and conclusion

The last chapter, which is Chapter five, gives a summary of this research and presents all the merged findings obtained in this study. It provides recommendations as well as concluding the research.

1.10 CONCLUSION

This chapter presented the orientation of the study on the Management of TVET lecturers’ skills development in North West province in South Africa. In the introductory part, the background of the problem under study was discussed. A problem statement, together with aims and questions, were highlighted. A brief description was offered on how the literature study is conducted. Furthermore, in the last segments of this chapter, an estimation of the contribution of this research, delimitations and the chapter outline was elaborated and presented.
The next chapter outlines the theoretical framework underpinning this study as well as the literature review.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter outlines the theoretical framework and engages in a literature review which underpins this study. In the theoretical framework, the Human Capital Theory (HCT), as the basis for this study, is explained in detail. The origin of this theory, its assumptions and how it relates to this study as well as the rationale for using this theory are explained. This review is aimed at unpacking the following themes:

- The nature of skills development management in TVET Colleges in South Africa,
- The pre-requisite teaching skills for lecturers in TVET Colleges in South Africa,
- The management processes used for lecturers’ skills development in TVET Colleges in South Africa,
- Management challenges which affect lecturers’ skills development in TVET Colleges in South Africa, and the
- Management strategies that could be used to improve lecturers’ skills in TVET Colleges in South Africa.

2.2 THEORETICAL FRAMEWORK (HUMAN CAPITAL THEORY)

The management of lecturers’ skills development in TVET Colleges in South Africa is underpinned by the human capital theory. HUMAN CAPITAL THEORY (HCT) originated approximately half a century ago under the leadership of Jacob Mincer, Theodore Schultz and Gary Becker (Verkhohlyad, 2008:5). The theory assumes that an investment in people increases the production in organizations and institutions (Van Loo & Rocco in Van der Vyver, Van der Westhuizen & Meyer, 2013:378). Many authors (Nafukho, Hairston & Brooks, 2004; Graf, 2006) as cited in Van der Vyver et al (2013:378) agree that an investment in people is directly linked to an employee’s training and is pivotal to optimum performance of the employee.

According to Van der Vyver et al (2013:378) the HCT is embraced in two dissimilar approaches. In the first approach, the acquired knowledge and skills of a person, and not the
person as such, are valued as capital (Van der Vyver et al, 2013:378). Supporters of this approach regard people in organisations as valuable because of their potential for economic productivity through their acquired knowledge and skills. People therefore, are regarded as assets or capital to an organisation, by virtue of their skills, knowledge and capabilities. In the second approach, Baptiste in Van der Vyver et al (2013:378) emphasizes that the person himself is regarded as valuable and is seen as a form of “capital” to an organisation. This research acknowledges both the skills acquired by an individual and the person himself as valuable assets necessary for the individual and the organisation’s development and incorporates the logic of both world views presented in the two HCT approaches.

The question which can be asked is; what is the thin line between the word ‘skills’ and ‘human capital’? On one hand, skills, according to Bontis and Serenko (2009:53) represent the competencies, tacit experiences and overall knowledge-base of individuals in an organisation. On the other hand, a leading internet and media company (IAC) in the United States of America– Investopedia, (2014:1), mentions that human capital is a measure of the economic value of an employee’s skills set. This implies that skills and human capital are more or less the same and therefore at times are used interchangeably.

With specific reference to this study, the word skill is preferred. Henceforth, lecturers’ skills in the TVET sector are regarded as valuable assets that enhance educational developments in South Africa. The knowledge, skills, abilities and capabilities of TVET lecturers critically affect the performance of students in the TVET. The assumptions of the human capital theory mentioned above chime well with study. Lecturers’ skills form part of the human capital in the TVET sector in South Africa. Qualities, abilities, capabilities, attitudes and experiences among lecturers in the TVET fraternity, if natured well, can help to resuscitate the ills being experienced in this sector. It is through investing in lecturers’ skills and effective skills development management that this goal could be achieved.

From this perspective, managers in TVET Colleges need to value lecturers’ inputs since their contributions enhance students’ performance, academic excellence and contribute to the development of the nation. Not only do managers need to value lecturers’ inputs, but they should identify skills gaps among lecturers and take initiatives to close these gaps through educating, training and developing lecturers for optimum performance. In that respect, managers should formulate skills development programmes aimed at developing lecturers’ skills, implement and evaluate those programmes. Through evaluating,
identifying gaps, developing and managing lecturers’ skills the TVET sector could produce desirable results and this could help solve the country’s skills problem.

2.3 THE NATURE OF SKILLS DEVELOPMENT MANAGEMENT IN TVET COLLEGES IN SOUTH AFRICA

In order to fully understand the nature of skills development management in the South African context, this discussion sets off with a brief description of the concept “skills development management” by different authors globally. This is done in order to outline the meaning of skills development management and how it underpins this study. Following this is a discussion of the forces leading to skills development management in South Africa and these are discussed under the sub-heading “footprints towards skills development management.” A brief description of the effect of skills development management in TVET Colleges follows immediately afterwards. Lastly, the management policies and practices which promote lecturers’ skills development in South Africa are described in detail.

2.3.1 Skills development management

Different authors globally describe the concept of skills development management in diverse ways. For instance, Erasmus and Van Dyk (2003:1) describe the skills development management as the process of training management, while Meyer (2007:1) refers it to managing human resource development. In India, the National Skills Development Agency (NSDA) (2013) perceives skills development management as creating a workforce that is empowered with the necessary developed skills, knowledge and internationally recognized qualifications to gain access to decent employment as well as ensuring competitiveness in the dynamic global market. For authors such as Yorks (2005) and Noe (2010), skills development management is strategic human resource development and employee training and development respectively. Other authors, for example, Mgijima (2014:359) and Hart (2012:55) prefer to use professional development management in place of skills development management.

Although this concept is described through different terminologies, its theme and scope is similar. All descriptions and definitions indicated above share the common word development -meaning skills development management entails employee’s skills development initiatives by managers. In this study the word ‘employee’ is substituted by the word ‘lecturers’ for precision and focus. In addition, the skills development
management concept is preferred and is utilised in this study because it focuses mainly on skills necessary for lecturers *inter alia* teaching skills, and how these skills are managed in TVET Colleges in North West province.

In the South African context, skills development management is intertwined with education, training, development, legislative acts, levies and strategies (Moore, 2013:1). In the view of Dr. Blade Nzimande, the Member of Parliament and Minister of Higher Education and Training in South Africa, skills development management entails achieving the vision of high economic growth and addressing the social challenges of poverty and inequality through investing in education and training in order to have a capable workforce. Moore (2013:1) concedes that skills development management is the intended output of education and training and is intended to bolster national and economic growth. Thus, skills development management, in this study, can be synthesized as the process of managing continuous learning, education and training developments for lecturers in TVET Colleges in South Africa.

The necessity of skills development management in TVET Colleges in South Africa cannot be under-estimated. Mgijima (2014:359) postulates that skills development management for TVET lecturers is crucial since they are responsible for the teaching of the National Certificate and Vocational (NCV) Programmes in TVET Colleges. Mgijima reiterates that poor throughput rates, high dropout rates, low progression and completion rates among students doing NCV is a symptom of poor teaching and learning stemming from ineffective skills development management (Mgijima, 2014:359). Colleges, institutions and organisations should promote continued education and professional development for lecturers through sponsoring conferences, meetings and workshops for their members (Werner and De Simone, 2009:306). This implies that skills development management for TVET lecturers in South Africa is important since it has a bearing on students’ results. However, as mentioned earlier in the introduction, no research about skills development management has been done so far in North West province in South Africa, hence this study.

More so, Xaba and Ngubane (2010:1) emphasize that proper management of educational resources is pivotal to educational teaching endeavours of any technical and vocational institution. One important resource in the education system is the human resources who are lecturers in this study. Educational managers therefore should manage and fruitfully utilise
lecturers since this enables TVET Colleges to accomplish the desired educational goals and fulfil constitutional mandates.

2.3.2 Footprints towards skills development management in South Africa

The post-apartheid structural reorganisation of TVET colleges from 150 separate colleges into composite 52 units provided an important starting point towards skills development management in South Africa (Akooje, 2008:122). Various forces led to the realisation that lecturers’ skills need to be developed. Among these forces is the learner enrolment which increased from 76 000 in 1991 to an estimated 406 000 by 2002 (Akooje, 2008:122). Again in the view of Akooje (2008:122) the predominant white learner composition declined from 67% to 16% as the African students rose from 22% to 74%. Since then, the need to develop lecturers in the TVET sector was realised from all stakeholders in the vocational training and education system in South Africa.

A major footprint that has been realised so far is the South African government’s initiative towards lecturers’ skills development management. For Meyer (2012:4) it is for the first time in South African history that the national human resource development strategy is being driven by the government. In its human resource development initiative, the government enacted the training legislation as well as the Education, Training and Development (ETD) practices nationwide (Meyer, 2012:4). These practices were designed as efforts by the South African government towards realising the importance of managing skills development for lecturers in the TVET context.

The move towards lecturers’ skills development management in the TVET Colleges in South Africa is directly linked to local and international drives. In the view of Werner and De Simone (2009:5) forces within the local and international contexts require employees to be knowledgeable and skilled in order for them to be competitive in the new world order. There is a new trend in the global workplace and learning fields. Most companies and institutions around the world are spending a lot of money in skills development management. According to Meyer (2002:2) this trend is driven by information explosion, the changing nature of the work and business, as well as the changing learner needs and aspirations. The nature of skills development management is also fast changing globally. Issues such as globalization, strategic human resource development, management development, performance management, proactive need identification, training design, and evaluation of training and learning organisations are some of the determinants influencing
these changes in skills development management the world over (Meyer, 2002:2). South African organisations and institutions, in the view of Meyer (2002:2), need to internalize these trends for them to compete globally.

2.3.3 Effects of skills development management

Various authors and researchers in South Africa argue that skills development management enhances skills for TVET College lecturers and in turn boosts performance (Akooje, 2008; Jacobs and De Wet, 2013; Mgijima, 2014). To understand the relationship between skills development management and lecturers’ performance, it is easier first to separate the two terms. Through defining, explaining and analysing the individual terms, a better understanding of these terms emerges. In that respect skills development management is re-defined and explained first. Secondly, performance is elaborated and clarified. Thirdly, the two terms are linked together so as to outline the relationship between these terms.

Firstly, skills development management refers to planning, leading, organizing and controlling practical competencies or expertise, and entails the ability to apply theoretical knowledge to particular practical situations (Rooth, et al., 2012:39). In the view of Bloomer and McIroy (2012:5), the management of skills suggests manual dexterity and physical accomplishment; they refer to simple techniques or complex intellectual operations. Skills development management, according to Bassi (2006:4), is the productive capacity that is embedded in skills development managers and is the most important contributor to the growth in a nation’s output and standard of living.

Secondly, Diriba (2012:1) assumes that performance is the act of performing; of doing something successfully, and the ability to use knowledge in a distinguished manner rather than merely possessing knowledge. Performance, in general, comprises an event in which a group of people (the performer or performers) behave in a particular way for another group of people (Akah, 2010; Aguta, 2013). Otley in Keijzers (2010:13) argues that performance in organisations can be separated into two distinctions: organisational performance and job performance.

According to Otley in Keijzers (2010:13), the performance of organisations is dependent upon the performance of employees (job performance) and other factors such as the environment of the organisation. The distinction between organisational performance and job performance is evident: an organisation that is performing well is one that is
successfully attaining its objectives, in other words, one that is effectively implementing an appropriate strategy (Otley in Keijzers, 2010:13) and job performance is the single result of an employee’s work (Hunter in Keijzers, 2010:13). Since the main focus of this research is to identify the relationship between performance and lecturer’s skills, organisational performance lies out of the scope of this study and only job performance is interrogated.

A good job performance by an employee is necessary for the organisation since an organisation’s success is dependent upon the employee’s creativity, innovation and commitment (Ramall in Keijzers, 2010:13). Griffin in Keijzers (2010:13) insists that good job performance and productivity are also important in stabilising the economy by means of improved living standards, higher wages and an increase in goods available for consumption. Therefore, according to Griffin in Keijzers (2010:13), research into individual employee performance is important to the organisation and the society in general.

Thirdly, the relationship between skills management and job performance is that the two terms are two different sides of a same coin. Lawler and McDermott (2003:50) acknowledge that it is difficult to manage human skills without measuring their job performance. In support of this idea, Chandra (2009:13) suggests that companies need a performance management system that can identify the capabilities of its human skills so that they can effectively staff projects, implement strategic initiatives and manage the development of their workforce. Effective job performance management system is the building block of any organisation’s human skills management system (Chandra, 2009:13; Brent, 2010). According to Chandra (2009:13), the same performance management system is also used in decisions regarding performance based pay, employee development (by giving feedback on strengths and weaknesses) and training and development efforts of the company.

From this discussion, it is evident that skills and performance are intertwined and as a result influence one another; meaning skills enhance the performance of TVET lecturers. The TVET sector requires the services of qualified and skilled lecturers for optimum performance. Equally important is the fact that skills and performance measurements are systems which work hand in glove. For managers to realise the gaps in lecturers’ skills, a performance measurement system is used. When this has been done, training, coaching, mentoring and skills programmes can then be designed and implemented.
It could be reasoned that skills development management has an influence on lecturers’ skills and enhances their job performance. Informed management practices for TVET College lecturers boost the performance of those lecturers in class. Consequently, this study examines the nature and scope of skills development management in TVET Colleges in North West province and an assessment of the management process is done to outline the challenges and to provide possible strategies to those challenges. In this respect, the researcher argues that solutions to skills development management process have a positive effect on the performance of lecturers in TVET Colleges.

2.3.4 Management policies and practices which promote lecturers’ skills development in South Africa

Meyer (2007:11) mentions that employees’ skills development management in South Africa has been seriously neglected especially in the apartheid era. However, post 1994, training legislations such as Skills Development Act, Employment Equity Act and the South African Qualifications Authority Act ensured profound changes in the skills development management plateau (Meyer, 2007:11). In conjunction with these skills development legislations, the government of South Africa has been engaged in Education Training and Development (ETD) practices for lecturers throughout the country.

2.3.4.1 Skills Development and Training Legislation

Training legislations promulgated by the government are the parameters that govern and regulate the skills development management processes in South Africa. The three main acts in this line include the Skills Development Act 97 of 1998, the Skills Development Levies Act 9 of 1999 and the South African Qualifications Authority (SAQA) Act 58 of 1995 (which regulates the National Qualifications Framework (NQF)) (Meyer, 2002:4). In addition, the Education Training and Development (ETD) practices in South Africa guide the skills development management processes in South Africa.

(a) Skills Development Act 97 of 1998

The Skills Development Act 97 of 1998, promulgated in February and September 1999 functions together with the Skills Development Levies Act 9 of 1999 (RSA, 1999) and places a legal obligation on all employers to improve the competence levels of their employees (Meyer, 2002:14). This legislation complements the formal education and links the skills development of employees to the growing economy.
The main purposes of the Skills Development Act, in the view of Meyer (2002:39), are, among others, set to:

- Improve the quality of life of workers, their prospects of work and labour mobility.
- Improve productivity in the workplace and the competitiveness of employers.
- Increase the levels of investment in education and training and to improve the return on investment on that investment.
- Encourage employers to:
  - Use the workplace as an active learning environment,
  - Provide employees with the opportunities to acquire new skills,
  - Provide new entrants to gain work experience,
  - Encourage workers to participate in learnership and other training programmes,
  - Improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education, and
  - Ensure the quality of education and training in and for the workplace.

(b) The Skills Development Levies Act 9 of 1999

The Skills Development Levies Act 9 of 1999 (RSA, 1999a) imposes a skills development levy on employers and obliges government departments to allocate a percentage of their budget to skills development (Meyer, 2002:14).

Companies and institutions benefit from the skills development and levies Act. According to Van den Barselaar (2014:1), the skills development and levies Act makes it mandatory for companies and institutions to apply for Mandatory Grant rebate of 50% after observing the following:

- Employ 50 or more employees and have submitted a Workplace Skills Plan (WSP) and Annual Training Report (ATR), which is due for submission to the relevant SETA by 30th of June each year.
- Have registered for the first time in terms of section 5 (1) of the Skills Development Act, and submitted an application for a Workplace Skills Planning Grant within six months of registration.
This implies that TVET colleges, after meeting these demands, can apply for the training and development grant necessary for lecturers’ skills development programmes. However, not all managers in TVET Colleges are aware of this policy.

(c) *South African Qualifications Authority Act 58 of 1995 (SAQA)*

The SAQA Act provides the framework for assuring the quality of and ensuring access to the education and training programmes required for the implementation of the Skills Development Strategy (Meyer, 2002:16). The SAQA, according to Meyer (2002:16), operates under the auspices of the National Qualification Framework (NQF). The NQF provides guidelines with regards “national standards” and every learner, before being awarded with a qualification, should conform to competencies outlined in the standards. All education and training providers have to ensure that their learning programmes enable learners to acquire the abilities described in the standard descriptors.

Lecturers’ skills development in TVET colleges in South Africa is therefore the mandate of the Department of Higher Education and Training and is in line with government legislations and SAQA principles indicated in this literature. In order not to create any disparities concerned with skills development management, the DHET in the Government Gazette (2009) proposed the National Policy Framework for Lecturer Qualifications and Development in TVET Colleges in South Africa. The intention was to establish “a national standard for lecturers’ qualifications and skills development paths in TVET Colleges” within the landscape of global competitive markets (Jacobs and De Wet, 2013:1). All this is embedded in the education, training and development practices done in South Africa.

(d) *Education Training and Development (ETD) practices in South Africa*

The ETD system in South Africa is integrated in the education, training and the development of employees. Meyer (2012:4) assumes that the three concepts have a major impact on skills development in South Africa.

- Education

Education is defined by Erasmus in Meyer (2002:5) as the activities directed at providing knowledge, skills, moral values and understanding required in the normal course of life. It encompasses a variety of activities all aimed at individual growth. Meyer (2012:5) believes that education is the long term process which prepares an individual in life. It is a pre-
requisite that before appointing a lecturer in TVET College managers should ascertain that the individual’s qualifications meet the prescribed minimum requirements; but in most cases some lecturers appointed do not have these minimum requirements (Meyer, 2012:5). This study acknowledges these gaps among TVET lecturers, and because education plays a crucial role for lecturers, it is expected of them to continuously gain knowledge in order to excel in their field of work.

- **Training**

Training is the other mandate of the ETD system in South Africa. Unlike education which is broader in context, training has a much narrower focus. Training is defined by Meyer (2012:5) as the transfer of specific skills to an employee so that he or she can perform a very specific job or task. This implies that training is task-orientated and focuses on specific skills aimed at improving performance. According to Meyer (2012:5) training is done after a needs analysis or after a gap has been identified in performance-related areas. In relation to the performance of TVET College lecturers in South Africa, managers should identify gaps or conduct needs analysis for lecturers and in turn train and boost lecturers’ performances.

- **Development**

Although development is much broader in perspective (Erasmus and Van Dyk cited in Meyer, 2012:5), this study is only limited to lecturers’ skills development. For this study, lecturers’ skills development therefore entails any continuous learning done by lecturers to improve and maintain high levels of performance. Examples of skills development interventions for lecturers in TVET Colleges include mentorship programmes, career development, counseling, meetings, workshops and seminars (Erasmus & Van Dyk in Meyer, 2012:5), which give opportunities to lecturers to keep abreast with the changes and trends in their fields. Through continuous skills development, lecturers in TVET colleges can compete well in the ever changing and competitive world.

### 2.4 THE NECESSARY TEACHING SKILLS FOR LECTURERS IN TVET COLLEGES IN SOUTH AFRICA

Historically, in South Africa, technical college lecturers were not required to have a specific teaching qualification to be appointed as lecturers in TVET colleges (Mgijima, 2014:359). These lecturers, in the view of Mgijima (2014:359), were mostly appointed on the basis of
their technical know-how and workplace experience. Similar happenings are observed in Sweden where individuals are not required to have a teaching qualification to be employed as vocational teachers (Fejes and Kopsen, 2012:1). This implies that most TVET College lecturers in South Africa are either under-qualified or unqualified.

There is a general consensus among researchers that it is essential for lecturers to be competent teachers. This teaching competency, according to the European Commission (2013:8), includes complex combinations of knowledge, skills, understanding, values, and attitudes leading to effective action in situations. Some researchers acknowledge that competencies may include experiences, skills, traits, values and attitudes needed for optimum functioning in a professional environment (Ancona, 2005; Jeffrey and Brunton, 2011). Others refer to competencies as “professional standards which specify the attributes, skills and knowledge and understanding that a qualified teacher is expected to reach and maintain” (Evans, 2011:853).

In relation to the TVET sector, the Policy on Professional Qualifications for TVET lecturers, as stated in the Government Gazette (2013) perceives three competencies which are mostly lacking among lecturers; and these include pedagogy, didactics and workplace experience. The lecturer’s pedagogy, in the view of Wilson (2005:223), refers to the art of teaching a child, referred to as students in this study. In addition to the art of teaching (pedagogy), Enache & Crisan (2014:523) presented a summary of skills and abilities necessary for teachers at the Fourth World Conference on Psychology and Guidance (WCPCG) in 2013. In their paper they summarised the general competencies for teaching staff and revealed that every teacher or lecturer should have the following:

- **Methodological competences**- which includes the use and application of educational concepts and theories regarding the formation or the development of knowledge capacities and psycho-pedagogical skills in educational situations.
- **Communicational and relational competences**- which entails mastering modern theories and concepts on communication; using meta-communication in optimizing relationship among teaching members; working with others; planning, leading and conducting instructive-educational process through effective communication and taking part in school-family-community-educational projects.
• Student evaluation competences- for example using modern strategies in elaborating and evaluating group or individual performances which stimulate creative learning; psycho-pedagogical behaviour; participation; creative learning and openness.

• Psycho-social competences- which includes using modern theories to develop knowledge and abilities which enable students to rapidly adjust to social changes; realise their artistic or aesthetic sense and identify the dynamics and trends of the labour market.

• Technical and technological competences- which includes the design and use of the learning aids; utilizing action schemes to master practical concepts; using computers and applying educational strategies usefully.

• Career management competences- which entails teaching behavioural self-control techniques and methods; displaying behaviours for surpassing crisis situations; displaying open-mindedness towards the changes that occur in competition, exam, contest situations; taking full responsibility of situations; evaluating and displaying a reflective behaviour towards one’s own educational processes as well as realising the innovating trends necessary for professional development.

Various researchers in South Africa acknowledge that the current profile of TVET College lecturers has numerous skills development challenges (Coetzee, Green, McBride, Singh & Verster, 2011). In the view of Verster (2011:7), the current profile and skills of TVET lecturers is “indeed a cause of concern” and has an impact on the management of skills development programmes. The VET lecturers’ current skills and challenges according to Verster (2011:7) are listed below.

Table: 2.1 Current Profiles and challenges for TVET lecturers

<table>
<thead>
<tr>
<th>Current Profile of TVET Lecturers</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified lecturers with teaching qualification</td>
<td>Current teacher qualifications (HDE, PGCE and NPDE) are inadequate to meet the requirements of public TVET Colleges- Some teachers with these qualifications do not have the vocational competency required by the sector.</td>
</tr>
<tr>
<td>Qualified Artisans (no teaching qualification or training experience)</td>
<td>Good workplace experience but lack classroom management, pedagogy and administrative skills. Not adequately qualified to teach the theory component. Inability to transfer skills and knowledge between contexts</td>
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<tr>
<td>A large number of young lecturers coming straight from Universities or Universities of Technology (no teaching qualification, little to no TVET College experience and no workplace experience)</td>
<td>Lack of professionalism (conduct, ethical issues, familiarity with students, lack of personal discipline). High turnover of staff in this area</td>
</tr>
<tr>
<td>Students who completed their N6 Report 191 qualification and/or obtained their National Diploma</td>
<td>No teaching experience, qualifications or workplace experience</td>
</tr>
<tr>
<td>People with workplace experience</td>
<td>No teaching experience or qualifications</td>
</tr>
<tr>
<td>A large number of qualified lecturers who are on the verge of retirement and who will be taking valuable institutional memory and critical knowledge and experience with them</td>
<td>Colleges have insufficient mentors to pass on cultural capital of the sector. The system does not allow for succession planning</td>
</tr>
<tr>
<td>Lecturers with an academic qualification with certain knowledge gaps within a particular subject field</td>
<td>Appropriate time for lecturer development</td>
</tr>
<tr>
<td>Lecturers inadequately qualified to deliver occupational programmes (not qualified facilitator, assessors and moderators)</td>
<td>Colleges struggle to get programme approval from SETAs Development of unit standard aligned learning and assessment material</td>
</tr>
<tr>
<td>Lecturers inadequately qualified for assessment requirements within the TVET college sector</td>
<td>Development of valid and authentic integrated assessment tasks and tools aligned to Bloom’s taxonomy of educational objectives</td>
</tr>
</tbody>
</table>

Adapted from Verster’s presentation (2011) on FET lecturer and development workshop SAPCO held at Premier Hotel O. R. Tambo, South Africa.

After presenting the above TVET lecturers’ profiles and challenges Verster (2011:8) provided the competencies of an ideal TVET lecturer which include, among other things, being:
• A qualified subject expert—with a minimum of a third year level degree and a major in pedagogy and or andragogy
• An expert in design, development and implementation of assessment tasks and tools
• Relevant workplace experience
• Sound professional and ethical foundation manifested in the registration with a professional body specific for college sector
• An entrepreneurial or innovative approach to their subject
• Ability to transfer skills and knowledge within and across Programme and Qualifications Mix (PQM) contexts
• Sound administrator
• A life-long learner
• Engaged in professional development activities (subject committee meetings, presentations, research, submission to journals and sharing of best practices)

Lecturing, as a form of teaching, in the light of the DHET (2013:13), is a specialized activity, and requires that the lecturer have access to a wide range of knowledge, in terms of depth and breadth. This includes knowledge about what needs to be taught, as well as how it can be taught and assessed in ways that effectively suit the context in which it is being taught, including accommodating the learning needs of a diverse range of students (DHET, 2013:13). More so, lecturers are central to the educational activity in institutions that offer Technical Vocational Education and Training (TVET) in South Africa and therefore should be competent enough (DHET, 2013:13). Sufficient, appropriately qualified and competent lecturers, who understand and have expertise in both the academic and work-related dimensions of TVET, are needed if the TVET programmes are to make the critical contribution expected of them (DHET, 2013:7). In this regard, lecturers need to be professionals and specialist teachers who fully understand the context in which they are working.

Mgijima (2014:359) conducted a Needs-based Professional Development research on all FET lecturers in South Africa. The study focused on assessing the training needs for FET lecturers and was jointly commissioned by the South African College Principals Organisation (SAPCO) and the ETDP SETA (Mgijima, 2014:362). Findings in this study revealed that 37% of lecturers who participated had no professional qualification and the majority of those with a professional qualification had undergraduate diplomas (Mgijima,
According to Mgijima (2014:365), most lecturers reported that they attended various “in-service training (INSET) courses regardless of their relevance to their needs” and some of these courses are:

- Assessor training
- Moderator training
- Facilitator training
- HIV and AIDS counseling
- Supervisor training
- Curriculum training
- International Computer Driver’s License (ICDL) and
- Language of Teaching and Learning (LoLT)

More so, Mgijima (2014:366) revealed that more than 50% of the lecturers need professional development in the different competency areas pronounced in the Policy on Professional Qualifications of lecturers in Technical, Vocational, Education and Training (TVET). These competency areas, in the view of Mgijima (2014:366), include the training on:

- Content knowledge of subject
- Policy and legislative context
- Student background
- Language
- Managing teaching and learning environments effectively
- Assessment
- Information and Communications Technology (ICT)
- Demands of students (diversity)
- Positive ethics and
- Reflection

Over and above, TVET lecturers should possess the necessary teaching skills. These teaching skills, in the context of this study, refer to abilities and capabilities in training and developing students’ skills. This implies that technical skills, pedagogy skills, motivating skills, planning-evaluation skills, communication skills, writing skills and lesson delivery skills constitute the multitudes of teaching skills required by lecturers in the TVET sector.
These skills according to Rooth et al (2012:39) are developed through experience, practice and training. In this regard, lecturers in the TVET sector in South Africa require specialist skills and knowledge which enable them to accomplish their mandated tasks.

Some of these essential and modern teaching skills necessary for lecturers were compiled by Van der Grift, Helms-Lorence and Maulana (2014:6) in their article teaching skills of student teachers and they include the following:

- Instructional skills
- Organizational skills
- Class management skills
- Activating or motivational skills
- Student diversity management skills and
- Teaching and learning skills.

The above discussion concerning skills necessary for TVET lecturers shows that skills or competences are more or less identical. The competences indicated by Mgijima (2014) and the teaching skills echoed by Van der Grift et al (2014) are more or less related. For instance, the content knowledge of subject stated by Mgijima (2014) is similar to instructional skills offered by Van der Grift et al (2014). Managing teaching and learning environment is synonymous to organisational skills or class management skills while demands on students diversity is the same as student diversity management. More so, understanding the student background, language, assessment and positive ethics is similar to teaching and learning skills. In summary therefore, an effective TVET lecturer besides having the necessary school and post qualifications, must possess the above stated teaching competences or teaching skills if ever they are to become a competent and qualified lecturers.

2.5 THE MANAGEMENT OF LECTURERS’ SKILLS DEVELOPMENT PROCESS IN TVET COLLEGES

Section 16A part 1 and 2 of the South African Schools Act No. 84 of 1996 (as amended) (Republic of South Africa, 1996) make it mandatory and the responsibility of principals of all public schools and colleges to effectively manage available resources. The principals in this respect should properly manage all resources such as lecturers’ skills. This implies that
managers should plan, lead, organise and control the development of lecturers’ skills within the TVET contexts.

Xaba and Ngubane (2010:1) emphasise that proper management of educational resources is pivotal to educational teaching endeavours of any vocational and training institution. According to Brown (2012:1) management is the efficient and effective achievement of objectives using available resources or skills. In this respect if managers and educators are able to cope in educating and training students and producing good results, it will enable most TVET Colleges to accomplish their aspirations as well as their desired educational goals and mandates.

Managing implies an ability to cope with tasks and mandates. The coping of managers can only be evaluated and analysed through the management process. According to Hardley (2005:91) management as a process involves getting people together to reach required goals using available resources. Management is a system; it focuses on planning, organising, staffing, directing, and controlling skills development processes.

Kirsten (2012: 6) defines management as the process of planning, leading, controlling, and organising employees within the organisation in order to achieve organisational objectives. Krul (2013:2) argues that it is important for managers in any organisation to understand how to deal with people within their organisations. This implies that skills development management is the process of identifying and aligning human skills to the objectives of an organisation.

Skills development management in the view of Brown (2012:12) entails the identification of the job requirements, hiring of the right employees and the continuous support given to employees. Kirsten (2012:4) assumes that some of the key functions of managers in skills development management are to assist top management with skills development planning, human skills provisioning and human skills maintenance. This suggests that skills development management is the duty done by managers in planning, leading, organising and controlling employees’ skills developments. This is the view adopted for this study for TVET lecturers.

2.5.1 Planning skills development

Planning skills development process is one of the management aspects of training and it entails determining the training needs at organisational, task and personal level (Erasmus &
Van Dyk, 2003:61). Skills development planning according to Kirsten (2012:6) is the process of deciding, estimating and determining the correct amount of employees possessing the correct type of skills that are needed in the organisation. It is a strategic planning process aimed at achieving the short and long term goals of the organisation. Other authors refer to the same skills development planning as strategic positioning process, while recent authors regard it as the *Blue Ocean* strategy (Jeston & Nelis, 2008:5).

In the South African context the Skills Development Levies Act of 1999 (South Africa, 1999) acknowledges that managers in South Africa should develop a Workplace Skills Plan (WSP) instead. In the view of Van der Westhuizen and Wessels (2011:331) the WSP is the strategic training and development planning that is developed by managers. It is a systematic process which constitutes, among other things, proper workplace planning, job analysis, skills auditing, prioritisation, designing skills programmes, implementing, monitoring and evaluating the WSP (Van der Westhuizen & Wessels, 2011:331).

Reasons for skills development planning, in the view of Kirsten (2012:59), are to:

- Ensure enterprise productivity because qualified employees ensure productivity.
- Facilitate changes in markets, competitors, technology, products and government regulations.
- Complement national economy: the combined efficiencies nationwide ultimately lead to the efficiency of the national economy. This is reflected in the high standard of living for all employees.
- Having labour available for the future: Employees can unexpectedly resign or an unexpected death can occur. The enterprise should have a contingency plan in place for these situations. Employees need to be trained and developed in advance to fill vacancies that may arise.

The skills development planning process is initiated by determining the skills development needs at organisational, task and individual levels (Erasmus & Van Dyk, 2003:61). It is followed by analysing tasks and formulating training objectives for a selected skills development programme (Erasmus & Van Dyk, 2003:61). All managers dealing with skills development management should therefore plan if ever the skills development management process is to become successful. After the planning process, the organisation or
implementation of the planned skills development programmes or processes should follow suit.

2.5.2 Organising skills development programmes

In organising a skills development programme, managers utilise the selected plans to implement the stated objectives by means of departmentalisation, specialisation and coordination (Erasmus & Van Dyk, 2003:61). In the view of Erasmus and Van Dyk (2003:62), all skills development activities must be identified and executed. Some of these organising tasks, according to Erasmus and Van Dyk (2003:62), include selecting a suitable training strategy, selecting and setting training aids and facilities, identifying the correct target group, selecting instructors, compiling programme content, arranging accommodation and doing other administrative duties such as making payments for the training programme. In order to fully this process, managers should utilise their leadership skills and guide the skills development process.

2.5.3 Leading and guiding skills development

Managers should lead and guide the skills development process if ever it is to be successful. This leading and guiding is described by Erasmus and Van Dyk (2003:62) as a process of motivating employees, guiding them and giving them the necessary support “so that they may achieve voluntarily set study objectives.” This principle of motivating employees is underpinned by motivational theories of Maslow and Herzberg and managers should understand and utilise them during skills development processes (Erasmus & Van Dyk, 2003:62). Besides, leading and guiding the skills development process, managers should also control the process.

2.5.4 Controlling skills development programmes

The control of skills development programmes is the duty done by managers in ensuring that the programmes are designed and executed to meet set objectives. In the view of Erasmus and Van Dyk (2003:63) controlling skills development entails determining whether the planned, organised and guided efforts conform to set objectives. Thus controlling skills development programmes by managers ensures that the skills programmes do not deviate from the plan. Erasmus and Van Dyk (2003:63) insist that controlling should be a continuous process and its emphasis should be based on evaluating the system as a whole, measuring the learning process and achieving organisational objectives. Therefore,
managers should always evaluate skills development programmes and make changes when necessary.

In reference to this study, similar duties described above are expected for the management of lecturers’ skills development processes in South Africa. Thus managers in TVET Colleges in North West province are expected to make additional inputs with regard to their conduct in skills development management. Therefore, the skills development process should be planned, implemented, guided and controlled by the respective managers.

2.6 MANAGEMENT CHALLENGES AFFECTING LECTURERS’ SKILLS DEVELOPMENT IN SOUTH AFRICA

Skills development management in South Africa is sandwiched between numerous challenges particularly in this 21st century. Some of these challenges as noted by Werner and De Simone (2009:22) include the increasing workforce diversity, competing in the global economy, eliminating the skills gap, the need for lifelong learning, facilitating organizational learning and unsatisfactory educational outcomes.

2.6.1 Increasing workforce diversity

Inequities and disparities among ethnic and racial groups is a cause for concern in as far as skills development management is concerned. In the view of Werner and De Simone (2009:22) most institutions are composed of a diverse workforce that cuts across racial, gender and ethnic lines. This is propelled by the rising need within institutions for skills and technical expertise irrespective of racial, gender and ethnic differences (Warner & Joynt, 2003:9). Firstly, these differences bring with them prejudices, cultural insensitivity and language differences and according to Werner & De Simone (2009:22) it is the duty and responsibility of organizations to address these first. Secondly, women are rapidly increasing in the workforce main stream and hence skills development opportunities should be provided to help prepare women for senior positions (Werner & De Simone, 2009:22). Thirdly, the aging workforce provides insights for managers to include younger workers in skills development programmes.

Managers in this respect should take note of these differences among workers and design programmes which cater for these differences. Adams (2011:2) argues that skills development is more difficult to monitor since it involves a diverse community and it is difficult to measure the skills attainment in relation to quantity and quality. In South
Africa, the black majority was marginalized in the apartheid regime and therefore they lack the necessary skills to compete in this technological and advanced age. Managers should consider this predicament and give priority to this group of workers. More so, women particularly in Africa have been disadvantaged due to cultural dictates and lack the necessary skills to enable them to be promoted into senior or managerial positions. It is again a challenge for managers and they need to consider the plight of women when training and developing workers.

2.6.2 Competing in the global economy

Increasing competition, technological and technical demands require educating and training workers to meet with new challenges hence, according to Werner and De Simone (2009:23), managers should keep abreast with these changes and educate and train workers accordingly. In addition to training and re-training workers, Werner and De Simone (2009:23) insist that managers should hire workers who are knowledgeable, competent and culturally sensitive to better communicate and do business with various people and cultures in the global and sophisticated market.

So many changes have been recorded in this 21st century in as far as technological changes are concerned (Erasmus & Van Dyk, 2003:13). In the view of Erasmus and Van Dyk (2003:13) technology has enabled people across the world to see further, drive faster, hear better and communicate over greater distances; something almost impossible a few years back. Technological developments, according to Bothma in Erasmus and Van Dyk (2003:13), are attributed to microchips, computers, networks, satellites, telecommunications, cellular technologies, the internet, nanotechnology, biotech and many others. These changes in technology require that new entrants be trained and technological change in itself necessitates continuous training of employees.

“Generally speaking, South Africa has sufficient unskilled labour, energy and material resources at its disposal, while there is a shortage of capital, trained workers and technology” (Erasmus & Van Dyk, 2003:13). In relation to this study, TVET lecturers therefore require continuous training and development in as far as technological expertise is concerned since it helps them to be abreast with the new technological changes. This implies that managers are challenged to train workers in areas related to technological developments. This idea is reinforced by Steyn in Van der Westhuizen (2013:22) when he says that technological developments connect organizations and people worldwide.
2.6.3 Eliminating the skills gap

The biggest challenge being faced by managers is a workforce without basic skills such as computation and writing skills (Werner & De Simone, 2009:23). These workers, according to Werner and De Simone (2009:23), find it difficult to operate new equipment or to manipulate computer-controlled machines since they cannot read manuals nor have basic arithmetic. Thus the biggest challenge with managers is to close this gap through identifying those employees with basic skills deficiencies and finding ways to train them.

2.6.4 The need for lifelong learning

Various changes in the work environment have led to the development of a lifelong learning process (Werner & De Simone, 2009:23). The lifelong learning process embraces the learning paradigm as opposed to the traditional education and training linked to the instruction paradigm (Van der Westhuizen & Wessels, 2011:323). The purpose of learning, according to this paradigm, is to elicit learner discovery, construct knowledge, and create powerful learning environments and to improve the quality of learning. In this regard, managers are challenged to invest in ongoing skills development programmes for employees (Werner & De Simone, 2009:24).

2.6.5 Facilitating Organisational Learning

Most managers find it challenging to conduct on-job-training (OJT) at the workstation, for example, coaching, counseling or training (Werner & De Simone, 2009:167). In the view of Erasmus and Van Dyk (2003:223), this is mainly because managers do not develop themselves and as a result face difficulties, particularly in this modern society where knowledge is always changing. More so, management failures recorded in the past were attributed to “lack of awareness that management goal posts are always changing” (Erasmus & Van Dyk, 2003:223). This lack of awareness and development among managers contribute to difficulties among managers in facilitating organizational learning.

2.6.6 Ineffective education outcomes

The historical equity imperatives clouded by poor education access, poor skills, low standing in international social development measures, pose a challenge for skills development management (Akooje, 2008:122). This is reflected in the poor and ineffective education outcomes which affect developmental challenges including employment,
corruption and structural economic inconsistencies (resource intensiveness and poor service delivery by public entities).

This debate does not overrule the idea that lecturers in the TVET sector need training and development. Papier (2011:108) emphasize that lecturers in TVET colleges need triple competencies: subject specific knowledge, pedagogical knowledge and workplace knowledge and experience. Managers need to be aware that skills development, particularly for lecturers, is essential and is not a short term strategy but a long term one which requires commitment and dedication on the part of management. In the context of this study, skills development initiatives encompass the training, mentoring or coaching done to TVET College lecturers in order to enhance their skills and knowledge capacities. This development ensures the quality of education and training in and for the workplace (Skills development Act (31) of 2003).

2.6.7 HIV and AIDS

South Africa has one of the highest *per capita*, HIV prevalence in the world and deaths attributed to AIDS-related diseases increased from about 9% in 1995/1996 to about 40% by 2000/2001 (Erasmus & Van Dyk, 2003:13). This prevalence, according to Van Aardt in Erasmus and Van Dyk (2003:13), will reduce the 2015 projected population from 60 million to 50 million. In the view of George, Surgey and Gow in Erasmus and van Dyk (2003:109), an investment in skills development in South Africa is tragically eroded by the prevalence of the HIV and AIDS pandemic. Erasmus *et al* (2003:14) argue that HIV/AIDS impacts on skills availability and skills shortages in South Africa. In this respect, managers are challenged to adopt a policy on HIV/AIDS, conduct training sessions related to HIV/AIDS and monitor the trends (Erasmus & Van Dyk, 2003:15).

2.7 STRATEGIES FOR IMPROVING THE MANAGEMENT OF LECTURERS’ SKILLS DEVELOPMENT IN SOUTH AFRICA

The world today is now called the world of information due to major changes and developments in the information and computer technology environment. These drastic changes and developments have forced the world to adjust towards sharing technological advancements through the globalization process (Meyer, 2001:68). As a result, the globalization process now calls for employees’ continuous development and training. Senge (in Meyer, 2001:68), affirms that organisations need to learn to compete from the inside out.
by increasing their capacity to adapt to change. The same applies to lecturers in the TVET sector in South Africa, who cannot in this era, be sidelined in skills development. Therefore, the management of TVET lecturers in South Africa should conform to current trends linked to the global skills development process. A major focus in accomplishing this initiative is to formulate strategic interventions with regards lecturers’ skills development. The questions which can be asked along these lines are:

- What is strategic management?
- How can skills development be managed from the strategic point of view?

Skills development for lecturers in the TVET sector, from a strategic point of view, is therefore discussed under the backdrop of these questions.

### 2.7.1 What is strategic skills development management?

The word strategy is mostly used in the business world. According to Nel (2009:35), a strategy is a description of where you want to be or your future. In the same vein as Nel; Thompson and Martin (2005:3) state that a strategy is a means to an end. Folscher and Chonco (2006:42) describe strategies as broad plans which take advantage of the opportunities provided in the operating environment. This implies that a strategy is an action done to achieve the desired goals and ambitions of an organisation. Strategic management can be defined as the process whereby all the organisational functions and resources are inclined towards the implementation of long term objectives of the organisation as well as to gain competitive advantage through adding value for the stakeholders (Ehlers & Lazenby, 2007:2). Drucker cited in Nel (2005:35) argue that strategic management is “not a box of tricks or a bundle of techniques.” It is analytical thinking and commitment of resources in action (Nel, 2005:35). Thus, strategic management combines the actions and activities done by managers in order to fulfill the short-term and long term objectives of the organisation. In relation to skills development management, strategic skills development management in the TVET sector therefore entails all the actions performed by managers in their bid towards achieving the skills development mandates and objectives.
2.7.2 How can lecturers’ skills development be managed from the strategic point of view?

The most important thing about strategic skills development management is that it is a process that is invariably action orientated. The skills development process is described by Yorks (2005:28) as consisting of three levels: the strategic level, the tactical level and the operational level. The strategic level involves identifying the strategic pattern, while the tactical level entails learning from experience and the operational level dealing with skills development and operational improvements (Yorks, 2005:28). In the view of Ehlers and Lazenby (2007:5), it is important to note that the skills development process is directly linked to the aspirations of the institution. The action in strategic skills development management commences by analysing the direction and environmental status of the organisation (Ehlers & Lazenby, 2007:5). It is followed by formulating the strategy itself, implementing and evaluating it.

2.7.2.1 Organisational direction and environmental analysis

Various researchers acknowledge that every organization should have a vision and mission statement to guide it into the future (Meyer, 2001, Ehlers & Lazenby, 2007 and Nel, 2009:36). Ehlers and Lazenby (2007:5) submit that the vision and mission statement of an organization give direction and focus the employees and managers on how and why they are in business. For Nel (2009:36), the vision outlines the picture and direction of where the company is going. The importance of having visions, missions, policies and procedures include individuals and teams being kept measurably accountable for effective completion of their assignments and tasks (Meyer, 2001:73).

Skills development for lecturers in the TVET sector is guided by numerous policies and procedures promulgated by the Department of Education. The supporting documents of skills development and training are in the Further Education and Training (FET) White paper 4 of 1998 and the FET Act 97 of 1998 (Hoppers, Mokgatle, Maluleke, Zuma, Hlope, Lombard, Lolwana & Makhene, 2000:14). These policies are directly linked to education and training provision legislations which include the Skills Development Act 98 of 1998, the National Qualifications Framework (NQF), the South African Qualifications Authority (SAQA) and National Skills Development Strategies I, II and III.
Skills development managers in the TVET community can therefore formulate strategies in line with the missions, visions, policies, legislations and procedures mentioned above. These documents give direction and focus to managers and employees concerning their roles and responsibilities with specific regard to skills development and training (Ehlers & Lazenby, 2007:5). As a result of these documents, managers can formulate skills development strategies in line with their shortfalls.

Before managers formulate the skills development strategies they must first analyse and evaluate both the internal and external environments (Ancona, 2005). According to Ehlers and Lazenby (2007:5) the main reason for analyzing the internal and external environments is to determine the strengths, weaknesses, opportunities and threats (SWOT analysis) posed by these environments. Nel (2009:36) postulates that the SWOT analysis provide information on synergies and processes for improvement, the competitiveness of partners in business and the measurement of product and services. The SWOT analysis strategy can help human resource managers in TVET colleges to identify areas that are lacking in as far as lecturers’ skills development is concerned.

Managers, through an internal environmental analysis can do surveys to identify the critical skills that need to be developed (Nel, 2009:36). The most limiting factor realised by managers in TVET Colleges is that they resort all the training and development procedures to the Department of Higher Education and training (DHET). Needless to say, managers are at the grassroots and they know the areas which are lacking, therefore, it is their duty and responsibility to identify the gaps and inform the DHET about their needs assessments and in turn seek for financial support if ever needed.

The external environmental analysis is of utmost importance to all managers and policy makers concerned with skills development. Besides helping with the identification of skills gaps, it helps again in assessing the current trends and achievements in the global society (Nel, 2009:37). Because South Africa is not an island in itself, it is essential that skills developmental analysis and comparisons for TVET College lecturers are done and evaluated in both regional and international platforms. After the analysis, the strategy formulation then follow suit.
2.7.2.2 Strategy formulation

After managers ascertain the direction of the institution as well as doing the SWOT analysis together with an environmental analysis, the second stage is to develop short or long term objectives which are more quantifiable than the mission statements developed in the previous stage (Ehlers & Lazenby, 2007:4). Lowen in Nel (2009:37) maintains that strategy formulation is the setting of objectives indicating what you are going to do to achieve it. In relation to skills development in the TVET sector, managers then formulate skills development objectives for lecturers. When this has been done the strategy implementation process is the acceded.

2.7.2.3 Strategy implementation

As mentioned previously, strategy management is unique in that it incorporates action. The action is therefore referred to as the implementation process. This implies that after setting the objectives action steps and clarification of duties and roles are done and implemented. To achieve this Nel (2009:37) points out that action steps specify who is going to do what and by when. It is advisable that managers should note that certain (driving forces) are available to successfully achieve the objectives and missions (Ehlers & Lazenby, 2007:7). These driving forces include leadership, culture, reward systems, organizational structures and allocation of resources (Ehlers & Lazenby, 2007:7). In relation to TVET skills development, lecturers are then trained, as managers facilitate the skills development process through making bookings and paying for skills programmes.

2.7.2.4 Strategy evaluation

Strategic evaluation according to Pawson and Tilley in Zara (2005:407) springs from the age-old desire or compulsion to “understand and improve our lot”. This principle propels managers to want to measure the effectiveness of a programme, for example, the skills development programme. The strategic evaluation process in the view of Wexley and Latham (2002:127) is the actual assessment for the effectiveness of a programme. Meyer (2002:3) acknowledges that an evaluation is important since it emphasizes on the feasibility analysis, cost and benefit analysis as well as evaluating the return on skills development investment. In the context of this study, managers therefore, need to evaluate the skills development programmes with the desire to make improvements where necessary.
The effectiveness of a training programme can be evaluated by either using *Kirkpatrick’s taxonomy of measures* which are reaction, learning, behavioural and results or the *utility analysis* (Wexley & Latham, 2002:127). The reaction criteria in the Kirkpatrick’s taxonomy of measures,

… Measure how well the participants liked the programme, including its content, the trainer, methods used, and the surroundings in which the training took place.

The learning criteria assess the knowledge gained by the trainees, while the behavioural criteria examines the trainee’s overt behaviour in relation to the knowledge gained (Wexley & Latham, 2002:135). The results criteria and the utility analysis in the view of Wexley and Latham (2002:141) focuses much on the cost related results, for instance, a reduction in turnover, an increase in attendance, an increase in quantity and quality of units produced, an increase in sales, and a reduction in accidents. Similarly, in skills development management process, managers can utilise the Kirkpatrick’s taxonomy of measures as well as the utility analysis described above, if ever they are to realize the effectiveness of the programme, or any other strategies to be realised in this study.

### 2.8 CONCLUSION

This chapter examined the theoretical framework and the literature review underpinning this study. The theoretical framework, in the light of the human capital theory, was described from three angles which are; the history of the theory, its description and its relevance to this study. This was done in order to outline the basis for this study from a theoretical point of view. The literature reviewed in this chapter followed five main themes related to the objectives mentioned in the initial setting of this study in chapter one. The first theme reviewed the literature on the nature and scope of skills development management in TVET colleges in South Africa. This was done in order to outline the concept of skills development management, major efforts done so far, the effect of skills development management and the management policies and practices which govern skills development management. The second theme unpacked the necessary teaching skills for TVET lecturers in South Africa. In the third theme, the literature concerned with the management processes for TVET lecturers in South Africa was reviewed. The skills management challenges and strategies were discussed under the fourth and fifth themes respectively. Above all, the purpose of reviewing the literature related to this study was to
unpack the literature, summarise it, discuss it, and to identify the gaps to be filled by this study.

In the next chapter, this study examines the research design and methodology to be used in the empirical investigation process.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the theoretical framework and literature review of this study. The *Human Capital Theory* and the skills development management literature were reviewed and discussed.

This chapter focuses on the world view, research design and methodology utilised in this research. The worldview and the research design are elaborated first in order to gain an insight into the plan, assumptions and beliefs entailed in this study. Secondly, in the research design and methodology section, the plan for conducting the research, the population and sampling methods, measuring instruments, data presentation and the analysis of both quantitative and qualitative designs are explained respectively. Lastly, the trustworthiness and the ethical considerations are elaborated.

3.2 WORLDVIEW - Pragmatic

The term worldview, according to Creswell (2009:6), refers to “a basic set of beliefs that guide an action.” Some authors prefer to use the word research paradigm in place of worldview. For example, Maree (2010:47) explains that a *research paradigm* is a set of assumptions or beliefs about fundamental aspects of reality. Other writers contend that worldviews are simply *epistemologies* and *ontologies* (Lincoln & Guba, 2000). In this study a worldview is simply an agreed assumption or belief which is linked to a research design used.

The mixed methods design, used in this study, is directly linked to the *Pragmatist Worldview* or paradigm (Morgan, 2013:25), which emphasizes on what works or is efficient in a given situation. From the pragmatist view, the most important thing about knowledge is how it works in practice (Johnson and Christensen, 2008:33). The mixed methods researcher, according to Maree (2010:262), constructs knowledge about real world issues based on pragmatism, which places more emphasis on finding the answers to research questions than on the methods used. In the same vein as Morgan, Johnson and Christensen Maree (2010:263) insists that the mixed methods approach is a pragmatist approach which focuses much on “what works” in getting the research questions answered.
In this study, the mixed methods approach was mainly chosen because of the varying nature of the research questions contained in this study. For instance, there were two sets or types of questions in this study namely; descriptive questions and narrative questions. On the one hand, the descriptive questions such as; ‘what is the nature of skills development management in…?’ and ‘how is the process of skills development for lecturers managed…?’ mainly required a quantitative inquiry of descriptive figures and frequencies. On the other hand, another set of questions such as; ‘which management challenges affect lecturers’ skills development processes…?’ and What can be done to improve the management of lecturer’s skills development processes..?, required an explanatory or narrative approach, best provided in qualitative inquiry. Therefore, a mixed methods approach was found suitable for this particular study.

More so, the rationale for using the mixed methods design according to Punch (2009:290) is that:

...through this design, the researcher learns more about his or her research topic if he or she; can combine the strengths of qualitative research with the strengths of quantitative research, while compensating at the same time for the weaknesses of each method.

Morgan (2013:58) acknowledges that mixed methods research makes it possible to do things that would be more difficult or even impossible to accomplish by operating solely within either the ‘inductive-subjective context’ or the ‘deductive-objective-general packages’ entailed in qualitative or quantitative methods. Gerard (2004:1) argues that by using the qualitative and quantitative methods a greater strength can come from the appropriate combination. In the light of these advantages this researcher decided to use a mixed methods approach since it provides a concrete platform for addressing the research topic as well as the multi-faceted research questions posed in this study.

3.3 RESEARCH DESIGN

Creswell (2009:5) defines a research design as a plan or proposal to conduct a research. Similarly, Bogdan and Biklen (2007:54) describe a research design as a plan on how to proceed with the study so as to gain an understanding of some group or phenomenon in its natural setting. In the view of McMillan and Schumacher (2001:30) a research design is a procedure for conducting a study, including when, from whom, and under what conditions
the data is obtained. Mouton (2001:55) summarises that a research design, is simply a plan or blueprint on how you intend to conduct a research.

In this study, the framework for conducting the empirical investigation is embedded in the mixed methods plan or design. According to Punch (2009:288) a mixed methods research design uses both the quantitative and qualitative data in a single research. Creswell (2009:4) argues that a mixed methods design is an approach to inquiry that combines both qualitative and quantitative forms. This research combines both quantitative and qualitative approaches and procedures.

(a) Mixing of the quantitative and qualitative

Maree (2010:265) emphasises that in a mixed methods approach there are procedures related to the analysis and mixing of the quantitative and qualitative data within a study. Johnson and Christensen (2008:445) explain that the combination of quantitative and qualitative data varies from mono-method (not mixed) to partially or fully mixed. In this study, the fully mixed research was done since the quantitative data and the qualitative data carry equal weighting. Thus, the quantitative data was collected through the use of questionnaires while the qualitative data was gathered by means of interviews. The two sets of data were then merged in the closing chapter using an explanatory design process.

(b) Explanatory mixed methods design

An explanatory mixed design was used in this study. The explanatory design is a straightforward mixed methods design (Creswell in Maree, 2010:266). In this design the phases (QUAN-QUAL) are sequentially organised over time (Johnson and Christensen, 2008:446). According to Maree (2010:266) the rationale for explanatory design is that the quantitative results provide a general picture of the problem while the qualitative results further refine, explain or extend the general picture.

In this study, the quantitative data represented through graphic presentations provided a picture or general overview of the findings while the qualitative data helped to clarify these findings or results. Firstly, the quantitative data collection was done and results were presented and analysed. Secondly, the qualitative data collection was conducted, analysed and presented; and later the findings obtained were compared and merged with the quantitative results, to yield a complete picture of the phenomenon under study.
3.4 RESEARCH METHODOLOGY

As indicated in the research design, this research utilised a mixed methodology in which two separate approaches (quantitative and qualitative) were utilised in a single research. In the collection and analysis of data, the two methods were used separately and were only merged to complement one another during the discussion of findings. The following is an explanation of how each method was used in the identification and selection of the population, instruments, data presentation and analysis.

3.4.1 Quantitative method

A quantitative research method is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied (Maree, 2010:145). The quantitative research can be either experimental research or non-experimental research. Johnson and Christensen (2008:292) distinguish the two strategies when they say an experimental research is carried out within the context of an experiment while the non-experimental research does not manipulate the independent or control variable. This research utilised the non-experimental strategy and the following population and sampling, instruments, data presentation and analysis methods were used.

3.4.1.1. Population and Sampling

Punch (2009:359) describes a population as a target group, usually large, about whom we want to develop knowledge, but which we cannot study directly; therefore we sample from that population. For this study, the population consisted of all Human Resources (HR) managers, all Heads of Departments (HoDs), all lecturers and all students in TVET Colleges in North West province. College A and B have three campuses each, while College C has four campuses in total. Thus, there are 10 campuses in total.

Among these three, one TVET College in North West province, was randomly chosen for the empirical investigation process. It consists of three campuses named herein as Campus A, Campus B and Campus C which are approximately 80 km apart from one another. Campus A is the main one and constitutes a larger population followed by Campus B and Campus C respectively.
There are two HR managers, three campus managers, six HoDs, 232 lecturers and 2 800 National and Vocational students (NCV) in the chosen College. Out of this, 105 lecturers are from Campus A while 59 are from Campus B and 68 are from Campus C. From the 2800 total students 1272 students are from Campus A; 688 from Campus B; and 840 from Campus C. In this respect, lecturers and students were chosen as respondents for the quantitative inquiry while HR managers were placed in the qualitative category. Since the focus of this study is on the lecturers’ skills development management, the main investigations were centred on managers and lecturers. Students were included in the investigation process only to create a balanced input in the study since they are also role players in the skills development process.

In determining the sample size, an automated software programme, Raosoft sample size calculator software (2009) was used by the researcher to determine the actual sample. Gardner (2010:10) acknowledges that the sample size calculation is mainly based on three factors-the significance level, the power and the magnitude of the difference (effect size). The significance level \( (p\ value) \) is the probability cut-off (usually 0.05 or 5\%) used and it safeguards against accidentally rejecting the null hypothesis when it is in fact true (Gardner, 2010:10). The power of this \( p \)-value is the ability of a test to reject the null hypothesis and the minimum accepted level is considered to be 80\% while the effect size measures the mean difference and standard deviation (Gardner, 2010:10).

In this study a 10\% significance level (margin of error) with a power or confidence interval of 95\% was used. The researcher used the 50\% margin for the effect size or the response distribution. The sample frame for the quantitative empirical investigation (for the lecturer’s category) was 51 lecturers-Campus A; 41 lecturers-Campus B; and 37 lecturers from Campus C. For the student category 91 students were chosen from Campus A while 87 students were from Campus Band 85 students from Campus C.

However the final sample in this study was mainly based on the questionnaires returned from respondents. The following table represents the total number of questionnaires issued and returned by students and lecturers as well as the percentage returned.
Table 3.1 Questionnaires issued and returned.

<table>
<thead>
<tr>
<th></th>
<th>NO. of Questionnaires Issued (initial sample)</th>
<th>NO. of Questionnaires Returned (final sample)</th>
<th>Percentage returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>263</td>
<td>221</td>
<td>84%</td>
</tr>
<tr>
<td>All Lecturers</td>
<td>129</td>
<td>91</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

The percentages (84% and 70.5%) of the questionnaires returned by students and lecturers were enough to draw conclusions in this study. Reasons for not obtaining a 100% return rate were that some selected students and lecturers did not pitch up during the data collection session.

With specific regard to true representation, during the data collection process, the researcher used a simple random sampling method. In the view of Stat Trek (2015:1) a simple random sampling method refers to a sampling method that has the following properties.

- The population consists of \( N \) objects.
- The sample consists of \( n \) objects.
- All possible samples of \( n \) objects are equally likely to occur.

Although there are many ways to obtain a simple random sample, one way would be to use the lottery method (Stat Trek, 2015:1). In this method, according to Stat Trek (2015:1), each of the \( N \) population members is assigned a unique number and the numbers are placed in a bowl and thoroughly mixed; then, a blind-folded researcher or person selects \( n \) numbers. In this research, the following simple random procedure was used.

- All \( (N) \) lecturers’ names (accessed from the current employees’ database) in each campus were listed down, cut and put in a box. A colleague was then asked to randomly pick an exact number of names as indicated in the sample size \( (n) \) above. These names then represented the actual sample \( (n) \) size and all the lecturers selected were informed via their respective Hods that they had been identified to take part in the study.
In the students’ category, all the (N) students’ names (doing level 4) in the 3 different campuses were listed down, cut and put in a box. A student was then asked to randomly pick 263 names from the box, and these represented the sample (n) size in this study.

All the selected respondents were informed 5 days before the research day and were asked to avail themselves with the assistance of the respective Campus Managers.

3.4.1.2. Measuring Instruments

Structured questionnaires with limited open-ended questions were used to collect data in this study. The advantages of using structured questions according to Maree (2010:161) are that they provide a set of responses from which the respondent has to choose one or sometimes more than one response. Structured questions are also easy in response and analysis. In that respect, Likert-scale type questions were used to mine data from respondents.

- Instrument Piloting

Before the questionnaire was administered, it was first piloted on a small sample consisting of 10 students and 10 lecturers. These were randomly chosen and the researcher made sure not to use the same individuals in the actual study. Henceforth, an analysis was done after collecting the responses in order to determine if there were any mistakes, queries and or challenges on the instrument. Some mistakes and a few ambiguous questions were observed and queried by the respondents and the researcher noted them and rectified them before the actual study commenced.

- Standardisation of Questionnaire

Stats South Africa, Data Quality Policy (2006) states that all research data should conform to international standards and one of the standards is that it must be methodologically sound. For such, a measuring instrument is said to be standardised if it is reliable and valid (Maree, 2010:215).

- Internal Reliability test

An internal reliability test was done on the lecturers’ and students’ questionnaires in order to assess the internal consistency. This is so because various items designed to measure a
certain construct need to be similar and a measure of this degree of similarity is referred to as the internal consistency (Maree, 2010:216). In this study the SPSS software was used to determine the *Alpha* coefficient strength of the instruments. A *Cronbach’s alpha* of .933 was found on the student’s questionnaire while .885 was realised on the lecturer’s questionnaire. These *alpha* coefficients results for students’ and lecturers’ questionnaires are within the range and accepted as measures of the internal consistency of the measuring instruments.

- **Validity**

Maree (2010:216) states that the validity of an instrument is “the extent to which it measures what it is supposed to measure.” In this study the face and content validity was used. The researcher’s supervisor scrutinised the instruments in order to assess their validity and the extent to which they cover the complete content of the constructs they measure. Various comments and areas of improvements were suggested and the researcher corrected these.

### 3.4.1.3 Data collection process

The researcher first got an approval letter from the NWU Higher Degrees Committee. He took the letter to the main gatekeeper in TVET College A, who is the Deputy CEO (corporate services). Written permission in the form of a letter was granted to the researcher to conduct the research in the 3 different campuses. Different appointments were then made with respective campus managers in the 3 different campuses. Arrangements and schedules were made on the most appropriate and convenient time to meet the students and the lecturers. The students and the lecturers who were selected were then informed to avail themselves and participate in the research process. The researcher administered questionnaires to respective respondents (students and lecturers) and read and explained all the instructions. In Campus A, it was easy to gather all the lecturers since there was a meeting on the day of the research, hence those participating were told to wait and take part in the research. In Campus B, the researcher visited the lecturers in their respective offices during their free periods. All selected students were gathered during lunch time.

### 3.4.1.4 Data analysis

All the information collected from respondents was captured on the computer as numbers or raw data (Maree, 2010:183), and the data was cleaned and summarised as descriptive
statistics. The term descriptive statistics is a collective name for a number of statistical methods that are used to organise data in a meaningful way (Maree, 2010:183).

To be precise, the researcher approached a statistician and was taught how to capture and organise all the data in this research. An SPSS software programme was installed in the laptop of the researcher and was used in the data analysis process.

Summarised statistics generated from the SPSS software described above were presented using pie charts, frequency distribution, graphs and tables. All these are classified as graphic presentations and were arranged according to the themes detailed in this study. The researcher made meaning of the data by analysing it, defining it, describing, explaining, discussing and reporting it in relation to the themes in this study. Conclusions and recommendations were then made based on the findings in this study.

3.4.2 Qualitative method

The second method which was used in this study is the qualitative method. It is linked to the social constructivist world view and is based on the interpretive paradigm. The interpretive paradigm does not involve statistics or figures (Oosthuizen, 2009:8). This suggests that the qualitative design deals with social reality and the researcher moves from specific to general in order to reach a finding or conclusion and it is subjective. In this regard, face to face interviews were conducted in order to generate knowledge for this study.

Below is a full description of the selected site for the qualitative inquiry, how the participants were selected, the data collection strategy and the process used in data analysis.

3.4.2.1 Site and participant selection

(a) Site selection

The specific selected sites for this research were the three TVET Colleges in North West Province namely; College A, College B and College C. The following table adapted from College C website presents the addresses and contact details of these three colleges in North West province, which were previously known as FET Colleges.
Figure 3.1 List of TVET Colleges in North–West province, South Africa

<table>
<thead>
<tr>
<th>College</th>
<th>Address</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| College C FET    | Private Bag x 82096  
Rustenburg  
0300                                      | Bosch c/n Fatima Bhayat  
Street  
Rustenburg  
0300                                      | College C FET  
College                                      |
|                  |                                                 |                                                      | 014 592 7014  
(t)  
014 592 7013  
(f)                                      |
| College A FET    | Private Bag x128  
Mmabatho  
2735                                      | Kgora Building  
DrAlbet  
Luthuli  
Drive, Next to SABC  
Mmabatho  
2735                                      | College A FET  
College                                      |
|                  |                                                 |                                                      | 018 384 2346  
(t)  
018 381 7410  
(f)                                      |
| College B FET    | PO Box 10107  
Klerksdorp  
2570                                      | 113 OR Tambo Street,  
Klerksdorp  
2570                                      | College B FET  
College                                      |
|                  |                                                 |                                                      | 018 462 5821  
(t)  
018 406 7810  
(f)                                      |

Adapted from College C website, 2014

As indicated before, College A was randomly chosen for the empirical investigation process; meaning, all the quantitative and qualitative inquiries were done in TVET College A.

The College is the result of a merger between Lehurutshe College of Education, Mafikeng College (now Mafikeng) and Lichtenburg College. The three campuses (which are given the pseudonyms: Campus A, Campus B and Campus C) are situated in the Ngaka Modiri Molema District Municipality of the North-West Province and are 80km apart from each other.
• **Campus A**

Campus A is situated in Mafikeng town, which is the capital of the North-West Province. The town is surrounded by rural villages governed by the tribal system of authority. Game farming, guesthouses and vegetable farming are typical economic activities in the area.

• **Campus B**

Campus B is located about 68km from Mafikeng and it is the only campus in the North-West Province that offers training in primary agriculture. It has also been offering programmes and learner-ships in agriculture in the surrounding rural areas.

• **Campus C**

Campus C is situated in the town of Lehurutshe, a township with no central business nor industrial centres. The small businesses that are currently operating in the area are mostly one-man enterprises. These small enterprises do not create sufficient job opportunities for the community and most of its inhabitants must find work in nearby towns.

The campus was previously a college of education where technical and business studies educators were trained. The campus offers training opportunities to some of the very remote rural areas within the Ngaka Modiri Molema District. The campus has hostel facilities that can accommodate up to 380 students.

*(b) Participant selection*

In the selection of participants for the qualitative inquiry, a purposive sampling strategy was used. According to Welman and Kruger (2001:63) purposive sampling is a non-probability type of sampling. The researchers rely on their experiences, ingenuity and or previous research findings to obtain units of analysis to represent the relevant population. In support of this, Briggs and Coleman (2007:153) emphasize that purposive sampling is judgmental sampling where the researcher applies experience to select a representative sample.

The researcher used his experience as a lecturer at Campus A in selecting the participants through purposive sampling strategy, and found it easier negotiating with them due to his professional relationship with them. In doing so one Human Resource Management (HRM) manager and one Human Resource Development (HRD) manager (all from Campus A)
were selected for the interviews. Thus, a total of two participants were selected for the qualitative empirical study.

3.4.2.2 Data collection strategy- The interview

Individual face to face interviews were done and two Human Resource Managers were interviewed in their respective offices. The researcher made an interview appointment with the managers during their free time and negotiated consent through the official letter from the university faculty which indicated the main purpose for the research. Ethical considerations and precautions were read, explained and noted before the interview session. In depth closed door interviews were then conducted with the managers. All interview data was recorded on an audio recorder for future transcription. The researcher also made personal notes on his diary during the interview session and these notes were later used as reference during data transcription and coding.

3.4.2.3 Data analysis

Data analysis and interpretation according to Mayan in Maree (2010:297) is:

… the process of observing patterns in the data, asking questions about those patterns, constructing conjectures, deliberately collecting data from specifically selected individuals on targeted topics, confirming and refuting those conjectures, then continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning, thinking, constructing and testing conjectures, and so forth.

In this study all the qualitative data was analysed through an analytic strategy as follows:

An audio recorder was used to listen to and transcribe data verbatim. Repetitive listening and rewinding was done before data transcription. All recorded data was then transcribed to a clean sheet of paper. To avoid mixing the empirical evidence, all recorded data was transcribed immediately after each interview. After transcription, a systematic process of qualitative categorization of data, grouping, classification and coding was done. The data was then synthesized and analysed.

- Categorization
Categorizing, according to Kruger and Van Schalkwyk (2011:5) is the process of describing by labeling or giving a name so as to characterize a phenomenon. Kruger and Van Schalkwyk (2011:5) further describe categorizing data as assembling all the data pertaining to a particular theme, bracket or category. In this study all the data from participants which fall under the same bracket (for example, managers) was all labeled first. All responses from participants were labeled with a symbol: MA, or MB (meaning-manager A, or manager B)

- Grouping, Classification and Coding of Data

According to Kruger and Van Schalkwyk (2011:5) grouping, classification and coding is the process of identifying patterns, ideas, similarities, differences and connections within and between categories in the way participants responded.

All the data from participants was grouped and put together. This was done through arranging all the data which falls under the same question together. The researcher re-wrote all the responses from participants on a sheet of paper with a question on top for easy grouping, coding and classification.

The data in the same group was then classified. The researcher highlighted all similar responses with similar meanings with a similar marker or highlighter. Outstanding and different responses were highlighted with a different marker.

All the data with similar ideas or patterns were merged and placed in a different column, while the other non-corresponding data was taken and presented as raw as it was. Themes from the data were then formulated and the researcher presented these themes in Chapter 4 and made meaning to it. For further reference on the coding process done, kindly refer to appendix B.

3.4.3 Researcher’s role

During the literature study the researcher was an extensive reader, an evaluator and a critical analyst. In the empirical investigation stage, particularly during the data collection process, the researcher was a designer in drafting the appropriate research design and strategy for this study. During the quantitative inquiry, he was a facilitator in handing out questionnaires to selected respondents as well as giving instructions on what should be
done. The researcher was also an interviewer to all selected participants (managers) during the qualitative inquiry process.

3.4.4 Trustworthiness

Trustworthiness ensures that the findings obtained in the study are worth paying attention to and that the research is of high quality (Lincoln and Guba in Maree, 2010:299). The four main issues which require attention with regard to the trustworthiness of a research are: credibility, transferability, dependability, and confirmability.

3.4.4.1 Credibility

Credibility evaluates whether or not the research findings represent the conceptual interpretation of data drawn from participants’ original data (Durrheim & Wassener in Maree, 2010:299). In simpler terms credibility assesses whether or not the conclusions were drawn from the data. To ensure credibility in this study, the researcher derived the findings only from the data gathered. Member checking was also done to ensure credibility. In this member checking process, the two managers interviewed were asked to verify whether the data is a true representation of their inputs.

3.4.4.2 Transferability

Transferability is the degree to which the findings can apply or can be generalised to the wider population and settings (Maree, 2010:299). In this study, the findings can be generalised to the wider population of students, lecturers and managers in TVET Colleges in North West province because the participants chosen were a true representation of the TVET population. More so, the quantitative sample in this study was (scientifically) randomly chosen, hence the findings obtained can therefore be generalised to the wider population in this study.

3.4.4.3 Dependability

Dependability is an assessment of the quality of the process of data collection and data analysis. First, the researcher’s supervisor checked the relevance of the research instruments before collecting any data and all technical mistakes on the instruments was corrected. Secondly, during the qualitative inquiry the researcher conducted interviews with managers in closed door offices. This was done in order to minimise any disturbances and to enable clear recording of all the necessary data. In the quantitative inquiry, the instruments were
piloted, standardised, and tested for internal reliability. Thirdly, the researcher followed an intensive data analysis process and took time to transcribe all the data as well as coding all the data in order to generate themes from the data. Lastly, the researcher engaged a competent peer doing his Doctoral studies to check all the transcription and coding of data.

3.4.4 Confirmability

Since confirmability is a measure of how well the findings are supported by the data, the researcher again utilised the services of a peer auditor mentioned above who assessed whether the findings presented were directly linked to the data gathered.

3.5 ETHICAL CONSIDERATIONS

Research is sensitive and it cannot be done by anyone and anywhere (Maree, 2010:300). It involves collecting data from people, about people (Punch, 2009) and researchers need to protect participants; develop trust with them; promote the integrity of research; and guard against misconduct and impropriety that might reflect on their organisations or institutions (Creswell, 2009:87). In this regard, students or researchers conducting studies need to seek ethical clearance from responsible persons in positions of authority (Maree, 2010:300). In this study, all 3 principals from Campus A, Campus B and Campus C were contacted by the researcher for permission to conduct this research.

All participants were fully informed about the study and gave their explicit consent, free from coercion or bribery, to take part in the study. This participant’s right to free consent, emanated from fundamentals and democratic principles as well as rights to freedom and self-determination (ESRC, 2005:7). Managers, students and lecturers’ participation was voluntary and they were free to opt out from the study at any given time. All participants’ confidentiality and anonymity was guaranteed in this study. According to Punch (2009:248), this is done to ensure that respondents have been approached professionally, and, within limits, fully informed about the research, about confidentiality and anonymity, and about what use, and by whom, of the information they provide. Pseudonyms were used during the data presentation process, since this helps to protect the participants’ information. Instead, symbols for example MA, and or MB were used to represent the participants.
3.6 CONCLUSION

In this chapter the research design (in the form of a mixed methods design) was discussed in order to determine the plan for this research. The worldview which underpins this study was explained and elaborated. In order to have a clear picture and background of the research setting, the selected sites were presented and discussed. Then, the research methodology in its duplex paradigms was described in detail. The first to be explained was the quantitative method; where the population and sampling, the measuring instruments, the data analysis and the data presentation strategy, to be done in this study, was elaborated. The second method, the qualitative method, was explained and the participant selection strategy, the data collection process and analysis were all discussed. In order to determine the trustworthiness of the findings to be obtained in this study, the credibility, transferability, dependability and confirmability of the findings were discussed. Lastly, the ethical considerations were discussed and explained in detail.

The next chapter presents the data obtained in this research and a discussion of findings will also be done.
CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The previous chapter presented the research design and methodology used in this study. The worldview, the plan, assumptions and beliefs, the population and sampling methods, measuring instruments, the data presentation and the analysis of both quantitative and qualitative designs were explained in detail.

This chapter presents and interprets the findings obtained in this study. Since this study is a mixed methods study, the quantitative and qualitative results are presented and discussed separately. The explanatory merging of the quantitative and qualitative findings as described in chapter 3 of this document was done in chapter 5.

All the findings were linked to the objectives of this study and were arranged in the order indicated in chapter one. Only the biographic details of the lecturers who were the major respondents in this study is presented first in order to have a clear picture of their gender ratio, age, school and post-school qualifications as well as their teaching experience.

4.2 PRESENTATION OF QUANTITATIVE RESULTS

This section presents and interprets all the quantitative results obtained in this study. As indicated before, the biographic data of lecturers reflects the gender ratios, age, school and post school qualifications and teaching experience of lecturers who were the main respondents in this study.

4.2.1 Biographic data of lecturers

The main focus of this study was to assess the skills development management for lecturers in TVET Colleges in North-West province. It was found necessary to unpack all the information about lecturers which include their age differences, school and post-school qualifications, as well as their teaching and working experiences. Although it was deemed necessary to present and describe this biographic data for lecturers, it is important to note that findings in this category do not answer the stated objectives in this study, but were used as evidence to explain the main results or findings obtained in this study.
Figure 4.1: Gender profile for Lecturers

Figure 4.1 above shows the gender profiles of lecturers who took part in the study. A total of 91 lecturers participated in the study. Out of these, 53, 8% were males while 46, 2% were females. Although the male counterparts were slightly higher than the female counterparts the difference was not so high- meaning there was a true representation in terms of gender. However, the gender difference was not part of the focus of this study hence it has no significance with regard to the results obtained.

Figure 4.2: Age Profile for Lecturers

Figure 4.2 above displays the age profiles for lecturers in TVET Colleges in North West province. The data shows that more than 50% lecturers in TVET Colleges fall between 31 and 35 years of age followed by those between 26 to 30 years of age. Very few lecturers are above the 50 years old mark together with those between 21 and 25 years of age. This
implies that the majority of lecturers in TVET Colleges are young and largely straight from schools, colleges or universities.

Figure 4.3: School qualifications for lecturers

Figure 4.3 above indicates that 90% of the lecturers in TVET Colleges in North West province matriculated while 10% of the lecturers have another school qualification equivalent or more than a matric certificate. These few lecturers could be those who sat for a Cambridge examination or other international examining board.
Figure 4.4 above shows the post-school qualifications of TVET lecturers in North West province. Results indicate that only 2% of the lecturers who participated in the study have Master’s Degrees while 10% have Honours Degrees. The majority of lecturers, 36%, have a first degree and 47% have a Diploma qualification respectively.

It was also interesting to note 5% of the lecturers still have certificates while the majority of lecturers do have diploma qualifications and none have Doctoral Degrees. These results correlate with Dr. Blade Nzimande’s response to Dr. W.G. James’s question in the Parliamentary Monitoring Group in 2010. According to Dr. Blade Nzimande (2010:1), data show that in the 52 TVET Colleges in South Africa in 2010, only 38 lecturers had doctorate degrees while 200 had Masters’ degrees. This indicates that most lecturers in TVET Colleges lack the necessary postgraduate qualifications and no wonder why there is limited research in this sector and this could probably be the contributory factor to students’ poor performance.
Table 4.1: Highest Teaching Qualification for Lecturers

<table>
<thead>
<tr>
<th>Teaching Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in education</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>10</td>
<td>11.0</td>
</tr>
<tr>
<td>ACE</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>PGCE</td>
<td>4</td>
<td>4.4</td>
</tr>
<tr>
<td>Bachelor of Education degree</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>No teaching qualification</td>
<td>71</td>
<td>78.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.1 above represents the highest teaching qualifications for TVET lecturers in North West province. Results indicate that a total of 91 lecturers participated in the study. Out of these 71 (78%) lecturers do not have any teaching qualification. Only 10 (11%) lecturers have a diploma in education, while 4 (4.4%) lecturers have either an Advanced Certificate in Education (ACE) or Post Graduate Certificate in Education (PGCE) respectively. Those with a Certificate in Education and a Bachelor of Education Degree constitute only 1%. Thus lecturers with a teaching qualification in the TVET sector are dismally few.

These results confirm the statement made by Erasmus and Van Dye (2003:13) that “Generally speaking, South Africa has sufficient unskilled labour, energy and material resources at its disposal, while there is a shortage of capital, trained workers and technology.” More so, the results support the *Needs-based Professional Development* study conducted by Mgijima (2014:359) which revealed that 37% of TVET lecturers in South Africa had no professional qualification and the majority of those with a professional qualification had undergraduate diplomas. Most of these lecturers with no professional
qualification, in the view of Verster (2011:7), lack professionalism, good conduct, ethical issues, familiarity with students, and personal discipline.

Consequently, the contributing factor could be that, historically in South Africa, technical college lecturers were not required to have a specific teaching qualification to enable them to be appointed as lecturers in TVET colleges (Mgijima, 2014:359). These lecturers, in the view of Mgijima (2014:359), were mostly appointed on the basis of their technical knowhow and workplace experience.

Figure 4.5: Teaching or working experience for lecturers

Figure 4.5 above shows the teaching and working experience of TVET lecturers in North West province. Results show that 2.1% lecturers have less than 1 year teaching experience; 49.5% lecturers have 2 to 4 years of teaching or working experience, while 25.3% lecturers have 5 to 7 years of teaching or working experience. Only 16.5% lecturers have 8 to 10 working experience, while 6.5% lecturers have more than 10 years teaching or working experience. Therefore, the majority of lecturers in TVET Colleges in North West province have between 2 to 4 years teaching or working experience. As a result, they are inexperienced in as far as teaching and learning is concerned. Based on the beliefs and assumptions of the Human Capital Theory which argues that an investment in employees increases production in organisations (Van Loo and Rocco in Van der Vyver, Van der Westhuizen and Meyer, 2013:378), these TVET lecturers therefore need professional development in teaching since most of the lecturers are inexperienced. More so, Verster
(2011:7) points out that TVET Colleges have a large number of young lecturers coming straight from Universities or Universities of Technology with no teaching qualification, little to no TVET College experience and no workplace experience.

### 4.2.2 The nature and scope of lecturers’ skills development management in TVET Colleges in North West province

The initial objective in this study was to examine the nature and scope of lecturers’ skills development management in TVET Colleges in North West Province. A total of 91 lecturers responded to a five-point Likert-type scale questionnaire on which 1 represented the highest rating or *Strongly Agree* and 5 the lowest rating or *Strongly Disagree*. Lecturers were asked to rate their response on the availability of skills development programmes and the following results were obtained.

Table 4.2: Profile of lecturers’ responses on the kinds of skills programmes available in TVET Colleges (n=91)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
</tr>
<tr>
<td>Knowledge training programme</td>
<td>9 (9.9)</td>
<td>13 (14.3)</td>
<td>6(6.6)</td>
<td>57(62.6)</td>
<td>6(6.6)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Curriculum training programme</td>
<td>6(6.6)</td>
<td>17(18.7)</td>
<td>8(8.8)</td>
<td>54(59.3)</td>
<td>6(6.6)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Technical skills programme</td>
<td>11 (12.1)</td>
<td>11(12.1)</td>
<td>7(7.7)</td>
<td>57(62.6)</td>
<td>5(5.5)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Career Development (ethics/policy) programme</td>
<td>7(7.7)</td>
<td>14(15.4)</td>
<td>8(8.8)</td>
<td>59(64.8)</td>
<td>3(3.3)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Mentorship training programme</td>
<td>2(2.2)</td>
<td>18(19.8)</td>
<td>9(9.9)</td>
<td>59(64.8)</td>
<td>3(3.3)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Meetings/workshops and seminars</td>
<td>5(5.5)</td>
<td>22(24.2)</td>
<td>13(14.3)</td>
<td>48(52.7)</td>
<td>3(3.3)</td>
<td>91 (100)</td>
</tr>
</tbody>
</table>

Skills development management according to Bassi (2006:4) is the productive capacity that is embedded in skills development managers and is the most important contributor to the growth in nations’ output and standard of living. Previous research in TVET Colleges shows that the most important skills development programmes which require effective skills development management include the knowledge training programme, curriculum training, career development, mentorship training and meetings/workshops and seminars.
The following results indicate the North West province TVET lecturers’ responses about the availability of these training programmes in their colleges.

Results in table 4.2 above show that only 13 (14.3%) lecturers agree that the knowledge training programme is available while the majority 57 (62.7%) disagree with the idea. Again, only 17 (18.7%) lecturers agreed that the curriculum training programme is available and 54 (59.3%) lecturers disagreed. On the technical skills programme, only 11 (12.1%) agreed that the training programme is available while the majority 57 (62.6%) disagreed. With regard to the career development programme about 14 (15.4%) lecturers agreed on the availability of the programme while 59 (64.8%) were against the idea that it is available. On mentorship programmes only 18 (19.8%) lecturers agreed that it is available while the majority 59 (64.8%) lecturers opposed the motion. A slightly higher number 22 (24.2%) of lecturers agreed that meetings/workshops and seminars are available and 48 (52.7%) disagreed that they do not take place.

These findings reveal that more than 59% of the lecturers in TVET Colleges in North West province disagreed with the availability of skills development programmes such as the knowledge training programme, curriculum training, technical skills training, career development and mentorship/workshop programmes. This suggests that the majority of lecturers in TVET Colleges in North West province have not gone for training in the past 2 years. This could be true because the teaching or working experience for lecturers in TVET Colleges in North West province (as in figure 4.5) indicate that most lecturers have been in the service for only 2 to 4 years now. A small number of lecturers (less than 24%) who agreed on the availability of skills development programmes could be those experienced lecturers who have been in service for more than 5 years and might have undergone for some training some years back.
Table 4.3: Profile indicating the extent to which Skills Development programmes are implemented (n=91)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Never f (%)</th>
<th>Rarely f (%)</th>
<th>Sometimes f (%)</th>
<th>Very often f (%)</th>
<th>Always f (%)</th>
<th>TOTAL f (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge training programme</td>
<td>51 (56.0)</td>
<td>24 (26.4)</td>
<td>11 (12.1)</td>
<td>4 (4.4)</td>
<td>1 (1.1)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Curriculum training programme</td>
<td>46 (50.5)</td>
<td>22 (24.2)</td>
<td>17 (18.7)</td>
<td>4 (4.4)</td>
<td>2 (2.2)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Technical skills programme</td>
<td>49 (53.8)</td>
<td>20 (22.0)</td>
<td>15 (16.5)</td>
<td>6 (6.6)</td>
<td>1 (1.1)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Career Development (ethics/policy) programme</td>
<td>53 (58.2)</td>
<td>20 (22.0)</td>
<td>10 (11.0)</td>
<td>6 (6.6)</td>
<td>2 (2.2)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Mentorship training programme</td>
<td>48 (52.7)</td>
<td>23 (25.7)</td>
<td>17 (18.7)</td>
<td>2 (2.2)</td>
<td>1 (1.1)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>Meetings/workshops and seminars</td>
<td>34 (37.4)</td>
<td>28 (30.8)</td>
<td>24 (26.4)</td>
<td>3 (3.3)</td>
<td>2 (2.2)</td>
<td>91 (100)</td>
</tr>
</tbody>
</table>

Table 4.3 above shows the frequency and percentages of the lecturers’ responses indicating the extent to which skills development programmes are implemented. A total of 91 lecturers participated in the study. For the knowledge training programme 51 (56%) of the lecturers indicated that the programme never took place and only 4 (4.4%) of the lecturers acknowledged that the programme is implemented very often. 46 (50.5%) lecturers acknowledged that the curriculum training programme was never implemented while 22 (24.2) stated that it is rarely implemented. 49 (53.8) lecturers stated that the technical skills programme is never implemented and only 15 (16.5%) lecturers said it is sometimes implemented. The career development programme on teaching ethics and policies garnered 53 (58.2) lecturers who argued that it never took place in the college and only 10 (11%) acknowledged that it is sometimes implemented. 48 (52.2%) lecturers pointed out that mentorship programmes are never implemented although 17 (18.7) suggested that they are done sometimes. In as far as the meetings/workshops and seminars are concerned 34 (37.4%) lecturers indicated that they are never held while 24 (26.4%) stated that they are done sometimes.

These results indicate that most lecturers (58%) argued that skills development programmes are never implemented in TVET Colleges and thus correlate to the previous results that
most skills development programmes are not available in the TVET implementation portfolio. For the few lecturers (less than 28%) who acknowledged that the skills development programmes are sometimes implemented, the interpretation could be that only a few lecturers are trained sometimes and this does not overrule the fact that many lecturers still need training in various categories linked to teaching and learning.

4.2.3 The perceptions of lecturers and students on the level of lecturers’ teaching skills capacity in TVET Colleges in North West province

Lecturers and students were asked to rate their perceptions about the level of lecturers’ teaching skills capacity on a five-point Likert-type scale on which 1 represented the lowest rating or Very low and 5 the highest rating or Very high. Table 4.4 and 4.5 below represent the results obtained.

Figure 4.6: Perceptions of lecturers on the level of their teaching skills (n=91)
Results in figure 4.6 above reveal that 37% lecturers acknowledged that they do not involve themselves in college or community projects. It was interesting to note that more than 50% of the lecturers indicated that they are average in negotiation skill, knowledge in ICT, pedagogical skill, administrative skill, career management skill, motivating skill, lesson delivery skill and student diversity management skill. Since pedagogical skill and lesson delivery skill are the same, it is apparent that most lecturers do have problems, even though they rather opted to say that they are on average. Similarly, in almost all teaching skills, for instance, planning, organising, classroom management, leading, controlling, integration teaching, motivating, evaluating, technical and creativity; lecturers decided to rate themselves average. Since lecturers’ views are subjective and it is difficult to actually know their position, students’ views below mostly clarify the position of the lecturers’ teaching skills capacity. On the contrary, a significant number of lecturers (26%) rated themselves high in theory based teaching. It was the only variable in which lecturers scored themselves as highly skilled, but the researcher’s view is that it might be probable that these lecturers did not fully understand the meaning of theory based teaching skill. This is so because one cannot say that he/she is average in lesson delivery skill and then claim to be highly competent in theory based teaching, yet the two complement one another.
Students, according to results in figure 4.7 above, indicated that a high percentage of lecturers in TVET Colleges are very low in involvement in school/college projects; involvement in community projects; being creative; theory based teaching skills; integration teaching skills, designing learning aids, reflective thinking skills, innovative skills, career management skills and student diversity management skills. Considering that these skills require a lecturer to go an extra mile, it is evident that most lecturers in TVET Colleges do not go an extra mile, most probably because they are not self-motivated or are unaware that they need to stretch themselves more. Comparing the perceptions of lecturers and those of the students, it is apparent that both parties agree that lecturers totally do not involve themselves in college or community projects. Students and lecturers also contended that
lecturers’ skills such as knowledge in ICT, administration and pedagogical skill are just but average.

In summary, the level of lecturers teaching skills capacity in TVET Colleges is very low particularly in the involvement in college and community projects. Lecturers’ skills in planning, organising, classroom management, leading, controlling, integration teaching, motivating, evaluating, technical skills, designing learning aids, career management, student diversity management, creativity and theory based teaching is low. However, the lecturers are average in pedagogical or teaching skill, administrative skill as well as the knowledge in ICT.

Figure 4.8: The extent to which skills or training needs are important to lecturers (n=91)

Results in figure 4.8 above indicate that more than 50% lecturers need skills development in technical training (subject area), curriculum based training and instruction delivery. Supervisory skill training was regarded to be very important by lecturers while leadership and management, moderation, reflection in teaching, positive ethics in teaching, demand on students’ diversity, ICT, assessment, language, student background and content knowledge of subject were regarded as important. About 56% of the lecturers argued that policy and legislative context training is moderately important most probably because it is not directly related to teaching and learning.
4.2.4 The management processes used for lecturers’ skills development in TVET Colleges in North West province

This objective was intended to assess the level of lecturers’ agreement on the management processes used for lecturers’ skills development. Lecturers were asked to rate their agreement with the skills development management processes on a five-point Likert-type scale on which 1 represented the highest rating *Strongly Agree* and 5 the lowest rating or *strongly Disagree*.

Table 4.4: Lecturers’ level of agreement about the management process for lecturers’ skills development (n=91)

<table>
<thead>
<tr>
<th>The skills development process is well managed in my college</th>
<th>Strongly agree f (%)</th>
<th>Agree f (%)</th>
<th>Neutral f (%)</th>
<th>Disagree f (%)</th>
<th>Strongly Disagree f (%)</th>
<th>TOTAL f (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills development managers always do skills audits to assess areas of weakness in teaching</td>
<td>1 (1.1)</td>
<td>12 (13.2)</td>
<td>5 (5.5)</td>
<td>62 (68.1)</td>
<td>11 (12.1)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>I am always consulted by management in skills development matters</td>
<td>1 (1.1)</td>
<td>5 (5.5)</td>
<td>4 (4.4)</td>
<td>67 (73.6)</td>
<td>14 (15.4)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>I always get enough support and mentoring from my immediate superiors</td>
<td>2 (2.2)</td>
<td>14 (15.4)</td>
<td>7 (7.7)</td>
<td>55 (60.4)</td>
<td>13 (14.3)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>After every skills development course my managers evaluate my training and skills acquired</td>
<td>1 (1.1)</td>
<td>2 (2.2)</td>
<td>9 (9.9)</td>
<td>62 (68.1)</td>
<td>17 (18.7)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>In the past 2 years all the training I received have been helpful to my teaching area</td>
<td>3 (3.3)</td>
<td>9 (9.9)</td>
<td>8 (8.8)</td>
<td>59 (64.8)</td>
<td>12 (13.2)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>I feel that the management process for skills development in TVET colleges need to be improved</td>
<td>32 (35.2)</td>
<td>51 (56.0)</td>
<td>5 (5.5)</td>
<td>3 (3.3)</td>
<td>0 (0.0)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>The training done to lecturers is always related to their performance areas</td>
<td>3 (3.3)</td>
<td>10 (11.0)</td>
<td>11 (12.1)</td>
<td>59 (64.8)</td>
<td>8 (8.8)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>The subjects I am teaching are related to my area of specialisation</td>
<td>5 (5.5)</td>
<td>20 (22.0)</td>
<td>4 (4.4)</td>
<td>54 (59.3)</td>
<td>8 (8.8)</td>
<td>91 (100)</td>
</tr>
<tr>
<td>I always get financial support when I enrol at other tertiary institutions to further my teaching skills</td>
<td>1 (1.1)</td>
<td>4 (4.4)</td>
<td>2 (2.2)</td>
<td>56 (61.5)</td>
<td>28 (30.8)</td>
<td>91 (100)</td>
</tr>
</tbody>
</table>
Section 16A *part 1 and 2* of the *(South African Schools Act No. 84 of 1996) (as amended)* make it mandatory and the responsibility of managers of all public schools and colleges to effectively manage available resources. With specific regard to skills development management, Brown (2012:12) argues that managers should continuously support employees through training and development. In the view of Kirsten (2012:4) skills development managers should maintain and upgrade the human skills through an effective skills development process.

A total of 49 (53.8%) lecturers according to results in table 4.1 disagreed that the skills development process is well managed. About 62 (68.1%) lecturers disagreed that managers do skills audits to assess areas of weaknesses in teaching. Quite significantly, 67 (73.6%) lecturers argued that they are not consulted by managers in skills development matters. 55 (60.4%) lecturers disagreed that they get enough support or mentoring from immediate superiors. 62 (68.1%) lecturers mentioned that no evaluation is done after training or skills acquired. Consequently, these results indicate that there is a serious problem in the management of skills development for lecturers in TVET Colleges in North West province.

When lecturers were asked to evaluate the training received so far, 59 (64.8%) affirmed that all the training received has not been helpful to their teaching area. Instead, 51 (56.0%) lecturers confirmed that the skills development management process needs to be improved. Most lecturers 56 (61.5%) complained that they do not get any financial support when they enrol at other institutions to further their teaching skills; and this impacts negatively on lecturers’ self-development. Therefore, the skills development management process in TVET Colleges in North West province is somehow critical and needs urgent improvement.

### 4.3 PRESENTATION OF QUALITATIVE FINDINGS

#### 4.3.1 Brief overview of data collected

The qualitative data for this study was obtained by means of individual interviews. These interviews were done on two Human Resources’ Managers namely the Human Resource Management (HRM) manager and the Human Resource Development (HRD) manager in their respective offices. This was so because these two directly oversee and manage all skills development for lecturers.

All the data collected was recorded on a recorder and was later transcribed (cf. Appendix A) on a piece of paper, through repetitive pausing and rewinding. Furthermore, the
transcribed data was classified, coded and categorised on a separate sheet (cf. Appendix B); and subthemes were then formulated. The following is an example of how the interview data was coded; and for the full transcription and the coding process, please see Appendix A and B.

4.3.2 Example of the coding process done

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CODING</th>
<th>CATEGORY</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee MA</td>
<td>Interviewee MB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The Nature and Extent of Skills development Management

Tasks involved in skills development management
- Planning
- Skills audits
- Administrative work
- Prioritization
- Advance training
- Skills evaluation
- Facilitate training
- Co-ordinate training
- Recording
- Gather training needs
- Submission to supply chain
- Visits

Planning
Skills audits
Facilitate
Administrative work
Skills evaluation

Aware that Planning, skills audits, facilitating, administrative work and skills evaluation constitute the skills development management

Achievements/Extend of implementation
- still new assessor
- still new moderator
- no implementation

Assessor and moderation done

No implementation done so far.
Previously lecturers were trained as assessors and moderators

After the coding process all the findings were presented under the following main headings linked to the objectives of this study.

4.3.3 The nature and extent of skills development management

Focus in this investigation was on the kinds of skills development management done by managers and the extent to which they implement skills development management.
It emerged that the two managers’ interviewed were the Human Resource Development (HRD) manager and the Human Resource Management (HRM) manager. The interview was on the nature and scope of skills development management in the college. The questions asked were inclined to mine data on the management of the skills development and the achievements made so far so as to assess the kinds of skills development management done by managers and the extent to which they are implementing the skills development management process as mandated and augmented by the NQF. As indicated before views of managers were herein protected through using the symbols manager MA or MB.

Findings in this category indicated that the managers in TVET Colleges are aware that the kinds of skills development management process involve planning, doing skills audits, facilitating the training, doing some administrative work as well as evaluating the skills developments done. For instance, manager MB indicated that:

*Like I said before we facilitate training, co-ordinate, and also do the recording of the IQMS, PMDS which guides training. So our role is to gather training needs and the targets and after that we make submissions to supply chain so that they assist us with training providers. After training we were supposed to do visits, to check if training was successful but we do not do that.*

This is in line with the Human Capital Theory which states that managers should identify skills gaps among lecturers and take an initiative to close these gaps through educating, training and developing lecturers for optimum performance. However, further results indicated that no skills development implementation has been done so far by managers. This portrays that managers knew the different kinds of skills development management roles and responsibilities but instead do not implement them. It is assumed that the reason for lack of implementation is linked to the fact that both managers are still new and are still finding ways to start training. This evidence was shown by the following responses.

Manager MA said:

*Eeeeh, meneer...like I said before I’m still new and still doing requests and working out my planning...but the former HRD manager...yes...lecturers have been trained as assessors and moderators*

Manager MB also stated that:
Well...I am still new but many lecturers I am sure have so far been trained as assessors and moderators

At least both managers alluded that some lecturers so far have been trained as assessors and moderators. According to Mgijima (2014:366), more than 50% of the lecturers in TVET Colleges need professional development in the different competency areas pronounced in the Policy on Professional Qualifications of lecturers in Technical, Vocational, Education and Training (TVET). Thus, the training done so far to lecturers is not enough in as far as the comprehensive skills development for lecturers is concerned.

4.3.4 The level of lecturers’ teaching skills capacity

The levels of lecturers’ teaching skills in TVET Colleges as shown in the findings indicate that lecturers’ teaching skills are very low. Most lecturers do not have training in teaching methodology and some lecturers’ qualifications are below the DHET’s pre-requisite base line. Managers confirmed this by saying that:

Many of them their skills are outdated. The majority of our lecturers are not in a position to teach adults. Skills training should be informed by the labour market and apparently the department is saying lecturer’s entry qualification should be Honours degree (Manager MA)

It’s just that I haven’t seen them and there are no reports on whether they are able to teach or not....but I think most of them it’s frustrating because they don’t have a teaching method and most of them come to teaching because they are frustrated because there is no employment and they do not have passion (Manager MB)

Lecturing as a form of teaching, in the light of the DHET (2013:13), is a specialized activity and requires that the lecturer have access to a wide range of knowledge, in terms of depth and breadth. This includes knowledge about what needs to be taught, as well as how it can be taught and assessed in ways that effectively suit the context in which it is being taught, including accommodating the learning needs of a diverse range of students (DHET, 2013:13).

It was indicated in this study that most lectures need further development in generic skills such as facilitation, assessment, lesson delivery and moderation. In addition, results in this category revealed that lecturers in TVET Colleges need technical and work integrated learning skills.
Furthermore one manager indicated that it is also advisable to focus on critical and scarce skills, since this will alleviate the country’s burden of importing skilled labour. Therefore, assessment and moderation is not enough in equipping lecturers with the necessary teaching skills required.

4.3.5 The management processes used for lecturers’ skills development

Managers were also interviewed on the management process for skills development in TVET Colleges and it was observed that, despite the fact that managers are aware of the management tasks involved, they do not do skills development planning and do not have key performance areas. For instance one manager said:

...I was assigned to take over...but may I tell you that...eeeh, am not appointed and am only assisting... and then I cannot tell you to say my key performance areas are 1,2,3.....

There were different views from managers on the instruments being used in assessing skills gaps for lecturers. One manager indicated that “…there are no instruments at all” and the other manager stated that they use “…the training matrix and IQMS”. The same manager who said that they use the training matrix and IQMS further revealed that:

...There is lack of implementation of the IQMS tool……mmmmm training.....some other unit managers do not cooperate in identifying training needs....

This suggests that the skills audit instruments are available in the college but are not being fully implemented. One important thing noted was that there are no skills development policies and guidelines in the college. Both managers accepted that they are unavailable and some rather use acts. Literature shows that training legislations which include the South African Qualifications Authority Act 58 of 1995 (which regulates the National Qualifications Framework), the Skills Development Act 97 of 1998 and the Skills Development Levies Act 9 of 1999 (Meyer, 2002:4), are pivotal to skills development management.

Another important realization was that the skills development process is not well coordinated, most probably because all the mangers are still new or it is because they have not yet implemented the programmes. As a result, no skills development evaluation was done. This contrasts with the view of Erasmus and Van Dyk (2003:63) that skills
development should be controlled and its emphasis should be based on evaluating the system as whole, measuring the learning process and achieving organisational objectives.

4.3.6 The management challenges which affect lecturers’ skills development

This particular objective was mainly intended to find out the management challenges which affect the skills development process in TVET Colleges in North West province. Only managers were included in this inquiry since they are engaged with the skills management and at the same time face the challenges concerned with skills development management.

Management challenges affecting skills development management, as noted by Werner and De Simone (2009:22), include the increasing workforce diversity, competing in the global economy, eliminating the skills gap, the need for lifelong learning, facilitating organizational learning and ineffective education outcomes.

In this research, the challenges affecting skills development management process were different from those raised by De Simone above. It was observed in this study that:

“lack of co-operation; leaders’ attitude; administrative problems; budget and funds disbursement; training exit/old staff; lack of coordination; favouritism; lack of policies; low morale; performance agreement not signed; lack of accountability; lack of implementation and lack of competency among facilitators…”

…contribute too many challenges impacting negatively on the skills development processes in TVET Colleges. This implies that the management of skills development for lecturers in TVET colleges in North West province is mainly affected by administrative, human relational and programme facilitation challenges.

4.3.7 The management strategies that can be used to improve lecturers’ skills development

The final objective in the qualitative inquiry examined the management strategies that can be used to improve the lecturers’ skills development processes in TVET Colleges in North West province. Again, only the views of managers were considered in this category since they directly deal with the skills development management process and the following themes were observed.
Both managers argued that the initial management strategy in improving lecturers’ skills development is to plan and design policies and guidelines. This should be followed by holding awareness meetings with lecturers and unit managers in order to inform them about the value of training. Lecturers should suggest their training needs and all training should be aligned to teaching and learning in TVET colleges. These strategies were revealed from the following statements from managers:

The skills development process needs to be planned well in advance (Manager MA and MB)

Policies and guidelines which govern skills development management should be designed (Manager MB)

Beneficiaries should be informed about the value of training (Manager MA)

The IQMS process should be done since it informs the training needs for lecturers (Manager MB)

Lecturers should be consulted and engaged during the skills audit sessions (Manager MB)

The training given to lecturers should be relevant and linked to teaching and learning (Manager MB)

Over and above the planning theme raised in this category is quite significant in the skills development process. Literature acknowledges that the planning of the skills development processes is one of the management aspects of training and it entails determining the training needs at organizational, task and personal level (Erasmus and Van Dyk, 2003:61). Through effective skills development planning and implementation, the skills development initiatives can be realised.

More so, the skills development planning is essential since it is a systematic process which constitutes, among other things, proper workplace planning, job analysis, skills auditing, prioritisation, designing skills programmes, implementing, monitoring and evaluating the workplace skills plan (Van der Westhuizen & Wessels, 2011:331).
4.4 CONCLUSION

This chapter presented and interpreted the quantitative and qualitative findings obtained in this study. The findings obtained were directly linked to objectives stated in the first chapter of this document, except only for the findings linked to the biographic details of lecturers which were presented first, since the lecturers were the major respondents in this study.

The next chapter provides a summary of this research and presents all the findings obtained in this study which include the literature findings and the integrated empirical findings. Furthermore, the next chapter proposes recommendations linked to the findings obtained in this study.
CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter presented and discussed the empirical findings obtained in this research. Since this research was in the form of a mixed methods study, all the quantitative and qualitative findings were presented and discussed. This chapter provides the summary for this research. It presents and consolidates the findings obtained in this study and these include the literature findings and the merged quantitative and qualitative findings. Recommendations are provided and are based mainly on the empirical findings obtained in this study. Limitations of the study are also given. The last segment of this study provides concluding remarks about the present study.

5.2 SUMMARY

This study assessed the skills development management for lecturers in TVET Colleges in North West province and provides invaluable insights to all respective stakeholders on lecturers’ skills development management. The study was divided into five chapters and the following paragraphs give a summary of each chapter.

In chapter one the researcher captured the orientation of the present study by initially discussing the global trends in developed countries shifting towards employees’ skills development. The need for Africa to change its mindset and develop initiatives linked to effective skills development management was highlighted. More so the researcher provided the historical background affecting skills development management as well as the effects of this ineffective skills development management in the South African context. A problem statement as well as the research questions and objectives were given. The researcher also elaborated on the main methods used in this study as well as the contributions of this particular research and its delimitations thereof. In the last segment of the chapter the main concepts used in this study were defined and explained.

In chapter two, the literature review conducted focused on two main aspects. First the theoretical framework (The Human Capital Theory) guiding this particular study was provided. The origin of this theory, its assumptions and its relationship to this present study were all explained and clarified. Secondly, the literature review linked to the themes and or
objectives indicated in chapter one was done. As such, the literature review was guided by
the following themes: the nature and scope of skills development management; the
necessary teaching skills for lecturers in TVET Colleges, the management processes used
for lecturers’ skills development, the management challenges which affect lecturers’ skills
development and the management strategies that can be used to improve lecturers’ skills in
TVET Colleges.

In chapter three, the mixed methods design and methodologies used in this study were
discussed in detail, from a pragmatic perspective. The explanatory mixed method design
was elaborated since it was chosen to be applicable to this particular study. Both the
quantitative and the qualitative methods were separately discussed and all details about
each method were provided. Mainly, the population and sampling strategy, the measuring
instruments, the data collection process and the analysis of each method was fully described
in this chapter.

Chapter four presented all the results obtained in this study and an interpretation of findings
was also done. All the results were linked to stated objectives except for the biographic
details of lecturers which were used as supporting evidence. The quantitative and
qualitative findings were presented and discussed separately.

Chapter five which is the closing chapter in this document summarises this study and
highlights and merges all the findings obtained in this research. Recommendations, mainly
based on the empirical findings, are also suggested in this chapter. After the
recommendations, the limitations of this study are also provided. The last section in this
chapter finally presents the concluding remarks.

5.3 FINDINGS

As indicated in chapter one of this research, a literature review and an empirical
investigation were the two main methods used to respond to given objectives. The
following findings were obtained from the literature as well as the empirical investigation.

5.3.1 Findings from the literature

The Human Capital Theory assumes that effective skills development management through
training enhances the performance of employees and in turn boosts the economic status of
the country. However, in South Africa, it is disheartening to note that many poor
throughput rates, high dropout rates, low progression and completion rates among NCV students in TVET Colleges are all symptoms of ineffective lecturers’ skills development management processes. According to the literature (2.3.1) all educational managers should often, if not always, develop lecturers’ skills in order to accomplish the desired educational goals in South Africa. It is also the responsibility of managers to formulate workplace skills plans which encompass the job analyses process, skills auditing, prioritization, designing skills programmes, implementing employees’ training as well as monitoring and evaluating the workplace skills plan (2.5.1).

The literature (2.4) indicates that the necessary skills development programmes for lecturers in TVET Colleges include the knowledge training programme, curriculum training programme, technical skills programme, career development programme, mentorship programme and meetings/workshops and seminars. At least more than 50% of the lecturers in TVET Colleges in South Africa need professional development in knowledge content information, policy and legislative context, student background, language, managing teaching and learning, assessment, ICT, students’ diversity management, positive ethics and reflection. In the light of the literature, the teaching skills necessary for TVET lecturers in South Africa include the technical skill, pedagogy skill, motivating skill, planning and evaluating skill, communication skill, lesson delivery skill, ICT skills, classroom management skill as well as the college and the community involvement skills.

To enhance a complete cycle in the skills development management process managers should initiate the skills programme, implement it and evaluate the process. Managers should ensure that each training programme is linked to set objectives. More so, managers should guide and motivate the skills development processes if ever they are to be successful (2.5.3 and 2.5.4).

Literature indicates that the challenges affecting the skills development management in South Africa include increased workforce diversity, competing in the global economy, eliminating the skills gap, the need for lifelong learning, facilitating organizational learning and ineffective educational outcomes.

The strategic management of skills development in South Africa should be linked to the current trends in the global skills development process. Managers should select a suitable
training strategy, set training aids and facilities, identify the correct target group, select instructors, compile programme content, arrange accommodation and do other administrative duties such as making payments for training programmes (2.5.2). According to the literature, all the skills development training in South Africa should be action orientated in the strategic, tactical and operational levels.

5.3.2 Merged findings from the empirical investigation (quantitative and qualitative findings)

In as much as the empirical investigations were guided by the objectives in this study, the following merged findings were arranged according to the following themes or sub-headings linked to the objectives indicated in the initial setting of this study.

(a) The nature of lecturers’ skills development management in TVET Colleges in North West Province.

Although most lecturers so far have been trained as assessors and moderators, many lecturers in TVET Colleges in North West province disagreed on the availability of the knowledge training programme, the curriculum training programme, the technical skills programme, career development programme, mentorship programme and meetings/workshops and seminars. This implies there is little or insufficient training being done on lecturers in TVET Colleges in North West province. Surprisingly, there is lack of implementation of the skills development programmes necessary for lecturers in TVET Colleges in North West province. Findings in this study indicate that more than 50% of the lecturers argued that the skills development programmes indicated above are never implemented.

(b) The perceptions of lecturers and students on the level of lecturers’ teaching skills capacity in TVET Colleges in North West Province.

Lecturers and students in TVET Colleges in North West province assume that the level of lecturers’ teaching skills capacity is very low. For instance, lecturers’ classroom management skills, integration teaching skills, designing learning aids, reflective thinking skills, evaluating skills and innovative skills were considered to be very low. It was observed that the majority of lecturers do not engage themselves in college or community projects. The reason for this could be that lecturers lack training in these particular skills since there is little implementation of the skills development programmes.
(c) The management processes used for lecturers’ skills development in TVET Colleges in North West Province.

It emerged in this study that managers do not do skills audits to assess areas of weaknesses in teaching; do not consult lecturers for skills gaps; do not provide financial support to lecturers when furthering their studies; and do not do skills development evaluation. This reveals that the skills development management process in TVET Colleges in North West province is not being effectively managed. As a matter of fact, more than 56% of the lecturers in TVET Colleges in North West province confirmed that the skills development management process needs to be improved.

(d) The management challenges which affect lecturers’ skills development in TVET Colleges in North West Province.

It was found in this study that the skills development management challenges which affect the lecturers’ skills development processes in TVET Colleges in North West province include the insufficient budget allocation; non-implementation of the Integrated Quality Management System (IQMS) by the campus unit managers; lack of co-operation from unit managers in identifying the lecturers’ training needs; favouritism during the selection process; lack of skills and competency on the service providers; lack of assessment strategies from the supply chain management before hiring service providers; structure deficiency; non-availability of comprehensive policies and guidelines on skills development management; lack of commitment by staff and performance agreement forms which are not signed or done by lecturers. All these challenges are linked to lack of planning, implementation and evaluation of skills development management process.

(e) The management strategies that can be used to improve lecturers’ skills development in TVET Colleges in North West Province.

It was observed in this study that the skills development management processes need to be planned well in advance, if ever improvements are to be made. Policies and guidelines which govern skills development management need to be designed and the training given to lecturers should be relevant and linked to teaching and learning objectives in TVET colleges.

In as much as the beneficiaries have to be informed about the value of training, unit managers should be trained and motivated so that they understand the value of training and
participating effectively in the training process. The findings in this category indicate that the IQMS process should be done since it informs the training needs for lecturers. More so, lecturers should be consulted and engaged during the skills audit sessions.

5.4 RECOMMENDATIONS

With specific regard to the empirical findings presented above, this study proposes the following recommendations:

Based on the finding that there is little or insufficient training and implementation of the skills development programmes for lecturers in TVET Colleges in North West province, various skills development programmes such as the knowledge training programme, technical skills programme, career development programme, curriculum programme, mentorship programme and meetings/ workshops and seminars should not only be available in the training schedules but should be implemented as well.

On the back drop of the finding that the level of lecturers’ teaching skills capacity is very low, all educational managers should often, if not always, develop lecturers’ skills in order to accomplish the desired educational goals in South Africa. Lecturers from the Human Capital perspective are valuable assets and must be equipped with the necessary teaching skills which in turn boost their performance and students’ results.

With regard to the finding that the skills development management process in TVET Colleges in North West province is not being effectively managed; managers should:

- Plan all the skills development programmes and make sure that they are directly linked to the improvement of the teaching and learning process.
- Should formulate policies and guidelines which govern all skills development management processes.
- Formulate workplace skills plans which encompass the job analyses process, skills auditing, prioritization, designing skills programmes, implementing employees’ training as well as monitoring and evaluating the workplace skills plan.
- Consult lecturers and engage them during the skills audit sessions.
- Make initiatives to inform all the beneficiaries about the value of training.
- Carefully manage the IQMS process since it gives an account of all the training needs for lecturers.
• Strategically link the skills development process to the current trends in the global skills development process.

• Select a suitable training strategy, set training aids and facilities, identify the correct target group, select instructors, compile programme content, arrange accommodation and do other administrative duties such as making payments for training programmes.

• Ensure that the skills development initiatives for lecturers are action orientated in the strategic, tactical and operational levels and should embrace a comprehensive cycle which initiates with the strategy formulation; strategy implementation; and culminating with strategy evaluation.

5.4.1 Recommendations for future research

Since this particular study was only limited to TVET Colleges in North West province, it is recommended that future research be conducted on the similar topic in the whole South Africa. This, in the view of the researcher, extends the scope and setting of this research and the findings obtained can therefore be generalized to the whole country. Having done that, the research will nevertheless attract the interest of stakeholders and probably the findings obtained can have strategic influences in the education system in South Africa.

Instead of only focusing on lecturers in TVET Colleges, further similar research can also be done on students and or managers in TVET Colleges in South Africa, since the skills development process extends to these stakeholders as well.

Furthermore, it is also imperative to conduct a study on the impact of skills development management for TVET College lecturers in South Africa. Indeed, this will shed more light to the significance of skills development management and probably how it influences the education system in South Africa.

5.5 LIMITATIONS OF THE STUDY

This study was only limited to TVET Colleges in the North West province in South Africa. In that respect, all the results obtained, therefore, can only be generalized to TVET Colleges in North West province. The study also focused only on the aspect of skills development management for lecturers and excluded the other stakeholders such as managers and students.
5.6 CONCLUSION

Ineffective skills development management is indirectly affecting the teaching and learning processes worldwide. Most countries, including South Africa, are grappling with inadequate skills necessary to drive the economy to greater heights. As such, academics and researchers are now making a paradigm shift towards effective skills development management since it is the cornerstone and hallmark of successful teaching and learning. Through the backbone of the Human Capital Theory, skills development management implies not only valuing the potential in employees, but also investing in those employees. In the light of this philosophy, this study assessed the skills development management for lecturers in TVET Colleges in North West province. A literature review and an empirical investigation were the two main methods used to respond to given objectives. The study revealed important research evidence suggesting that there is urgent need to address the gaps in skills development management in TVET Colleges in North West province. Valuable findings were observed in this study that planning is much more critical in the skills development management process and should be complemented by implementation as well as doing an evaluation. All skills development managers, once again, should take cognizance of all the recommendations provided, if ever the skills development management process in TVET Colleges is to be improved. Hopefully, somewhere in the future South Africa shall say: Ineffective skills development management for lecturers in TVET Colleges in South Africa is now a thing of the past.
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Skills Development Levies Act see South Africa.

South African Schools Act see South Africa.


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## APPENDIX A

### QUALITATIVE DATA TRANSCRIPTION

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONSES</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a) May you kindly explain your role and responsibility in skills development management in your college?</td>
<td>Eeeh….since September last when the then HRD manager resigned, I was assigned to take over…but may I tell you that…eeeh, am not appointed and am only assisting… and then I cannot tell you to say my key performance areas are 1,2,3…..So I am assisting in the HRD</td>
<td>assisting in the HRD</td>
</tr>
<tr>
<td>(b) What are your achievements so far in the skills development management or training?</td>
<td>Eeeeh, menear…like I said before I’m still new and still doing requests and working out my planning…but the former HRD manager…yes…lecturers have been trained as assessors and moderators</td>
<td>Human resource management</td>
</tr>
<tr>
<td></td>
<td>Well…I am still new but many lecturers I am sure have so far been trained as assessors and moderators</td>
<td>facilitate training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>request training interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>co-ordinate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>still new doing requests planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lecturers trained as assessors and moderators</td>
</tr>
</tbody>
</table>
2. Mention the tasks involved in skills development management, or things that you do in managing skills development programmes?

<table>
<thead>
<tr>
<th>Task/Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>We have to do the planning and then we do skills audits. Then we do administrative work. We have to do prioritization and advance the training. Sourcing funds does not rest with me but we have 1% reserved for training. The second source of funds is the CETA and we seek funds from them. To capacitate reserve training from outsides. It is unfortunate we have not done skills evaluation because that will be done by supervisors which can be used as an indicator to training.</td>
</tr>
<tr>
<td>Skills audits</td>
<td>Like I said before we facilitate training, coordinate, and also do the recording of the IQMS, PMDS which guides training. So our role is to gather training needs and the targets and after that we make submission to supply chain for assisting us with training providers. After training we were supposed to do visits to check if training was successful but we do not do that.</td>
</tr>
</tbody>
</table>

3. (a) Which skills do lecturers need in order to improve their teaching and learning?

<table>
<thead>
<tr>
<th>Skills needed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic skills or general meaning</td>
<td>Eeeeh the skills which are required by lecturers are generic skills or general meaning those which enable them to do teaching and learning satisfactory. Lecturers will need to be computer literate, send e-mails and type. Then we have technical or critical skills which enable them to perform their job. Then another one could be scarce skills. The other source is the HRM which should do provisioning, utilization and maintenance. Lecturers should have workplace training or work integrated learning.</td>
</tr>
<tr>
<td>ICT</td>
<td>Facilitation, assessment, moderation,...and lesson delivery since they had never been trained as teachers,...enyeaa of course computer literacy en what what...assessment</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Generic skills such as: Facilitation, Assessor, Moderation, ICT, Technical skills</td>
</tr>
<tr>
<td>Critical skills</td>
<td>Critical skills</td>
</tr>
</tbody>
</table>

(b) Explain your view about the level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation, assessor, ICT and</td>
<td>It’s just that I haven’t seen them and there are no</td>
</tr>
<tr>
<td>we are looking at e-learning</td>
<td>Skills outdated-frustrating</td>
</tr>
</tbody>
</table>
of lecturers’ teaching skills capacity in your college?  
which help lecturers in the current state of affairs.  
Many of them their skills are outdated.  The majority of our lecturers are not in a position to teach adults. Skills training should be informed by the labour market and to raise their own images. The department is saying lecturer’s entry qualification should be Honours degree.  

| 4. (a) What instruments or methods do you use in assessing skills needs and gaps for lecturers? | For me I want to be honest and do not want to contaminate your research but honestly we do not have any instruments even in the whole college. | We have a training matrix and the IQMS which assess the training gaps | No training instruments  
Training matrix  
IQMS |
|---|---|---|---|
| (b) Do you have any policies, guidelines or procedures for managing skills development? May you kindly elaborate how you use these in managing skills development? | I do not have any policies to guide training...euh in fact I use acts to guide. | Ohhh.....ooooo.  
pausing...yoooh policies for skills development we don’t have... | No policies or guidelines  
Use acts |
| 5. Which management challenges affect lecturers’ skills development programmes in your college? | There are many challenges menear.... I would say eeh...Lack of synergy among different units and leaders’ attitude. The supply chain need to source facilitators in time. We still have a problem in getting funds the 1%. Also people go and resign after getting training. The other one mmmmm....I will say budget...budget allocation....The other challenge is lack of implementation of the IQMS tool......mmmm training....some other managers do not cooperate in identifying training needs....there is one old | | Lack of co-operation  
Leaders’ attitude  
Administrative problems  
Budget and funds disbursement |
<table>
<thead>
<tr>
<th>6. Kindly explain how the management of lecturers’ skills development can be improved in general?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It would be difficult merely to give you an accurate answer...but one will be to have a contract signed and if a member fails the person might pay back. If you do not pass we will deduct the money from your salary. To legislate the guidelines for the training process. To make sure people understand the value of training and development.</td>
</tr>
<tr>
<td>Mmmmmuuuu...I think firstly hey...the way training is done here...like I was talking about IQMS...Lecturers should mention areas they need training.....Now the problem is who should identify the skills. Is it the management or the lecturer...unit managers should call a unit meeting and let people suggest their training needs? The training given is not necessary or related to...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training exit staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of co-ordination</td>
</tr>
<tr>
<td>Favouritism</td>
</tr>
<tr>
<td>Lack of policies</td>
</tr>
<tr>
<td>Low morale</td>
</tr>
<tr>
<td>Performance agreement not signed</td>
</tr>
<tr>
<td>Lack of accountability</td>
</tr>
<tr>
<td>Lack of implementation</td>
</tr>
<tr>
<td>Lack of competency among facilitators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings for awareness</td>
</tr>
<tr>
<td>Lecturers to suggest training needs</td>
</tr>
<tr>
<td>Align training to teaching and learning</td>
</tr>
<tr>
<td>Training to be relevant</td>
</tr>
</tbody>
</table>
teaching and learning.
Uuuuuummm I think about this training being done every year....before training someone the content must be examined for its relevance....service providers need to be competent and the training should be aligned to the needs.

Policies must be reviewed or designed since we don’t have some.
APPENDIX B

QUALITATIVE INTERVIEW DATA CODES, CATEGORIES AND THEMES

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CODING</th>
<th>CATEGORY</th>
<th>THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interviewee MA</td>
<td>Interviewee MB</td>
<td></td>
</tr>
<tr>
<td>1. Nature and Extent of Skills development Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a)</td>
<td>Role and responsibility</td>
<td>assisting in the HRD</td>
<td>Human resource management</td>
</tr>
<tr>
<td>(b)</td>
<td>Achievements/Extend of implementation</td>
<td>still new assessor</td>
<td>still new assessor</td>
</tr>
<tr>
<td>(c) Tasks involved in skills development management</td>
<td>Planning, Skills audits, Administrative work, Prioritisation, Advance training, Skills evaluation</td>
<td>Facilitate training, Co-ordinate training, Recording, Gather training needs, Submission to supply chain visits</td>
<td>Planning, Skills audits, Facilitate, Administrative work, Skills evaluation</td>
</tr>
</tbody>
</table>
## 2. Level of Teaching skills

### (a) Level of lecturers’ teaching skills
- **Skills outdated**
- **Cannot teach adults**
- Entry should be Honours
- **Frustrating**
- **No teaching methodology**
- **Lack passion**
- **Lack qualifications**
- Lecturers’ skills are outdated
- Do not have teaching methodology
- Qualifications below the DHET’s pre-requisite

### (b) Skills needed by lecturers
- **Generic skills**
- **ICT**
- **Technical skills**
- **Critical skills**
- **Scarc skills**
- **Work integrated learning**
- **Facilitation**
- **Assessor**
- **facilitation**
- **assessor**
- **assessment**
- **moderation**
- **lesson delivery**
- **computer literacy**
- **General skills e.g. facilitation, assessment, lesson delivery and moderation**
- **Critical and scarce skills**
- Technical and work integrated learning skills
- Lecturers need generic skills e.g. facilitation, assessment, lesson delivery and moderation.
- Lecturers need critical and scarce skills
- Lecturers need technical and work integrated learning skills

## 3. Management process

<table>
<thead>
<tr>
<th>Planning</th>
<th>No key performance areas</th>
<th>Have to do planning</th>
<th>No planning or key performance areas</th>
<th>Managers do not do skills development planning nor do have key performance areas.</th>
</tr>
</thead>
</table>

108
| Skills auditing | No any instrument | Training matrix | No instrument | Different views on the instruments: No instrument and Training matrix |
| Policies and guidelines | No policies or guidelines | Don not have policies | No policies or guidelines | There are no policies or guidelines and some use acts |
| Coordinating | Not appointed | Still new | No coordinating done so far | Skills developments not being coordinated so far since managers are still new and not yet appointed |
| Evaluating | Not done any skills evaluation | Supposed to do visits | Evaluation not done | So far skills development not done |
| 4. Management Challenges | Lack of co-operation | Budget allocation | Lack of co-operation | Management challenges include: Lack of co-operation |
| | Leaders’ attitudes | Lack of implementation | Leaders’ negative attitudes | Leaders’ attitude |
| | Delays in Sourcing facilitators | Lack of co-operation | Administrative problems | Administrative problems |
| | Training funds and disbursement | | Budget and funds disbursement | Budget and funds disbursement |
| | Exit level employees | | Training exit staff | Training exit staff |
| | Lack of co-ordination | | Lack of co-ordination | |
| | Favouritism | | Favouritism | |
| | | | Lack of capacity (subject matter) | |
| | | | Lack of policies | |
| | | | | Lack of co-
<table>
<thead>
<tr>
<th>Issues</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>No policies</td>
<td>Policies and guidelines</td>
</tr>
<tr>
<td>Lack of commitment</td>
<td>Designing policies and guidelines</td>
</tr>
<tr>
<td>Low morale</td>
<td>Policies and guidelines</td>
</tr>
<tr>
<td>Performance agreement not signed</td>
<td>Meetings for awareness</td>
</tr>
<tr>
<td>Low morale</td>
<td>Lecturers to suggest training needs</td>
</tr>
<tr>
<td>Lack of accountability</td>
<td>Align training to teaching and learning</td>
</tr>
<tr>
<td>Low morale</td>
<td>Training to be relevant</td>
</tr>
<tr>
<td>Performance agreement not signed</td>
<td></td>
</tr>
<tr>
<td>Lack of accountability</td>
<td></td>
</tr>
<tr>
<td>Low morale</td>
<td></td>
</tr>
<tr>
<td>Performance agreement not signed</td>
<td></td>
</tr>
<tr>
<td>Lack of implementation</td>
<td></td>
</tr>
<tr>
<td>Lack of competency among facilitators</td>
<td></td>
</tr>
</tbody>
</table>

5. Management Strategies

- **Policies and guidelines**
  - Awareness
  - Unit meetings
  - Skills auditing - lecturers to suggest training needs
  - Align training to teaching and learning

- **Designing policies and guidelines**
  - Policies and guidelines
  - Meetings for awareness
  - Lecturers to suggest training needs
  - Align training to teaching and learning
  - Training to be relevant

Skills development strategies include:
- Designing policies and guidelines
- Having meetings and awareness campaigns
- Lecturers to suggest their training needs
- Alignment of training to teaching and learning
- Training to be relevant
APPENDIX C

QUANTITATIVE RESEARCH INSTRUMENT FOR TVET LECTURERS IN NORTH-WEST PROVINCE

NOTE TO RESPONDENT

This questionnaire intends to find out the nature and scope of skills development management for TVET lecturers in North-West Province, a move aimed at supporting and improving the management of TVET lecturers’ skills development programmes. All the findings obtained in this study will be used specifically for academic purposes towards the fulfilment of the researcher’s Master’s Degree in Educational Management at North-West University. Be informed that this study conforms to these ethics:

• Although the findings in this research will help lecturers in TVET Colleges, please be advised that participation in this study is voluntary.
  • Confidentiality, anonymity and privacy will be considered.

Guidelines for completing the questionnaire

• This questionnaire will only take 7-10 minutes of your time
• Kindly respond to all the questions in Section A, B, C & D by putting an (x) or filling in the spaces provided.
  • Kindly answer the questions to the best of your knowledge.
**SECTION A (Biographic Data)**

Question: Answer all questions from 1.1 to 1.7 in this section

1 **GENDER**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

2 **AGE**

<table>
<thead>
<tr>
<th>21-25</th>
<th>26-30</th>
<th>31-35</th>
<th>36-40</th>
<th>41-45</th>
<th>46-50</th>
<th>51 &amp; above</th>
</tr>
</thead>
</table>

3 **HOME LANGUAGE**

<table>
<thead>
<tr>
<th>Setswana</th>
<th>Sesotho</th>
<th>IsiZulu</th>
<th>Sepedi</th>
<th>Other (specify)</th>
</tr>
</thead>
</table>

4 **SCHOOL QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Completed Grade 9</th>
<th>Completed Grade 10</th>
<th>Matriculated</th>
<th>Other (specify)</th>
</tr>
</thead>
</table>

5 **POST-SCHOOL QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Honours Degree</th>
<th>Master’s Degree</th>
<th>PhD</th>
</tr>
</thead>
</table>
### Highest Teaching Qualification

<table>
<thead>
<tr>
<th>Certificate in Education</th>
<th>Less than 1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education</td>
<td>Between 2 to 4 years</td>
</tr>
<tr>
<td>Ace</td>
<td>Between 5 to 7 years</td>
</tr>
<tr>
<td>PGCE</td>
<td>Between 8 to 10 years</td>
</tr>
<tr>
<td>PGDE</td>
<td>More than 10 years</td>
</tr>
<tr>
<td>Bachelor of Education degree</td>
<td></td>
</tr>
<tr>
<td>Master’s in Education</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>No teaching qualification</td>
<td></td>
</tr>
</tbody>
</table>
### SECTION B

2. **THE NATURE AND SCOPE OF SKILLS DEVELOPMENT MANAGEMENT IN TVET COLLEGES**

**Question (a):** The following skills development programmes are taking place in my college?

*Use the following scale to rate your response. (Scale: 1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree)*

<table>
<thead>
<tr>
<th>Programme</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Knowledge training programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.2 Curriculum training programme</td>
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<td></td>
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<tr>
<td>2.3 Technical skills training programme</td>
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<td></td>
<td></td>
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<tr>
<td>2.4 Assessor training programme</td>
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<td></td>
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<tr>
<td>2.5 Facilitator training programme</td>
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<tr>
<td>2.6 Moderator training programme</td>
<td></td>
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</tbody>
</table>

**Question (b):** To what extent are the above skills development programmes being implemented in your college? *Use the following scale to rate your response. (Scale: 1. Never 2. Rarely 3. Sometimes 4. Very often 5. Always)*

<table>
<thead>
<tr>
<th>Programme</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Very often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7 Knowledge training programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8 Curriculum training programme</td>
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<td></td>
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<tr>
<td>2.9 Technical skills training programme</td>
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<tr>
<td>2.10 Assessor training programme</td>
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<td></td>
<td></td>
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<tr>
<td>2.11 Facilitator training programme</td>
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</tbody>
</table>
### SECTION C

#### 3. PERCEPTION OF YOUR TEACHING SKILLS’ LEVEL

*Instruction: Please indicate your perception about your teaching skills’ level or capacity by putting an (X) in the appropriate box. Rate yourself using the following scale: (scale: 1. Very low 2. Low 3. Average 4. High 5. Very high)*

<table>
<thead>
<tr>
<th></th>
<th>Very low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Planning skill</td>
<td></td>
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<tr>
<td>3.2</td>
<td>Organisation skill</td>
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<td>3.3</td>
<td>Classroom management skill</td>
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<td>3.4</td>
<td>Leadership skill</td>
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<td>3.5</td>
<td>Controlling skill</td>
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<tr>
<td>3.6</td>
<td>Negotiation skill</td>
<td></td>
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<td></td>
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<tr>
<td>3.7</td>
<td>Knowledge in Information and Computer Technology (ICT) skill</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.8</td>
<td>Pedagogical skill</td>
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<tr>
<td>3.9</td>
<td>Communication skill</td>
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<tr>
<td>3.10</td>
<td>Involvement in school projects</td>
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<tr>
<td>3.11</td>
<td>Involvement in community projects</td>
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<tr>
<td>3.12</td>
<td>Creativity</td>
<td></td>
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<tr>
<td>3.13</td>
<td>Theory based teaching</td>
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<tr>
<td>3.14</td>
<td>Relational skills</td>
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<td>3.15</td>
<td>Integrational teaching skill</td>
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<td>3.16</td>
<td>Technical skill</td>
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<td></td>
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<tr>
<td>3.17</td>
<td>Designing learning aids</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.18</td>
<td>Reflective thinking</td>
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<tr>
<td>3.19</td>
<td>Evaluation</td>
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<tr>
<td>3.20</td>
<td>Innovation</td>
<td></td>
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<tr>
<td>3.21</td>
<td>Administration</td>
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<td>3.22</td>
<td>Career management</td>
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<tr>
<td>3.23</td>
<td>Motivating skill</td>
<td></td>
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<tr>
<td>3.24</td>
<td>Lesson delivery</td>
<td></td>
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<tr>
<td>3.25</td>
<td>Student diversity management</td>
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</tr>
</tbody>
</table>

**SECTION D**

**3. THE MANAGEMENT PROCESSES FOR LECTURERS’ SKILLS DEVELOPMENT IN TVET COLLEGES**

*Instruction: Read the following questions about the management process for lecturers’ skills development in TVET Colleges. Rate your answer or response by putting an (x) in the appropriate box.*

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The skills development process is well managed in my college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Skills development managers always do skills audits to assess areas of</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Weakness in teaching</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>I am always consulted by management in skills development matters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.4</strong></td>
<td>I always get enough support and mentoring from my immediate superiors</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>3.5</strong></td>
<td>After every skills development course my managers evaluate my training and skills acquired</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.6</strong></td>
<td>In the past 2 years all the training I received have been helpful to my teaching area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.7</strong></td>
<td>I strongly feel that the management process for skills development in TVET colleges need to be improved</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>3.8</strong></td>
<td>The training done to lecturers is always related to their performance areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.9</strong></td>
<td>The subjects I am teaching are related to my area of specialisation and I am always consulted on what I can teach</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**SECTION E**

**4. SKILLS NEEDS FOR TVET LECTURERS**

**Question:** To what extent do you think the following training is important to you? Please use the following scale to indicate your response; *(1. Unimportant 2. Of little important 3. Moderately Important 4. Important 5. Very important)*
<table>
<thead>
<tr>
<th></th>
<th>Unimportant</th>
<th>Of little important</th>
<th>Moderately important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Content knowledge of my subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Policy and legislative context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Student background</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Managing teaching and learning effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7</td>
<td>ICT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>Demands of students (diversity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>Positive ethics in teaching</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.10</td>
<td>Reflection in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.11</td>
<td>Moderation</td>
<td></td>
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<td></td>
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<tr>
<td>4.12</td>
<td>Facilitation</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4.13</td>
<td>Instruction delivery</td>
<td></td>
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<td></td>
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<tr>
<td>4.14</td>
<td>Leadership and management</td>
<td></td>
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<tr>
<td>4.15</td>
<td>Supervisory skills</td>
<td></td>
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<tr>
<td>4.16</td>
<td>Curriculum-based training</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4.17</td>
<td>Technical training (subject area)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Thank you
APPENDIX D

QUALITATIVE RESEARCH INSTRUMENT FOR TVET MANAGERS IN NORTH WEST PROVINCE

NOTE TO RESPONDENT

This interview intends to find out the nature and scope of skills development management for TVET lecturers in North-West Province, a move aimed at supporting and improving TVET lecturers’ skills development processes. All the findings obtained in this study will be used specifically for academic purposes towards the fulfilment of the researcher’s Master’s Degree in Educational Management at North-West University. Be informed that this study conforms to these ethics:

- Although the findings in this research will help lecturers and all stakeholders in TVET colleges, please be advised that participation in this study is voluntary.
- Confidentiality, anonymity and privacy will be considered.

Guidelines for responding to the Interview

- Kindly feel free to respond to all the questions in this interview.
- May you kindly answer all the questions in this interview to the best of your knowledge and be truthful.
- Feel free to answer questions or to seek explanations wherever you feel you do not understand.
Interview Questions

- May you kindly explain your role and responsibility in skills development management in your college?
- Mention the tasks involved in skills development management, or things that you do in managing skills development programmes?
- Which skills do lecturers need in order to improve their teaching and learning?
- Explain your view about the level of lecturers’ teaching skills capacity in your college?
- What instruments do you use in assessing skills needs and gaps for lecturers?
- Do you have any policies, guidelines or procedures for managing skills development? May you kindly elaborate how you use these in managing skills development?
- Which management challenges affect lecturers’ skills development programmes in your college?
- Kindly explain how the management of lecturers’ skills development can be improved in general?

Thank you
NOTE TO RESPONDENT

This questionnaire intends to find out the nature and scope of skills development management for TVET lecturers in North-West Province, a move aimed at supporting and improving the management of TVET lecturers’ skills development programmes. All the findings obtained in this study will be used specifically for academic purposes towards the fulfilment of the researcher’s Master’s Degree in Educational Management at North-West University. Be informed that this study conforms to these ethics:

- Although the findings in this research will help lecturers in TVET Colleges, please be advised that participation in this study is voluntary.
- Confidentiality, anonymity and privacy will be considered.

Guidelines for completing the questionnaire

- This questionnaire will only take 3-5 minutes of your time
- Kindly respond to all the questions in section A by putting an (x) or filling in the appropriate box.
- Kindly answer the questions to the best of your knowledge.
## SECTION A

### 1. PERCEPTIONS ABOUT LECTURERS’ TEACHING SKILLS CAPACITY

Question: I strongly feel that some of my lecturers need training or development in the following teaching skills. Use the following scale to rate your response: (1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree)

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Planning skill</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1.2</td>
<td>Organisation skill</td>
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<td>1.3</td>
<td>Classroom management skill</td>
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<td>1.4</td>
<td>Leadership skill</td>
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<td>1.5</td>
<td>Controlling skill</td>
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<td>1.5</td>
<td>Negotiation skill</td>
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<tr>
<td>1.7</td>
<td>Information and Computer Technology (ICT) skills</td>
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<td>1.8</td>
<td>Pedagogical skills</td>
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<td>1.9</td>
<td>Communication skills</td>
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<td>1.10</td>
<td>Involvement in school projects</td>
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<td>1.11</td>
<td>Involvement in community projects</td>
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<tr>
<td>1.12</td>
<td>Creativity</td>
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<tr>
<td>1.13</td>
<td>Theory-based teaching</td>
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<td>1.14</td>
<td>Relational skills</td>
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<td>1.15</td>
<td>Integration skill</td>
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<td>1.16</td>
<td>Technical skill</td>
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<td>1.17</td>
<td>Designing learning aids</td>
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<td>1.18</td>
<td>Reflective thinking</td>
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<td>Career management</td>
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<td>1.23</td>
<td>Motivating skill</td>
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<td>1.24</td>
<td>Lesson delivery</td>
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<tr>
<td>1.25</td>
<td>Student diversity management</td>
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Thank you