

**THE PROFESSIONAL DEVELOPMENT OF LECTURERS AT FURTHER
EDUCATION AND TRAINING COLLEGES IN THE EASTERN CAPE
PROVINCE**

by

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Submitted in accordance with the requirements for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

University of South Africa

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2016

DECLARATION

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

MR K. MATSHAYA

June 2016

DATE

ACKNOWLEDGEMENTS

I wish to express my gratitude to the following people:

- To God Almighty who gave me courage and strength to complete this degree.
- To my supervisor, Professor C. Van Wyk for his encouragement, support and guidance that he has provided throughout this study. I thank you Professor.
- To my parents for encouraging and supporting me through all these years. May God bless you.
- To my wife Mandisa and my daughter Khanyiso for their support and understanding.
- To my colleague R.N. Lingela who supported me throughout this journey.
- To my editor, Professor Annette Combrink for editing my dissertation.
- To the staff and management of Port Elizabeth College for allowing me to conduct my study in the institution.

Thank you all so much.

DEDICATION

I would like to dedicate this work to my late mother in gratitude for imparting to me the values of hard work and dedication.

I still live by her motto: "*Nothing can be achieved without sweating.*"

May your soul rest in peace, Mama wam Mamqwathi.

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LIST OF ABBREVIATIONS

FETC	:	Further Education and Training Colleges
DoE	:	Department of Education
DHET	:	Department of Higher Education and Training
IQMS	:	Integrated Quality Management System
HoD	:	Head of Department
ETDPSETA	:	Education, Training and Development Practices Sector Education and Training Authority
NC (V)	:	National Certificate (Vocational)
NQF	:	National Qualification Framework
ISAT	:	Integrated Summative Assessment Task
SETA	:	Sector Education and Training Authority
SACE	:	South African Council for Educators
PD	:	Professional development
CPRE	:	Consortium for Policy Research in Education

ABSTRACT

The study focused on professional development of lecturers at Further Education and Training (FET) Colleges in the Eastern Cape Province. The effectiveness of lecturers at FET colleges depends on continuous development in order to meet challenges that they face due to continuous changes in technology and curriculum. Also, the development of the lecturers has a positive effect on their teaching with the result that both the students and the wider institution benefit from it.

The literature reviewed revealed the effects, types, theories and nature of professional development. A qualitative research approach in the form of document analysis, interviews and observations was used in order to explore the implementation and/or lack thereof of professional development and its effects in teaching and learning within the institution.

It is hoped that the qualitative study and the literature review will contribute to the implementation of professional development for the benefit of students and the college. Different strategies for the implementation of professional development were recommended that could further enhance the introduction of professional development in FET colleges.

KEY TERMS:

Further Education and Training Colleges; Professional development; Vocational education; Skilled citizenry; Roles; Stakeholders; Nature; Technical skills; Economic development; Strategies.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study deals with the professional development of lecturers at Further Education and Training Colleges (FET) in the Eastern Cape Province in South Africa. This implies that three broad concepts or ideas are addressed, namely, FET Colleges, professional development and professional development of lecturers. These terms are operationalized in the following paragraphs.

According to the Department of Higher Education and Training (DHET) (2013: 8), FET colleges operate in the so-called post-school education system with the idea of preparing workers for the labour market and to contribute in developing skills for the economy. According to McBride, Papier and Needham (2009: 22), while colleges were being called upon to be responsive to the practical needs of industry and business, that is, to make learners employable and to train them for the growing economy, the new curricula make challenging cognitive demands in terms of high-level knowledge and skills. The Department of Education (DoE) (2007: 6) indicates that these colleges are delivering education and training on the broadest geographical scale, to communities that would otherwise not be reached. FET Colleges offer National Certificates (Vocational) NC (V) in eleven economic sectors (DoE, 2007: 8), which are, Civil Engineering and Building Construction; Electrical Infrastructure Construction; Engineering and Related Design; Finance, Economics and Accounting; Hospitality; Information Technology and Computer Science; Management; Marketing; Office Administration; Primary Agriculture and Tourism (DoE, 2007: 14). Professional development is a major challenge for lecturers at these colleges because it directly influences their main function, which is teaching.

South Africa has fifty public FET Colleges which can be regarded as young institutions, because they were created as recently as 2002 in terms of the FET Act, No 98 of 1998,

with the declaration of former technical colleges, colleges of education and training centres into fifty merged FET Colleges (DoE, 2007: 4).

Eight of these colleges are in the Eastern Cape Province and are situated in the following areas: Queenstown, Port Elizabeth, Uitenhage, King William's Town, East London, Butterworth and Umtata (DoE, 2007: 51). Satellite campuses are spread throughout the urban and rural communities in different areas of the Province.

Steyn and van Niekerk (2012: 45) citing Bernauer (2002), Moore (2000) and Bolam (2003), define professional development as an ongoing process that includes properly planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching. It covers a variety of activities, all of which are designed to enhance the growth and professional knowledge, skills and attitudes of staff members. Goh and Loh (2013: 203) expand the definition by indicating that professional development involves activities that enhance professional development and career growth. These activities are individual development, continuing education, in-service education, peer collaboration, study groups and peer coaching or mentoring.

McBride, Papier and Needham (2009: 2) remarked that professional development of lecturers in the FET sector is critical to the Human Resources Development Strategy, yet there is limited provision and a lack of systems for the lecturers' preparation, support and development". McBride et al. (2009: 3) further indicate that there is an ongoing lack of clarity about how many college lecturers require training and what training they need, and this lack of clarity has contributed to the inability of Higher Education to respond to calls for college lecturer development (Papier, 2008: 8). Lecturers in FET Colleges have a duty to upgrade their knowledge because of the type of institutions they work for. In conjunction with this statement, students' performance should be regarded as a priority as they need to be trained so that they can be able to apply their knowledge and skills in industry and thus improve the country's economy.

Lecturers need to be capable of delivering teaching, skills and training to students. To make this possible, the lecturers need to undergo professional development to equip them to deliver their services in a changing technological environment.

McBride et al. (2009: 8) further established that about 90 per cent of FET College lecturers do not have qualifications in teaching, in academic study and work experience. This is the challenge faced by these institutions, with the result that bringing lecturers to an acceptable level of professional development remains a key issue.

What further necessitates the need for professional development is the large percentage of lecturers that joined colleges from the schooling sector. McBride et al. (2009: 13) found that 61% of lecturers reported that they had taught in schools before entering the college sector. These lecturers lack practical and industry experience.

There is still a major concern about the current qualifications of college staff. DHET (2009: 9) suggests that in 2002, 8 per cent of teaching staff nationally were academically under or unqualified, meaning that they had no recognised tertiary qualifications, with the highest percentage of under-qualified staff in the engineering field, which is calculated to be in the region of 64 per cent. Furthermore, only 28 per cent of teaching staff had industry-based qualifications. While an overall 27 per cent of staff reported having completed their trade test qualifications, this finding referred to only 55 per cent of engineering lecturers and 27 per cent of lecturers in utility studies DHET (2009: 9).

To analyse and clearly illustrate this the challenges affecting the professional development of the FET College lecturers in more detail the following aspects are addressed:

- Literature review
- The problem statement
- The research questions
- The aim and objectives

- Research design and methodology
- Data analysis and interpretation
- Validity and reliability
- Ethical considerations
- Clarification of concepts
- Preliminary chapter outline

1.2 PRELIMINARY LITERATURE REVIEW

This section focuses on a review of the international and South African literature as well as on experiences of the researchers related to the topic. The review is in line with what is said by McMillan and Schumacher (2010: 74) who stated that it is noteworthy that by basing a study on what has been investigated, a stronger case for significance can be made. Maree (2012: 26) concurs with McMillan and Schumacher (2010) in that a literature review usually provides an overview of current and sometimes not so current yet still sufficiently relevant research appropriate to a research topic and salient facets of the topic. Steyn and van Niekerk (2012: 44) stated that the literature indicates that the leadership role of education managers is one of the crucial factors in influencing the effectiveness of educators' professional development. Quality teacher education and professional development of teachers are very important considerations in terms of the well-being of any education system. Professional development of every teacher can have a positive effect in the teaching and learning environment. Steyn and van Niekerk (2012: 44) argue that it is not programmes and materials themselves that bring about effective change in education systems, but the people in that system. Professional development of staff is crucial to creating effective learning institutions and improving the performance of learners.

Although the general purpose of professional development is personal and individual development, the promotion and attainment of quality teaching and learning can be seen as the common purpose of educational organisations that operate in the post-school or

further education system (Orr, 2008: 102). In England, for example, Further Education and National Training Organisation standards were published in 1999 as a statutory basis for training in this sector.

These standards included a requirement to engage in continuing professional development. What is also evident from the published standards is that professional development is regarded as a key aspect in developing lecturers in order to be effective in their teaching. Orr (2008: 102) postulates that a teacher's training is not complete when initial training ends.

In the White Paper on Post-School Education and Training, the DHET (2013: 8) puts it clearly when indicating that there must be strong leadership of institutions, ensuring that all teachers have the capability and support necessary to perform their functions at high level and providing the necessary infrastructure and equipment in these institutions. The DHET (2013: 16) also emphasizes that the most important indicator for the success of a college is the quality of the education offered and therefore the success of its students, hence the colleges need well-educated, capable and professional staff.

According to the DHET (2013: 3), technical and vocational education and training play a pivotal role in developing a knowledgeable and skilled citizenry who are able to contribute effectively to the social and economic development of a country. The development of knowledgeable and skilled citizenry requires urgently that lecturers undergo professional development. The professional development of lecturers in the FET colleges includes work integrated learning (WIL) which includes both learning to teach and mastering the skills, techniques and practices that are related to the subject the lecturers are teaching (DHET (2013: 10)).

Professional development of lecturers with respect to workplace experience enhances their knowledge of application in, and relevance to, the workplace of the subjects they teach. It is crucial for lecturers at FET colleges to have as part of their development programme exposure to, and time spent in structured learning experience in industry

settings so that they learn the technical skills associated with the subject and how to teach them (DHET 2013: 10). The above-mentioned ideas are further clarified in the Draft National Policy Framework (DHET, 2009) for lecturer qualifications and development in the FET Colleges in South Africa. The following over-riding aims of the policy framework are provided:

The policy aims to ensure that FET college lecturers:

- are adequately equipped to undertake their essential and demanding teaching and assessment tasks,
- enhance their professional competence and performance,
- form a community of competent FET professionals dedicated to providing vocational education of high quality, with high levels of performance as well as ethical and professional standards of conduct and
- are deservedly held in high regard by the people of South Africa (DHET, 2009: 4).

McBride et al. (2009: 2) argue that the seriousness of certification and development of college lecturers is underlined, but FET Colleges are poorly served by lack of current data on qualifications and experience of its lecturers to develop an informed response.

According to the South African Council for Educators (SACE) (2011: 10) the existing challenge facing FET Colleges is the fact that a significant number of teaching staff at FET colleges are either under-qualified or unqualified. According to available statistics, in 2002, eight per cent of FET educators were not in possession of a recognised tertiary qualification. Lecturers in FET Colleges with the necessary trade and industry experience generally do not hold formal teaching qualifications. SACE (2011: 10) argues that at one FET College in KwaZulu-Natal, 75 per cent of teaching staff had no teaching qualification with only a few holding academic degrees.

Another set of statistics that reflect on the professional development, or lack thereof, among college lecturers is the national certification rates (pass rates) of all levels from

level 2 to level 4 among FET College students from 2009 to 2011.

The following table was published by the Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA) (2012: 12).

Programme	2009	2010	2011
NC(V) level 2	9,6%	34,3%	44,8%
NC(V) level 3	12,4%	35,4%	42,3%
NC(V) level 4	23,3%	37,5%	40,9%

Table 1.1: National Certification Rates from 2009 to 2011

The results that appear in the above table are a cause for concern as the learners need to graduate in time if they are to become part of the mainstream economy. It seems as if not all lecturers are up-to-date with their subject knowledge as reflected by the table above and that some form of upgrading or continuous training related to their field of expertise has to be undertaken in order to improve the pass rates. According to Mgijima (2014: 359) professional development of lecturers is instrumental to successful delivery of curriculum. She argues that the lack of professional development has led key role-players in the FET colleges' sector to attribute poor performance of learners to inadequate preparation of lecturers who lack the requisite skills for curriculum delivery.

Mgijima (2014: 360-361) raises many important points that are required for professionally developed lecturers in the FET colleges. These factors include a requirement for a sound knowledge base in their subject specialization; sound knowledge of the FET policies; knowledge of the learners' diverse socio-economic backgrounds; ability to communicate effectively in the language of teaching and learning and to reflect critically with their professional community of colleagues to be able to adapt and improve their practice in line with evolving circumstances. Professional development in the FET Colleges has to integrate work-based experience with the subject content being taught by the lecturers.

In this regard the following five categories of professional development that were mentioned in (DHET, 2009: 22) should be closely considered (DHET, 2009: 22)

- College-led initiatives.
- Employer-led initiatives.
- Province-led initiatives.
- Qualification programmes.
- Other programmes offered by approved providers that directly support and augment good teaching practice.

Based on the preliminary literature review the researcher observed that effective professional development is embedded in every practice, is based on the needs of students, is tailored to meet the specific circumstances or contexts of lecturers and should be sustained over a period of time. All these important aspects served as justification to undertake this study and to look deeper into the importance of professional development of lecturers as well as to explain its effects on the work of lecturers and its wider impact in the institutions and economic development of the country. In addition, the apparent lack of professional development in the institution where this researcher is based also serves as a motivational factor. Few lecturers have been sent on development courses. As a lecturer the researcher has more than ten years of teaching experience, with more than six of these years at the present College. The college has three campuses hosting different programmes, namely Hospitality and Tourism, Management and Engineering, which is the field of study of this researcher. The Engineering campus has four departments responsible for NC (V) Level 2 to Level 4 programmes, namely Mechanical Engineering, Mechatronics, Electrical Engineering and Civil Engineering. There are about eighty lecturers for the different subjects offered and about 1300 students at that campus. There is therefore a need to investigate the involvement of those lecturers in realizing the objectives of this study.

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

As implied in the previous paragraph there is no clarity about how the FET College lecturers should be developed and what kind of training would best fit their needs. In addition, there is an apparent inability on the part of the Department of Higher Education to respond to calls for lecturer empowerment in terms of providing training to the college lecturers. Papier (2008: 8) admits in this regard that, although the department has engaged in research on human resource needs in the FET College sector, there has not really been a coherent strategy for addressing the development of lecturers.

Papier (2012: 1) further remarked that in 2011 alone, about 321 000 students left school either having failed matric or passing without university entrance, thus finding themselves with very limited options for furthering their studies. She argues that “putting aside sophisticated arguments about education not leading to jobs, training for a jobless economy and so on, let us simply ask this: How will our FET Colleges meet the aspirations of those who see education and training as a means to improving their life chances? Fourteen years after the first FET Act of 1998 set college reforms rolling, what hurdles do public colleges still face”? Odendaal (2012: 1) also wrote about the apparent lack of lecturer development and inadequate performance of students in the sector when addressing the turnaround plan for South Africa’s 50 FET Colleges. Odendaal’s article indicates that the Department of Higher Education and Training Minister’s unveiling of the strategy put a strong focus on improving lecturers’ qualifications, student pass rates as well the quality of the teaching staff and systems, but that implementation is still lacking. That indicator has helped this researcher to focus on this aspect in the current study, which is to find out what the contributing factors are towards the apparent lack of clarity on the FET College lecturer development in terms of subject knowledge and further training, and to explore the impact of their development on the delivery of subject matter.

In view of the above, the statement of the problem can be formulated as follows in question form:

- How can the professional development of lecturers improve the functioning of Further Education and Training Colleges?

The research questions or sub-problems that flow from this main question can be asked as follows:

- What are the nature and scope of FET Colleges?
- What are the meaning and value of professional development in the FET Colleges?
- What roles do the different stakeholders play in the professional development of lecturers?
- What is the state of professional development in the Eastern Cape FET Colleges?
- What improvement strategies can be employed to improve the professional development of lecturers at FET Colleges in South Africa?

1.4 THE AIM AND OBJECTIVES OF THE STUDY

The main aim of the study is to explore the professional development of lecturers at FET Colleges and find out how their professional development can improve the functioning of Further Education and Training Colleges. The objectives are:

- To investigate the nature and scope of FET Colleges.
- To determine the meaning and value of professional development in FET Colleges.
- To examine the roles that the different stakeholders play in the professional development of lecturers.
- To explore the state of professional development in the Eastern Cape FET Colleges.
- To design improvement strategies that can be employed to improve the professional development of lecturers at FET Colleges in South Africa.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research design

A qualitative research design was selected for this study. This selection of a plan on how to conduct the research was done on the basis that a research design should always be tailored to address different kinds of questions and that it should also focus on the end product, that is, what kind of study is being planned and what kind of result is envisaged (Mouton 2006: 55 - 57). The purpose of this kind of design can also be seen as specifying a plan for generating empirical evidence that will be used to answer research questions or as McMillan and Schumacher (2010: 20) postulate, "it has to do with procedures for conducting the study, including when, from whom, and what conditions the data will be obtained. It indicates the general plan of how the research is set up, what happens to the subjects and what methods of data collection are used".

The selection of a qualitative design for this study is also in line with the thinking of Nieuwenhuis (2012: 70) who asserts that a research design is a plan or strategy which moves from underlying philosophical assumptions to specifying the selection of respondents, the data-gathering techniques to be used and the data analysis to be done. In that way the researcher ensured that the research assumptions, research skills and research practices influence the way data are collected.

The selection for this approach was further based on the reasons as supplied by Creswell (2007: 40) namely: The selection of that research design empowers individuals to share their stories, hear their voices and minimise the power relationships that often exist between a researcher and the participants; as well as the fact that qualitative research can differentiate what people say from the context in which they say it, whether this context is their home, family or work.

1.5.2 Research methodology

This study is qualitative in nature. The reason for choosing this methodology is mainly that what is being studied is happening in the professional development of FET College lecturers. The participants will be describing their everyday experiences relating to lecturer development in an FET College. Struwig and Stead (2004: 12) state that one of the characteristics of qualitative research is that qualitative researchers are interested in understanding the issues being researched from the perspective of the participants.

Mouton (2006: 56) confirms that methodology focuses on the research process and the kind of tools and procedures to be used. The purpose of the methodology is also to link up with the design, including the selection and description of the site, the role of the researcher, initial entry for interviews and observation, the time and length of the study, the number of participants and how participants are selected (McMillan & Schumacher, 2010: 37).

1.5.2.1 Site selection

This study was conducted at the FET College where the researcher has been employed. A population refers to a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which the study intends to generalise the results (McMillan & Schumacher, 2010: 129). The population of this study is made up of 80 lecturers on the Struandale Campus.

McMillan and Schumacher (2010: 326) also explain that the selection of a site is done to locate the people involved in a particular event. The researcher wrote letters to the DHET and the FET College principal requesting permission to conduct this study (see APPENDICES A, C and I).

1.5.2.2 Sampling

Nieuwenhuis (2008: 78) confirms that sampling refers to the process used to select a portion of the population for study. Qualitative research is based on non-probability and purposive sampling because it seeks to obtain insights into particular practices that exist within a particular location, context and time (McMillan & Schumacher, 2012: 138). In purposive sampling the researcher selects particular elements from population that will be representative or informative about the topic of interest (McMillan & Schumacher, 2010:138). Purposive sampling was used for this study on the basis that the site selection or sample is based on the judgement of the researcher in that it is composed of elements that contain the most characteristics, representatives or typical attributes of the population (Maree, 2008:179). Purposive sampling is appropriate as the researcher can make a judgment about which subjects should be selected to provide the information to address the objectives of the research (McMillan & Schumacher, 2010: 138).

The composition of the sample was as follows:

- The Campus manager
- Three heads of divisions
- Five post level two lecturers
- Five post level one lecturers.

The manager, heads of divisions and post level two lecturers were selected as they are the key personnel in identifying and carrying out the needs of the lecturers.

As their duty is to see to the well-being of the students and lecturers they have the capacity to supply in the needs of the lecturers to ensure that positive outcomes can be achieved. On the other hand, post level one lecturers are at the point of curriculum delivery, therefore they are better placed to realise their shortcomings in terms of their different subject offerings.

1.5.2.3 Data-collection techniques

The following data-collection methods were used namely:

- Interviews
- Observation
- Document analysis

1.5.2.3.1 Interviews

Nieuwenhuis (2012: 87) sees qualitative interviews as a way of seeing the world through the eyes of the participants. The researcher used open-ended interviews, semi-structured interviews and structured interviews. Open-ended interviews allow the interviewer to ask questions in any order, while semi-structured interviews provide some choices that an interviewee can choose from.

The importance of using interviews is that it is a two-way conversation in which the interviewer asks questions from the participants to obtain the current perceptions of activities, concerns and thoughts (McMillan & Schumacher, 2010: 355).

1.5.2.3.2 Observation

McMillan and Schumacher (2010: 350) state that observation is the way in which the researcher sees and hears what is occurring naturally in the research site. The researcher used field notes to record not only what was seen and heard but also reflections on what had occurred. The field notes were analysed after the observation had been done.

1.5.2.3.3 Document analysis

McMillan and Schumacher (2010: 361) define documents as memos, minutes of meetings and working papers. These documents show the official chain of command and provide clues about leadership styles and values.

In this study the researcher analysed the internal functioning of the institution.

1.6 DATA ANALYSIS AND INTERPRETATION

Mouton (2006: 108) describes analysis as involving breaking up data into manageable themes, patterns, trends and relationships. The researcher studied the data in order to become familiar with the information. The researcher concurrently also took all the generated data, including field-notes and interview transcripts, and began to form a clearer understanding of the information. The data were coded and content analysis conducted by looking for specific words from which themes could be identified (Maree, 2012: 304).

In summary the specific method of data analysis used in this study amounted to the following steps

- Making notes and recordings during interviews.
- Transcribing the recorded tapes.
- Organising and indexing the data.
- Coding.
- Developing themes.
- Exploring the relationships among the different themes.

It had been anticipated that the process would last for about two months. All interviews were recorded on a digital recorder and transcribed. One transcribed interview has been included as an addendum to the dissertation.

1.7 VALIDITY AND RELIABILITY

Struwig and Stead (2004: 18) define validity in qualitative research as trustworthiness. McMillan and Schumacher (2010: 330) refer to validity as the degree of congruency. In order to enhance validity the researcher used multi-method strategies. According to McMillan and Schumacher (2010: 331) most qualitative researchers using this strategy

employ several data-collection techniques in a study but usually select one as a central method. In this study the researcher used participant observation, interviews and document analysis.

This is also one of the methods of enhancing validity (McMillan & Schumacher, 2010: 331). Also, a digital recorder was used to provide an accurate and relatively complete record. The researcher will keep the original interview transcripts and tape records so as to be able to go back and check the completeness of the data.

1.8 ETHICAL CONSIDERATIONS

The researcher also considered the following as ethical guidelines, policies regarding informed consent, deception, confidentiality, anonymity, privacy and caring (McMillan & Schumacher, 2010: 338).

A qualitative researcher faces many ethical issues that surface during data gathering in the field and in analysis and dissemination of qualitative reports. In order that the researcher can gain support from participants, a qualitative researcher conveys to participants that they are participating in a study, explains the purpose of the study and does not engage in deception about the nature of the study (Creswell, 1998: 132).

The researcher applied for ethical clearance from UNISA. Letters requesting permission to conduct the study from the Department of Higher Education and Training, the Principal of the Further Education and Training College and the Campus manager were written. Letters were also sent to participants to request their participation in the study. The title and the purpose of the research were stated.

In the letter to participants it was stated that their names would not be used anywhere in the study, only fictitious names will be used. Information will be destroyed after the data analysis had been completed. It would be explained that participants would not receive any payment for participating in this study.

Participants were informed that the participation was voluntary and that they could withdraw at any stage of the study.

1.9 CLARIFICATION OF CONCEPTS

The following concepts were used in the study:

- Development: Business Dictionary (www.businessdictionary) defines development as the systematic use of scientific and technical knowledge to meet specific objectives or requirements.
- Professional development: Goh and Loh (2013: 203) refer to professional development as activities to enhance professional career growth. Such activities may include individual development, continuing education and in-service education as well as career writing, peer collaboration, study groups and peer coaching.
- Training: Merriam-Webster (www.merriam-webster) defines training as a process by which someone is taught the skills that are needed for an art, profession or job.
- Further Education and Training Colleges: These are colleges that cater mainly for those who have left school, whether they have completed secondary school or not and who wish to do vocational training and complete their schooling.

They are rooted in their communities, serving community as well as regional and national needs (DHET, 2013: 11).

1.10 PRELIMINARY CHAPTER OUTLINE

Chapter One: Introduction and overview

In this Chapter the professional development of lecturers in the Further Education and Training (FET) Colleges in the Eastern Cape Province in South Africa is explored.

The FET Colleges *raison d'être* is briefly discussed through reference to Department of Higher Education and Training (DHET) and other writers.

Chapter Two: Literature review

Literature is surveyed to establish what scholars have written about the FET Colleges internationally and in South Africa. The different types of professional development are discussed. The aims and features of professional development are also explored in Chapter Two.

Chapter Three: Research design and methodology

In Chapter Three the research design and methodology are discussed. The research as a qualitative study is assessed and evaluated. The site selection and the reasons for selecting the site are given. Data-generation instruments are discussed within the context of the relevant literature. Sampling techniques and the role of the researcher are also discussed.

Chapter Four: Results and discussion

In Chapter Four the results and analysis of the interviews are presented. The themes and sub-themes are developed. The discussion of each theme is done and supported by the supporting literature reviewed.

Chapter 5: Conclusions, recommendations and limitations of the study

Conclusions about the findings are presented. In Chapter Five the limitations of the study are given with reasons for the limitations. Recommendations for further research regarding the topic of the research are made.

CHAPTER 2: LITERATURE REVIEW

PROFESSIONAL DEVELOPEMMENT OF LECTURERS IN FURTHER EDUCATION AND TRAINING

2.1 INTRODUCTION

A literature review is important in that existing scholarship or an available body of knowledge is studied to learn how other scholars have investigated the research problem that the researcher is interested in (Mouton, 2006: 87). Literature reviews also help in identifying the gap between what has been written on a particular topic in which the researcher is interested. It can also reveal possible shortcomings in the literature being studied (Maree, 2012: 26). This chapter deals with a literature review in terms of the professional development of lecturers in Further Education and Training Colleges in the Eastern Cape. The following sections are addressed:

- (i) Theoretical framework
- (ii) Types of professional development
- (iii) Aims of professional development
- (iv) Features of professional development

In addition the role that different stakeholders play in the professional development of FET College lecturers is discussed. Lastly, the design of professional development programmes for the professional development of lecturers at FET Colleges is reviewed.

2.2 THEORETICAL FRAMEWORK

The theoretical framework is based on the key concepts that were discussed in paragraph 1.9 and deals with two main angles of approach, namely, the nature of FET education and the nature of professional development in education.

2.2.1 The nature of FET education

As already stated in the introduction in chapter 1 FET Colleges are quite new on the South African post-school education scene.

They were previously called Technical Colleges. The FET Colleges were created in 2002 in terms of the FET Act, No 98 of 1998, with the formation of former Technical Colleges, Colleges of Education and training centres into 50 merged FET Colleges (DoE, 2007: 4).

FET education has been designed to have a responsive curriculum of high quality, intended to yield the skills that employers wanted. Curricula were appropriately structured to allow flexibility for the employed, unemployed, school-leavers, out-of-school youth and adults enrolled in them (DoE, 2009: 4).

In contrast to universities and universities of technology which offer qualifications which are broad and formative, FET Colleges deliver occupation-specific professional qualifications (McBride, Papier & Needham, 2009: 7). Three elements can be distinguished as part of the nature of FET education:

- It has a vocational orientation,
- a practical focus that can be linked to skills development, and
- shows a close correlation with a country's economic growth.

FET vocational programmes are offered across the various FET Colleges in all economic sectors (DoE, 2007: 8). The programmes are offered under the umbrella of the National Certificate (Vocational) NC (V) and entail the following: three compulsory subjects, which are English First Additional Language, Mathematics or Mathematical Literacy and Life Skills, which includes Information Technology (IT) alongside the four vocational or specialisation subjects (DoE, 2007: 9).

It is argued that there is a close correlation between economic growth on the one hand and vocational educational and training on the other, given FET Colleges' key function of providing the necessary workforce for the labour market. Accordingly, these FET College programmes need continuous adaptation to respond to the changing needs in the area of skills development. South Africa regards FET Colleges as a core component of the national development strategy ETDP SETA (2012: 4).

FET education effectively came into being in 2005 when a new qualification, the National Certificate (Vocational) NC (V) for National Qualification Framework (NQF) levels 2-4 was developed (DoE, 2009: 10).

After the curriculum had been scrutinized through various stakeholders namely, business and industry it was finally launched by DoE in January 2007 as NC (V) qualification with eleven programmes at NQF level 2 in public FET Colleges (DoE, 2009: 10).

At the entry level, that is, NQF level 2, the requirements are: a year-end school report for Grades 9,10,11,12 or an NQF level 1 qualification, or an approved bridging programme designed for the specific purpose to access NQF level 2, or a Recognition of Prior Learning assessment to meet the basic requirements for access to NQF level 2 (DoE, 2009: 10).

2.2.1.1 Vocational orientation

The DoE (2009: 11) asserts that vocational programmes in colleges mark a significant move in vocational education towards high-level conceptual knowledge linked to practical application. Vocational educational can be seen as a combination of theoretical and practical instruction (DoE, 2009: 7).

In the college where the researcher is based there are four departments offering different programmes. These are the departments of Engineering and Related Design, Civil Engineering, Electrical Engineering and Mechatronics. In all these offerings compulsory fundamental subjects such as English First Additional Language, Mathematics or Mathematical Literacy and Life Orientation are presented. The core and elective subjects differ per department (DoE, 2008: 11) - for example, in the Engineering and Related Design (ERD) department the following core subjects are offered at level 2, viz. Engineering Technology, Engineering Fundamentals and Engineering Systems. At Level 3 the following subjects are offered as core subjects, viz. Engineering Graphics and Design, Engineering Practice and Maintenance and Materials Technology. At Level 4 the following core subjects are offered, viz. Applied Engineering Technology, Engineering

Processes and Professional Engineering Practice. The electives in the ERD department are Fitting and Turning and Automotive Repair and Maintenance. These FET programmes prepare individuals for a single occupation or, more often several occupations (ETDP SETA, 2012: 22).

2.2.1.2 FET education is linked to skills development

FET colleges have been developed to enhance the practical skills of students which should give them a good chance of employment. According to DoE (2007: 6) FET Colleges have heeded the call to be responsive, with exciting and wide-ranging linkages with the private sector, government departments, municipalities, SETAs and educational institutions abroad. DoE (2007: 6) asserts that FET Colleges enhance the opportunities for students to gain practical experience and job placement. In FET Colleges there is a practical component which is done in the workshops which helps the students integrate theory and practical applications. The experience the students get from the different practicals help them to adapt quickly in the real work environment.

According to the Chief Executive Officer (CEO) of the FET College where the researcher is based, the college has about 200 public and private partnerships where the students are provided with work-based experience DoE (2007: 67). The students are exposed to the world of work through the work-based experience. These work-based relationships have exposed the college to a number of big businesses which use the college to train staff.

2.2.1.3 The correlation between the FET education and the country's economy

According to the ETDP SETA (2012: 4) FET Colleges are regarded as a core component of the South African National Development Strategy. The DHET, through the FET Colleges Act, is hoping to develop a skills profile that signals a strong relationship between economic development and human capital. A number of initiatives by the government including the petrochemical industries and power generation means new skills requirements will be needed from the FET sector in order to help in the economic

growth of the country (DoE, 2007: 7). The college where the researcher is based signed an agreement with Stavanger Technical College Petroleum which is based in Norway. This agreement made it possible for four lecturers to follow an oil and gas long distance learning programme (DoE 2015: 10). The lecturers with this training will offer an immense advantage to the college in playing a crucial role in the training of students.

Students will be equipped to take advantage of the global oil and gas industry into which South Africa has recently moved. The Ministry of Energy has typified this as 'blue economy' (DoE 2015: 10).

It is worth noting that many practice-oriented courses like plumbers, electricians, mechanics, carpenters and boiler-makers are the direct contribution of the colleges to the country's economy. Therefore, a direct relationship exists between the colleges and the economy through the contribution of the various fields of expertise which are the products of the colleges.

2.2.2 The nature of professional development in education

Hardy (2012:1) sees professional development as a multi-faceted, reflexive social practice involving active decision-making by individuals and groups under the specific social settings in which they live and work. Desimone (2011: 68) agrees with Hardy in the sense that professional development must be treated as interactive and socially based in discourse and community practice.

Professional development also affects individuals because it consists of activities that develop personal skills, knowledge and expertise. Steyn and Van Niekerk (2012: 45) further point out that professional development is an ongoing process that includes suitable planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching.

In this regard lecturers will be supported to better understand how students learn, to engage in critical analysis of their own teaching, and make their teaching more student centred.

It is believed that professional development should also enable students to become active participants, critical thinkers and life-long learners (Gordon, 2004: 7).

Another key aspect concerning the nature of professional development in education is that lecturers normally experience a vast range of activities and interactions that increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social and emotional growth (Desimone, 2011: 68).

These experiences can either come from formal or informal interactions. According to Desimone (2011: 68) formal interactions can originate in various ways such as workshops, local and international conferences and college courses. Professional development can occur informally in situations such as discussions with other staff members. Given this view, formal and informal learning communities can act as powerful mechanisms for the growth and development of lecturers.

From these outlines, professional development can increasingly be seen as vital for renewing and reforming national educational systems in a global context of pressure for improved educational outcomes. Governments regard professional development as ways of producing quality teaching and learning. Professional development is embedded in the daily lives of lecturers. It is an activity that is linked to the status of lecturers and teachers and is an instrument that can help to transform the profession into one that is truly prestigious, competitive and financially attractive.

In the next section attention is paid to the different types of theories which will underpin learning and professional development of teaching staff. These theories have been selected because they explain how learning takes place and more particularly how lecturers teach as well as how the adult learners learn.

2.3 Theories on professional development in education

Zuber-Skerritt (1992: 37) argues that each person has an implicit model of learning which guides his or her behaviour as an adult learner or teacher. Each model is based on an underlying epistemology which is intimately linked to one or more general educational

theories about the nature and development of human kind. Zuber-Skerritt further views instruction as an effort to assist in shaping growth. Each model or theory of instruction is essentially a way of how growth and development take place. The following specific theories of professional development can be distinguished:

2.3.1 Behaviourist theories

According to Zuber-Skerritt (1992: 38) behaviourist theorists believe in the scientific enquiry into human behaviour by methods of observation and experiment leading to laws and derivative principles of learning and teaching. Woolfolk (2010: 198) supports the behaviourist theorists in their belief in scientific inquiry into human behaviour when contending that the behavioural view generally assumes that the outcome of learning is a change in behaviour and that behaviour emphasises the effects of external events on the individual.

That is, behaviourist views assume that the outcome of learning is a change in behaviour, and that the focus is on what can be observed (Woolfolk, 2010: 198). Behaviourists observe external behaviour objectively and find variables of which behaviour is a function and establish laws of learning.

Behaviourists' theories assume that there should be a change in the behaviour of the person after having gone through a process of professional development. In this study the researcher is interested in the observation of external behaviour in lecturers when engaging with students.

The researcher looked at different aspects of the lecturer behaviour after having been through professional development courses. The following has been observed:

- the level of preparedness by checking the lesson plan,
- the manner of lesson delivery and how engagement with learners is effected, and
- lastly, the ability to clarify questions from the students and how the management of the classroom in terms of discipline is effected.

2.3.2 Cognitive theory

In order to understand professional development it is also important to understand ways in which lecturing staff internalise knowledge.

In contrast to behavioural theory which views learners and their behaviour as products of incoming environmental stimuli, cognitive theory sees learners as sources of plans, intentions, goals, ideas, memories and construct meaning from stimuli and knowledge from experience (Woolfolk, 2010: 233). Cognitive theories assume that mental processes exist, whereby humans can be seen as active participants in their own acts of cognition. Zuber-Skerritt (1992: 41- 42) concurs with Woolfolk in that cognitive theories focus on the organised way and processes of information and retrieval.

Therefore, a cognitive view of learning can be defined as a general approach that views learning as an active mental process of acquiring, remembering and using knowledge (Woolfolk, 2010: 234).

In this study the researcher looked at teaching methods of the lecturer that enable the students to understand the work as well as to understand how the goals of the lesson are achieved and the interaction between the students and lecturer when questions are posed is also probed. The ability of the lecturer to link theory to practice in order to emphasise a point is also looked at.

2.3.3 Social cognitive theory

Woolfolk (2010: 347) argues that the Social cognitive theory has its roots in Bandura's early theories of observational learning and vicarious reinforcement, but it eventually moved beyond behaviourism to focus on humans as self-directed agents who make choices and marshal resources to reach goals. This theory has developed concepts such as self-efficiency and self-regulated learning (Woolfolk, 2010: 349). It emphasises learning through observation of others. Woolfolk (2010: 349) developed the following model (figure 2.1) in trying to describe social cognitive theory as a system. It shows three kinds of influences - personal, environmental and behavioural.

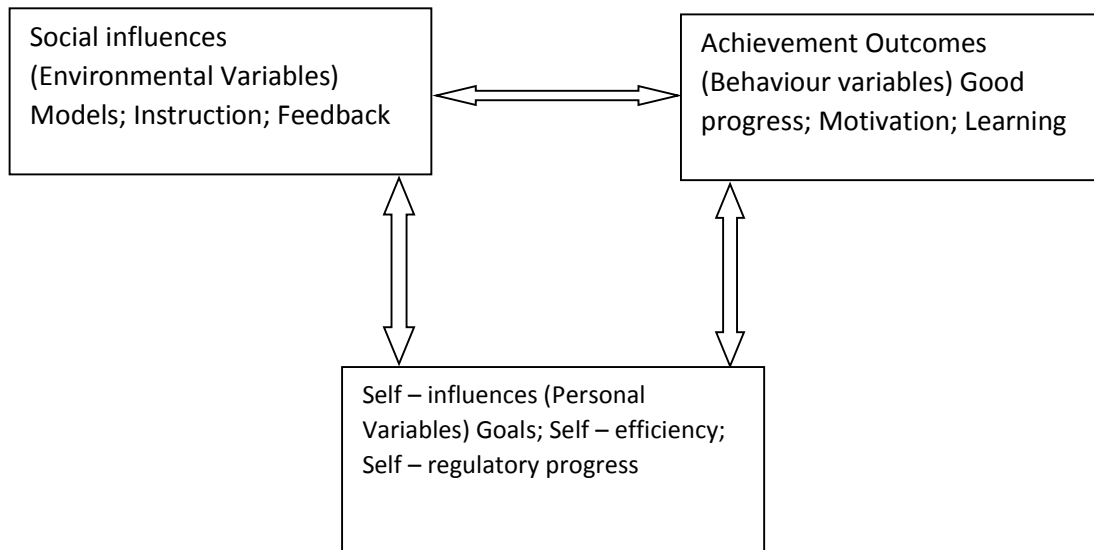


Figure 2.1 Woolfolk's model of Triarchic Reciprocal Causality (Woolfolk, 2010: 349)

In Figure 2.1 it can be deduced that in order for learning to occur it must start with the individual (personal variables). This is done by asking whether the individual has any form of inadequacies in his or her subject understanding. The lecturer can be shown the different professional development opportunities. Examples of this can be attending short courses or peer tutoring. This introduces the lecturer to new knowledge (environmental variables) and eventually to proper teaching and learning methods that are effective (behavioural variables).

2.3.4 Adult learning theory

Trotter (2006: 8) differentiates between Stage and Age theories. The stage theory is seen as focusing on distinct qualitative modes of thinking at various points in development that are not necessarily age-related. On the other hand, Age theory is interested in determining whether there are concerns, problems or tasks common to most or all adults at various times in their life-cycle.

Trotter (2006: 9) argues that adult theory deals with issues that adults face - issues that change with age. When adults become older they become more reflective of their lives and of their careers. They also make more informed decisions about their futures. Therefore, professional development programmes must take into consideration the

practical knowledge of the educators and should include educators' reflections during discussions. Stage theory analyses adults as they move through various stages of development. It is interesting to note that as adults accumulate experience their knowledge expands and is therefore a source whereby professional programmes can be designed around. Merriam (2008: 93) shares the above sentiments when stating that the more people know about how adults learn the better people are able to structure learning activities that resonate with those adult learners with whom people work.

Recognition that adult learning is more than cognitive processing, is a multi-dimensional phenomenon and it takes place in various contexts and has increased our understanding of how adults learn (Merriam 2008: 97).

It also gives instructional strategies that can be used to foster learning by adults (Merriam 2008: 97). As adults have experience in their various fields Merriam confirms the importance of processing new information or experience through awareness of prior experiences.

According to Zepeda, Parylo and Bengtson (2014: 299) adult learners have nine major characteristics which are:

- control of their learning;
- immediate utility;
- focus on issues that concern them;
- testing of their learning as they go;
- anticipation of how they will use their learning;
- expected performance improvement;
- maximising of available resources;
- requiring collaborative, respectful, mutual and informal climate; and
- reliance on information that is appropriate and developmentally placed.

Therefore, adults in general are seen as wanting to be able to use effectively the knowledge they have acquired.

All the above then can be summarised to substantiate that when programmes for development are designed, experience of the adult learners should be taken into account. In this regard, the input of the adult learners is very important in order to take them from the known to the unknown.

2.3.5 Functional theory

Trotter (2006: 11) states that in Functional theory learning should be problem and experience centred in order to be meaningful to the learner. Also Trotter noted that there are two distinct traits in adult learners, namely, the autonomy of direction of learning and the use of experience as a resource. It is important to note that in functional theory self-directedness is a general focus and adults prefer to plan their own paths and most generally choose educational topics and subjects that they could directly apply in their own classrooms (Trotter, 2006: 11). It is also worth noting that in this theory it is argued that teachers of adult learners should respect adult experiences and apply them to current situations to produce good educational results and that adult learners are motivated to learn if the subject matter is relevant to their current role and transition period (Trotter, 2006: 11).

In this study it will be of great interest to find out whether service providers do design professional development programmes to suit the manner in which adult learners learn and also, to find out whether the participants in the programmes make some inputs in the content of these programmes.

The researcher is also interested in the types of professional development programmes undertaken by lecturers in the institution where the researcher is based and to find out how clear and applicable these are to their everyday work experiences.

The following section is a discussion of the different types of professional development.

2.4 Types of professional development

Steyn and Van Niekerk (2012: 65) place emphasis on the fact that leaders in schools face important challenges in designing effective professional development programmes that

will help staff update their skills and increase effectiveness. They also raise the concern that no pre-service training programmes can effectively prepare staff members for a lifetime in institutions.

Due to changing demands and circumstances an urgent need has been created to approach educators' professional development imaginatively (Steyn & Van Niekerk 2012: 44). The focus on higher standards and improving quality and the demands of increasing accountability has meant that teachers and lecturers have an unprecedented need for ongoing professional development (Trorey & Cullingford 2002: 1).

There are several reasons for having ongoing professional development. According to Hoyle and Megarry (1980: 134-135) the following are important: capacity-building programmes and specific programmatic support programmes. These programmes enable the lecturers to be developed in their specific subject areas and also to be groomed to take up higher posts in the future.

Glassett (2009: 20-21) developed a professional learning community model which provides a support system for teachers to reflect on their purposes for teaching, new learning and teaching practices which they needed to develop as teachers. Different types of professional development are discussed in the subsequent sections.

- Collaboration

Lassonde and Israel (2010: 4-5) state that collaborative groups are finding that collaboration provides professional development opportunities to reflect on practices and to learn new knowledge. Collaboration as one of the types of professional development involves individuals who enter with other teachers into a collaborative search for definition and satisfaction in their work lives as teachers. This individual regards research as part of larger efforts to transform teaching, learning and schooling. Steyn and Van Niekerk (2012: 61-62) regard collaboration as professional support. Professional support is provided by colleagues and managers in fulfilment of contractual conditions of service, namely career development, appraisal, mentoring and team-building.

Collaboration grows professional development through numerous activities where staff members reflect as individuals and in teams on matters that influence their everyday work lives.

- Practitioner development

According to Blandford (2005: 6), practitioner development has many facets - institution-based, self-development and mentoring.

i) Institution-based

Development of lecturers by the institution helps the lecturer to be effective in his or her engagement with learners and thereby improving the results of the institution. The institution can help mentor the lecturers by assigning them to the heads of departments who know the problems of the lecturers. The head of department is in a better position to assign a senior lecturer to help the junior lecturers.

ii) Self-development

It is one of the important characteristics of professional development. The lecturer must be able to recognise the inadequacies that he or she has and try to improve by furthering his or her studies. The ability to improve lies within oneself by acknowledging the need to improve the impact one makes in the pedagogical situation.

iii) Mentoring

According to Mosoge (2008: 185-186) mentoring consists of support given by an experienced colleague to a novice educator, or experienced but poorly-performing educator. The educator develops professionally if the problems encountered are discussed with the experienced successful colleague who gives support and academic leadership. The advantage of mentoring is that professional development occurs at the critical level of the classroom, where it has the potential for a significant impact on learning.

The following additional types of professional development are given by Steyn and Van Niekerk (2012: 61-62):

- Job rotation

It entails moving staff members into new jobs for a certain period to enable them to acquire new skills and knowledge.

In the college job rotation can be done by moving lecturers who are in classrooms to workshops to experience both classroom and workshop environments.

Also, workshop lecturers can be introduced to a classroom environment. Job rotation can ultimately help the classroom and workshop lecturers to make theory and practical work alive by integrating the two with the result that students can benefit.

- Networking

It is of utmost importance that one has to keep abreast of what is happening around him or her. Networking means getting in touch with the various role-players who can help develop the lecturers' subject knowledge.

Examples of networking include forming relationships with industry and thereby gaining exposure to the current technological developments. Lecturers can be exposed to networking by being given work-based exposure during holidays. The effect this can have on learners can be positive as lecturers are able to relate theory to practice and being up to date with what is happening outside the institution.

Supporting the above statement Mosoge (2008: 187) states that internet, email and electronic networks open up possibilities for educators to exchange ideas and tap into the expertise of colleagues all over the country. Networking is important in that exchange of and access to ideas of top educators who otherwise would be out of reach are possible. It often focuses on specific content areas and ensures effective professional development. Networking is also possible especially to those who do not have access to Internet by attending conferences and workshops.

- Retreats

For important matters that need tranquillity and calmness, retreats are among the best. To be away of the normal institutional surrounding gives an opportunity for original thinking.

Staff meet at a venue to discuss a particular matter of concern or review a vision and mission of the institution and then develop a plan of action to implement. Retreats are desirable to scrutinise each lecturers' performance over a given time.

They provide a platform where lecturer shortcomings and aspirations can be discussed.

Retreats are also necessary to determine how best to do allocation of subjects and other administration tasks among lecturers. It is here that a need for professional development in some areas can be identified and planned for. Mosoge (2008: 186-187) agrees in that retreats are done by educators of the same institution or geographic area in a venue away from the institution to deal with recurring problems or policy matters and are given opportunity to develop goals and action plans for their needs and context.

2.5 Aims of human professional development

It is necessary that objectives be set before any professional development of lecturers can be effected. Any professional development programme must be aimed at ultimately increasing the output of the individual educator. Van Deventer and Kruger (2010: 216) argue that an educator needs constant development. Professional development relates to an ongoing development programme which focuses on a wide range of skills, capabilities, attitudes and needs. That means that professional programmes must include all professional development activities that enable an educator to keep abreast of professional work demands, the activities that can make a contribution to better job performance and greater job satisfaction. Van Deventer and Kruger (2010: 216) state that some aims of educator development are those of improvement in performance, giving guidance, promotion and attainment of a culture of teaching and learning.

Added to these, aims provide acceptable and meaningful programmes which enable educators to achieve personal aims and those of the system.

The aims of educator development are to raise the quality of education and task fulfilment which leads to greater job satisfaction. Eventually, technical skills and management potential are identified and developed as well.

In the policy framework for teacher education and development in South Africa (DoE, 2007: 1) the aims for development are stated.

The policy aims to equip educators to do their work. Educators are enabled to continuously enhance their professional competence and performance.

Professional development enables qualified teachers to fill vacancies and create a balance between demand and supply. Development is also seen as making sure that there is a community of competent teachers dedicated to providing education of high quality.

Joyce and Calhoun (2010: 9) see the effects of the various forms of professional development as being directed towards several purposes. They state that professional development generate high quality of life for students and staff. It enables staff to approach curriculum and instruction differently and provides tools for inquiring into student learning.

2.6 Effects of professional development

Tangible results should be realised by lecturers when they undergo professional development. These results show the effectiveness of undergoing and using the programmes. Mgijima (2014: 359) argues that professional development of educators is instrumental in the successful delivery of curriculum programmes. Citing the South African Council of Educators (SACE, 2011) it is stated that the council acknowledges the problem, linking it to a lack of clear policy on the initial preparation of college lecturers as well as to lack of professional development programmes.

Mosoge (2008: 163) adds to the above when stating that by undergoing professional development, educators acquire certain skills and knowledge that signal their potential for increased productivity and readiness to advance in their careers.

Educators' benefits encompass greater professional confidence, enhanced knowledge, better understanding and improved teaching as well as class management, the most important being the benefit of increased productivity and higher student achievement results.

2.7 The purpose of professional development

The purpose of programmes offered by the institution must be clear. The purpose enables all those who might be interested in the programmes to enrol. According to Blandford (2005: 5) the purpose of professional development is the acquisition or extension of the knowledge, understanding, skills and abilities that will enable individuals and the institutions in which they work to develop and adapt their range of practice, reflect on their experience, research and practice in order to meet student needs collectively and individually. Professional development contributes to the professional life of the institution and helps educators to keep in touch with current educational thinking. It gives critical consideration to educational policy.

In FET Colleges professional development can improve subject understanding and delivery by educators. Educators can also improve themselves as they reflect on their strengths and weaknesses so that they can meet student needs.

Educators' expertise will then be utilised internally and externally by helping the communities in the form of upgrading those communities. Short courses can be offered to help meet the needs of the communities. Mosoge (2008: 185-187) concurs with Blandford's (2000) purpose of professional development as responsible for talent development, career development and institutional development. It will then depend on the educational institution's approach to professional development whether it views

employees as a resource or a cost-commodity; also on its view of adults as lifelong learners and the institutions goals and preferred methods for achieving them (Blandford, 2005: 5).

2.8 Features of professional development programmes

The question arises as to how people can see that professional development programmes are of high quality? To answer this, Desimone (2011: 69) found that substantive features of professional development programmes, not the structure, matter when it comes to enhancing teachers' knowledge, skills and classroom practice.

Lecturers engage in different forms of professional development. Therefore, in order to understand the effectiveness of professional development in these various forms certain features must be evident.

Birman, Desimone, Porter and Garet (2000: 29) have identified features that set the context for professional development.

The following qualities of professional development are discussed below:

Form; duration; participation; content focus; active learning and coherence.

- Form

Birman et al. (2000: 29) mention two types of forms or formats that can be used to develop professional development programmes, namely traditional formats and reform types of activities. Mosoge (2008:165) and Birman et al. (2000: 29) state that traditional forms of professional development are workshops. In traditional forms of professional development an expert delivers structured learning activities.

They argue that the traditional form fails to provide the crucial link between the off-site training and transfer of this training into daily activities of the institution. The other reason for the criticism is based on time, the activities and the content necessary which is needed for teachers to increase their knowledge and for fostering meaningful change in their

classroom practice. In FET Colleges workshops have a time limit which does not give enough time to engage in critical content matters such as clearly linking theory to practice.

On the other hand reform activities are regarded as more responsive to how lecturers learn and have more influence on changing lecturing practice (Birman et al. 2000:29).

Mosoge (2008: 185-187) lists the following as the reform types of professional development: study groups, mentoring, peer - coaching, networking and retreats. Birman et al. (2000: 29) argue that activities of the reform type are more effective primarily because they are longer and thus have more content focus, active learning opportunities and coherence.

In the colleges the reform type of professional development can be arranged by senior lecturers and heads of the different departments. The senior management can interact with the lecturers to formulate a plan for all concerned to participate.

- Duration

Birman et al. (2000: 30) found that if time taken for the activities is increased, and there is more subject-area content focus, professional development is usually more effective. Lee (2005: 40) states that professional development programmes should be held over a long period of time. Desimone (2011: 69) supports these authors by suggesting time frames. The suggestion is that professional development should be spread over a semester and must include 20 hours or more of content time. Boyle, Lomprianou and Boyle (2005: 22-25) agree in terms of duration of professional development by saying that longer rather than shorter term professional development programme is now the common model.

Longer periods of time are suggested for these programmes in FET Colleges. Due to the importance of the linkage between theory and practice, longer periods are needed for professional development of lecturers in FET education.

- Participation

When educators work together rather than on an individual basis more positive results seem to emanate. Birman et al. (2000: 30) found that if educators from one department are grouped together more active learning can be observed and Lee (2005:40) is also of the view that building an educator community is very important. If educators from one department are grouped together sharing of ideas becomes easy.

Birman et al. (2000: 30) put emphasis on the fact that collective participation has the advantage that problems

and concepts are discussed during staff development activities. Collective participation also gives educators the opportunity to integrate what they learn with other aspects of their instructional content. Educators from the same department are able to share common curriculum materials, course offerings and assessment requirements.

In FET Colleges the sharing of common curriculum materials and assessment requirements is done by taking turns in setting class tests and end of term tests. Each lecturer has a set topic where the assessment is chosen for the students. What also helps is sharing and comparing of lessons among those who offer the same subject matter. The interaction between lecturers enables the students in different classes to have similar tuition by the different lecturers.

- Content focus

Birman et al. (2000: 30) reported that the degree to which professional development focuses on content knowledge is directly related to educators' increase in knowledge and skills. Specifically, with regard to the focus on content, Birman et al. (2000: 30) further argue that if educators are expected to teach to new standards, including complex thinking skills, it is essential that they have a sophisticated understanding of content and how students learn.

In the FET College knowledge of technical subjects with specific reference to theory and application is regarded as very important, and includes working with electricity, hydraulics, pneumatics and mechatronic apparatus can be very dangerous. Therefore, sophisticated and advanced skills are required.

- Active learning

When educators are actively involved in professional development programmes more learning opportunities occur. In the study of Birman et al. (2000: 30) they found that if professional development includes opportunities for active learning increased knowledge, skills and a changed classroom practice will result. Active learning encompasses educators' engagement in meaningful discussions increases planning and practice in the professional development activities.

In FET Colleges lecturers participate in active learning by being involved and by creating a simulated environment, so that more learning can take place. Active learning is the other method to test the lecturers' skills and technical abilities.

- Coherence

Professional development must not be a stand-alone matter. Linkages with other professional experiences such as conferences and company visits are directly related to increased educator learning and improved classroom practice Birman et al. (2000: 31). They also argue that coherence indicates the extent to which professional development experiences are part of an integrated programme of educator learning. Activities that are consistent with educator goals are followed by additional activities, and involve educators in discussing their experiences with colleagues. The sharing of problem areas with other lecturers can enhance working relationships, thereby overcoming problems related to the delivery of subject matter to the students.

2.9 Roles of different stakeholders in professional development

There are a variety of stakeholders who should be involved in the development of programmes for lecturers. These stakeholders or role-players are involved at different levels and with different aspects of the programmes. In broad terms the role-players' participation in the professional development of FET lecturers forms part of college-led initiatives, employer-led initiatives, provincially-led initiatives and other programmes offered by approved providers (DoE, 2009: 22).

As stated by DoE (2009: 22) professional development should be identifiable in terms of categories. The next sections deal with the stakeholders in more detail.

2.9.1 The Department of Higher Education

Steyn and Van Niekerk (2012: 50) hold the view that professional development programmes originate from a country's educational goals and objectives. They argue that once such goals and objectives have been written into policies, they serve as guidelines for the development of the programmes. For example, the current South African policy framework aims to establish a national standard for role lecturers in FET Colleges can play; as such it responds to the needs and responsibilities of lecturers in relation to the FET College context in particular and to the broader South African education in general (DoE, 2009: 4). The department's role in this regard is to design a policy framework for the FET College lecturer training and development to equip those who teach in FET Colleges to meet the needs of a constantly evolving economy and society.

2.9.2 Educational managers

Educational managers have an important role in supporting professional development programmes by identifying and sharing a vision of their institution, also by providing professional development programmes that are purposeful and based on research (Steyn & Van Niekerk 2012: 47-48). The educational managers have the power in the realisation of their educators' development. The moving forward of the institution depends on the level of knowledge of its educators.

Therefore, the educational managers have a duty to see that their educators undergo professional development in order to have an impact on their subject delivery.

2.9.3 Individual lecturers

According to the DoE (2009: 22) college lecturers, individually and collectively, should have a high degree of responsibility for their own development. As Blandford (2000: 83) initially observed, self-development is an alternative approach to professional development.

Self-development involves an individual's advances in learning and understanding in the context of job and career. Blandford (2000: 184) also notes that developing oneself depends on the extent to which one recognises issues from one's reflection, and learn to change one's behaviour.

It is the lecturer who has to bring a new dimension to his or her pedagogical work; therefore, the role of an educator as individual is indispensable. Moswela (2006: 625) sees educators' professional development as increasingly critical in creating more effective institutions and raising the standards of students' achievements.

Steyn and Van Niekerk (2012: 49) identify four steps in self-development of educators. These steps include the requirement that individual lecturers should realise the need for their own professional development. The educational manager plays an important part in the sense that he or she should guide lecturers to look critically at their own situations. Lecturers should understand that they work in a situation where one has to either improve on a continuous basis or run the risk of stagnation. New curricular and programmes are introduced on an almost annual basis. This situation implies that individual lecturers will have to be subjected continually to new and updated information and subject knowledge. They will have to attend professional development programmes at the same time, or before, they are expected to present new materials. An important aspect of the implementation of new programmes is to assess the professional development programme as it is presented. In this way shortcomings can be diagnosed at an early stage.

It is necessary that lecturers should take note of their own development needs. As new curricula come out lecturers should take note of their inadequacies to deliver it by comparing the new to the old curricula. At this moment educators should therefore realise the need for further development after they have analysed the new curricula so that they can cope with the new subject matter. The improvement in their understanding will be of help in the delivery of the new curricula and result in better understanding among the students.

2.10 Developing professional development programmes

Joyce and Calhoun (2010: 9) assert that professional development comes into being through deliberate actions by organisations. These organisations are usually the district or school, sometimes the state or province to generate learning by educators, making the institutions learning laboratories for teachers and administrators.

Professional development has also been explained by various authors as a systematic process that comes into being through deliberate actions in organisations (Loucks-Stiles, Mundry, Love & Hewson 2010: 18; Joyce & Calhoun 2010: 9). The specific steps mentioned by Loucks-Horsely et al. (2010: 18) that could form part of the professional development design and implementation process are committing to a vision and standards, analyse students learning, set goals and plans and conduct an evaluation of results. Steyn and Van Niekerk (2012: 50) argue in this regard that professional development programmes demand an intensive systematic analysis of professional needs so that appropriate areas for professional development can be selected and planned. With the focus of this chapter in mind the following important aspects regarding the design of professional development of college lecturers will be applied, viz. self-development and mandated development.

2.10.1 Self-development

According to Mosoge (2008: 171) self-development means that the educator must take the initiative to improve himself or herself. Self-development can happen in two ways, that is, informal and formal development.

Informal development happens when an educator gains more experience in his or her field of expertise by getting more exposure through attending workshops. Formal development comes from the initiative of each lecturer to pursue further studies in his or her field of interest. It is a highly unstructured form which happens as the educator matures in his or her teaching. Personal development is complex and therefore it is not possible to provide a uniform or standardised personal development plan (Mosoge 2008: 170). Due to this complexity it is said that personal development should be done if and when challenges arise in certain situations.

Regarding self-development, Van der Westhuizen (1997: 273) argues that no professional practitioner who is aware of his calling can afford to sit and wait any longer for an outside body to activate him to stay abreast of subject and methodological fields. The statement by Van der Westhuizen means that as soon as the individual lecturer notes that his or her understanding of the new curriculum is not adequate he or she must seek to improve his or her understanding of the subject. DoE (2006: 6) agrees with the above statements when stating that it is the responsibility of educators themselves, guided by their own professional body, the South African Council for Educators (SACE), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all opportunities made available to them for this purpose.

Mosoge (2008: 171) argues that self-development happens in steps. That is, the person must first realise and acknowledge that there is a need for development. Secondly, the person must focus on an area where development is needed. Thirdly, the specific activity needed and the implementation of the newly-acquired knowledge, skills, values and attitudes must be operationalized

2.10.2 Mandated development

Mandated professional development is the initiative of the government or the institution itself, Mosoge (2008: 172). Professional development is mandated by the Department of Education (DoE) when new policies are introduced.

In this regard SACE is expected to promote professional development, by engaging educators in professional activities that expand their knowledge base and so enhance performance.

SACE is managing professional development through the system of Continuous Professional Teacher Development. It does this by focusing on quality-assuring professional development activities by endorsing service providers and their activities, monitoring delivery of programmes through feedback from educators and by appointing quality assurance bodies to undertake formal monitoring and evaluation on its behalf Mosoge (2008: 173).

As educational leaders are becoming aware that new challenges exist for their staff, they realise that a continued in-service training programme is a prerequisite nowadays to strive for an effective goal directed system of education.

Therefore, regular opportunities should be created for all educators in order to help them to adapt to new circumstances and demands, so that they can keep up with advances in both subject and educational methodology Van der Westhuizen (1997: 275).

The DoE as the leader in mandated development produced a National Policy Framework for Teacher Education and Development in South Africa in order that the educators should strive to be developed to their full capacity to be effective in their respective institutions. The principles underlying the policy are stated as follows:

- An educator should be specialist in a particular subject
- An educator should be a specialist in teaching and learning
- An educator should be a specialist as a curriculum developer
- An educator should be a leader, administrator and manager
- Finally an educator should be a scholar and lifelong learner (DoE 2006: 5).

In the next section special attention is devoted to what is happening and to what degree professional development is applied on the various campuses where this researcher is based.

2.11 State of professional development in the Eastern Cape FET Colleges

According to Adonis-Skomolo (2005: 3) in the paper presented at the conference of the International Council on Education for Training, professional development and education in the Eastern Cape, particularly in that part which constitutes the former homelands of Transkei and Ciskei are dogged by challenges at all levels of the educational system.

Adonis-Skomolo (2005: 3) argues that challenges facing the Eastern Cape include insufficient resources, poor school community relationships, poor learner performance and poor professional attitudes. The results of poor educational facilities and resources are the limited use of student-centred teaching strategies and poor student learning.

These factors limit the implementation of professional development, as the programmes depend on the availability of funds. Adonis-Skomolo (2005: 8) concludes by indicating that the poor state of education in the Eastern Cape shows that there is a need for professional development that focuses not only on management of structures and processes around instruction, but also on managing instruction itself. This is echoed by the Member of the Executive Council for Education in the Eastern Cape, Mr Mandla Makapula in his budget speech when stating that teacher development models of the department do not seem to be yielding the desired learning outcomes. Therefore, the agreement is to use research and evidence bases that build the voice of the educator into training and development design, programming and delivery (Makapula, 2014: 12).

It is evident that in the Eastern Cape professional development has not taken root or its effects are not as expected. The expansion of delivery mechanisms and infrastructure to use resource centres is yet to be felt. The experience that I have with regards to professional development in the FET College where I am based is minimal. Few lecturers have ever gone for workshops or any other courses pertaining to professional development. The lack of professional development leads to the opposite of what Moswela (2006: 631) believes would be the effect if teachers improve their teaching skills and methodologies, as students' standards of achievement are also raised and this has an impact on institutional improvement.

2.12 Strategies that can be employed to improve professional development

Blandford (2000: 127-128) explains that strategy is a broad statement which relates the overall approach and direction to the achievement of personal or organisational targets. Blandford (2000: 128) maintains that developing and maintaining a strategy involve establishing a framework within which an operational plan can take place.

Loucks-Horsley et al. (2010: 252) give four professional development strategies: study groups, workshops and seminars, professional networks and online professional development.

These strategies differ from the others as they do not have a particular focus or a set process. They are simply a generic way to organise content for teacher learning. On the other hand, Haslam and Seremet (2001: 13) place emphasis on six steps for setting professional development standards. Three of these steps will be discussed below as they form the basis of programme development strategies.

2.12.1 Start the conversation

Haslam and Seremet (2001: 13) state that a professional development working group that is broadly representative of key stakeholder group should be established. The manager should convene the working group and provide its charge.

2.12.2 Review the functions of professional development standards as programme and policy

There should be some agreement within the working group on the functions that the standards will play in the district. Professional development for district staff will be required in order to build district capacity to put the standards into effect.

Standards can be reviewed under the following five themes:

- Content of professional development.
- Format of professional development.
- Outcomes of professional development.

- Organisation of professional development and
- Evaluation of professional development.

2.12.3 Review professional development standards developed by others

If there can be a review of the already existing standards of other districts, this may accelerate development of the district's standards. This can be done by looking at five themes that have already been developed, namely, the content, format, outcomes, organisation, and evaluation of professional development.

2.12.4 Draft the standards

This is done based on the above three steps (2.12.1; 2.12.2 and 2.12.3) and tied to the characteristics mentioned by Haslam and Seremet (2001: 5) in that draft standards should focus on content knowledge and content specific pedagogy. Teachers and principals should engage as active learners and problem-solvers, thereby, providing learning opportunities that are embedded in their daily work. The standards should be based on research and examples on best practice.

In setting standards for professional development programmes close attention must be paid to criteria or principles such as the country's educational goals, current regional provision, higher education requirements, institutional objectives and the professional needs of college lecturers. In South Africa FET Colleges are supposed to enhance skills development that tie up to the needs of the economy. These needs must be reflected in setting of standards. Several methods of needs assessment of staff can be employed, such as staff meetings, informal discussions, focus group discussions, questionnaires, educator observations, staff appraisal and learner survey (Mosoge, 2008: 183).

Unless professional development opportunities meet the needs of educators, such approaches will be worthless.

2.13 Guidelines for drafting professional development standards

Haslam and Seremet (2001: 15) state that the standards should be short and contain no more than four to five sub-sections. The standards should be accompanied by indicators

that provide additional detail about responsibilities, accountability and governance of professional development. They should be explicitly linked to state and local priorities and to existing standards for students and educators. Also, the document that contains standards should include the district's vision of professional development and indicate what functions the standards will play in programmes and policies.

2.13.1 Go public and get feedback on the draft standards

In order to find out that the draft standards are of high quality, invitations for feedback from stakeholders should be made. This is done so that the standards can be refined and accepted. The best tool to get better feedback will be the use of focus groups (Haslam & Seremet, 2001: 15).

2.13.2 Communicate the standards to the entire education community

The standards must be communicated to all stakeholders, that is, teachers, principals and central office staff, also, parents and community leaders and their responsibilities to make sure they are implemented. All stakeholders should be made aware of the importance of professional development for improving children's education (Haslam & Seremet, 2001: 15).

In the research done by Lester (2003: 53) a number of issues were considered for professional development programmes to be successful and these were categorised into five major topics as follows:

- A genuine desire to improve practice
- A valued voice in the planning process
- Recognition of accomplishments in the classroom
- The need for a structured professional development programme
- Accountability standards that are fair and realistic

It is therefore important that each educator must have passion for personal development, and at the same time and be accorded space to improve his or her knowledge regarding the content that the educator should teach.

It is worthy to note that professional development programmes must cater for a wide diversity of experiences, that is, learning from one another, sharing prior knowledge, wealth of potential and experience of each participant, which can be built upon and incorporated into further initiatives (Lessing & de Witt, 2007: 55). This can help as the needs of all can be met.

The Consortium for Policy Research in Education Policy Brief (CPRE, 1995: 1 - 2) sets out the following factors in terms of improving professional development:

- Joint work and job enrichment: This refers to shared responsibility for tasks, such as in team teaching, curriculum committees or jobs that create interdependence among teachers and require cooperation.
- Teacher networks: These focus on specific subject matter issues and seek to deepen teachers' understanding of content and their facility with new teaching strategy. They offer lecturers access to a professional community in which their expertise and experience are respected and where they can be active participants in professional discourse dealing with improving the practice of teaching.
- Collaboration between schools and colleges: This occurs when schools and colleges work together that professional development can be provided through a large number of educators effectively and with some intensity.
- Professional development schools: This is a special form of collaboration between public schools and higher education. While much attention has been given to their potential role in pre-service preparation of teachers, they also could play an important role in professional development.
- Teachers as researchers: In many instances a number of teachers are involved in research in their classrooms and schools in collaboration with their colleagues and university faculty. It has been found that involving teachers in research can stimulate discussion, help organisations define problems and lead to changes in practice and policy.

Professional development has many facets that, when properly looked at and utilised, can have a major impact on teaching and learning. It is also coupled with professional growth that helps students learn properly. The result therefore is an improvement in the image of the institution and community looking at the institution with high expectations.

2.14 Implementation and evaluation of professional development programmes

Rebore (2007: 185) emphasises that implementation and delivery are critical aspects in all staff development programmes. It involves deciding on details of how each will be carried out, choosing purposeful activities, physical facilities required, evaluation and the structures needed to put the programmes into effect. Loucks–Horsley et al. (2010: 252) argue that what is important for professional developers of professional development programmes in the *do stage* is to pay close attention to and monitor how the professional development is working.

Steyn and Van Niekerk (2012: 55) state that programme evaluation is a critical and integral part of professional development. It is imperative that the programmes be evaluated to see whether they have achieved the purpose for which they were designed.

They give four different levels at which the evaluation of professional development programmes can be carried out, namely, satisfaction level, learning level, work behaviour level and institutional level.

As implementation and evaluation are the critical phases the researcher is interested in how effective the implementation of the programmes by the lecturers has been after they have attended the programmes. As already stated the four different levels will be of interest so that improvement can be seen in the students' achievement and the institution at large.

2.15 CONCLUSION

In this literature review, views of different authors about different aspects of professional development were presented. The following points were evident theoretical frameworks, that is, types of professional development, aims, features and evaluation of professional development programmes.

In terms of the theoretical framework the literature revealed the nature of FET Colleges with their various aspects such as vocational orientation, skills development audits as well as their correlation with a country's national economy. The nature of professional development was also discussed which revealed different theories which gave a clear perspective on how adult learners learn.

The review also revealed different types of professional development programmes that institutions could use to develop their FET College lecturing staff. The aims, effects and features of human development programmes were also discussed and gave a clear understanding as to the reason for undertaking professional development and the concomitant benefits to the whole institution. In addition to the above the roles of different stakeholders in professional development were reviewed.

The manner in which the programmes are developed, strategies used and standards set to improve professional development programmes was discussed. Lastly, the implementation and evaluation of professional development programmes were discussed. The review made it clear that professional development is a process and to be effective all necessary steps aspects should be followed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to explain in detail and justify the research design and methodology used to answer the main research question. This chapter aims to achieve the stated objectives as reflected in chapter one of this study. In order to answer the main research question which is: “How can professional development of lecturers improve the functioning of the Further Education and Training Colleges?” a suitable research methodology was employed. The methodology was intended to enable the researcher to explore and establish challenges that are faced by the campus in implementing professional development.

In this regard the following structure and explanation of each aspect will be discussed:

- Research design
- Research methodology
- Site selection
- Data-generation instruments
- The role of the researcher
- Data analysis
- Ethical considerations
- Validity and trustworthiness

3.2 RESEARCH DESIGN

This is the plan of how the researcher intends to conduct the research. Research designs are tailored to address different kinds of questions. The design focuses on the end product, that is, what kind of study is being planned and what kind of result is aimed for (Mouton 2006:55 - 57).

Nieuwenhuis (2012: 70) concurs with Mouton (2006) in that a research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying how selection, data-gathering techniques and data analysis should be done. McMillan et al. (2010: 20) agree with the above authors when saying research design is a general plan which explains how the research is set up, what happens to the subjects, and what methods of data gathering are used. Research design is also specific as to when, from whom, and under what conditions the data are to be obtained.

The research design for this study is a case study. Nieuwenhuis (2012: 75) holds the view that a case study offers a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors and interaction between them. McMillan et al. (2010: 24) support the above definitions by stating that a case study examines a bounded system, or case, over time in depth, employing multiple sources of data found in the setting. The case can be a set of individuals bounded in time and place. In this case the researcher was interested in a single phenomenon which was the professional development of lecturers. It was singled out so that its impact on teaching and learning could be made clear. In this regard an instrumental case study was considered appropriate for this research as it provided insight into a specific issue (McMillan et al. 2010: 345).

3.3 RESEARCH METHODOLOGY

As this study is based on professional development of FET College lecturers, I needed to find out how professional development was carried out by the campus where the researcher is based and the major effects on teaching and learning. The ultimate goal of having the institution's qualified learners contributing to the country's economy was also considered.

A qualitative research was used as the researcher needed to gain an understanding of concepts such as Campus manager, Heads of Divisions, Senior and Junior lecturers about professional development and its impact in the institution where the researcher is

based. McMillan and Schumacher (2010: 11) defined both quantitative and qualitative research methodologies as distinctions about how the world is understood and they both refer to how data are gathered and analysed. These methods also make possible the different types of generalisations and meanings from where data have been derived.

Qualitative research is an enquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting (Ivankova, Creswell & Clark 2012: 265). In supporting Ivankova et al. (2012: 265), Drew, Hardman and Hosp (2008:186) confirm that qualitative methods enhance the researcher's ability to study events as they occur naturally. They assert that critical variables affecting unfolding events are not known in advance but must be discovered and observed as they occur. Nieuwenhuis (2012:51) puts emphasis on the above statements by stating that a qualitative research methodology deals with understanding the process, social and cultural contexts which underlie different behavioural patterns.

Based on the explanations of qualitative methodology, the researcher felt that this method was suitable for the current study. The reasons for opting for this methodology was that the instrument of data collection used was interviews. The experiences of the different participants were obtained using their own words and explanations in their own familiar environment. The explanations and analyses were expressed verbally only.

Mouton (2006: 194) provides information about the strengths of using a qualitative method when stating that it studies people in terms of their own definitions of the world, focuses on the subjective experiences of individuals and it is sensitive to the contexts in which people interact with each other. It is according to the above explanations that the qualitative method was chosen as it concentrated on what the participants said about their experiences.

In supporting the latter, Brynard and Hanekom (2005: 29) state that the fundamental theme of qualitative research is a phenomenological one, where the actors' perspective is the empirical point of departure. It is a focus upon real-life experiences of people.

Therefore, the views of the different participants about professional development of lecturers in their campus had been taken as real-life experiences of them.

3.4 SITE SELECTION

McMillan et al. (2010: 326) state that site selection is done to locate people involved in a particular event. They argue that a clear definition of the criteria for site selection is essential and the criteria should be related to and appropriate for the research problem and design. In this study the site selected was the campus where the researcher works. The site has been selected as all the participants are based in it and are familiar with its context.

3.5 DATA-COLLECTION INSTRUMENTS

In qualitative research there are five major methods for gathering data: observations, interviews, questionnaires, document analysis and use of audio-visual material (McMillan & Schumacher, 2010: 343; Brynard & Hanekom, 2005: 30). Drew et al. (2008: 188) concur with the above authors that data used in qualitative research come in the form of researcher's and participant's words. Some important principles affect the technical soundness of a research design using qualitative methods.

In this study the researcher chose to use interviews, document analysis and audio-visual material (digital recorder) in order to capture responses. After the decision was made by the researcher about the types of instruments to be used, each instrument was reviewed individually. Firstly, on interviews, the researcher drew up an interview schedule. The purpose of the interview schedule was two-fold: one for the campus manager and the heads of divisions, and the other for the senior as well as the junior lecturers.

This differentiation was done as some of the questions were mainly intended to elicit responses of management responsible for planning and execution of the professional development of lecturers. Documents were requested from the campus management, that is, the Campus Manager and Heads of Divisions, which explain how they plan

professional development of their lecturers. Lastly, a digital recorder was acquired in order to record the interview process.

As the three data-gathering instruments have been mentioned before, they are briefly explained in the next sections.

3.5.1 Interviews

Interviews as a method of gathering data allows the researcher to explain his or her questions if the respondent is not clear on what is being asked. It also allows the researcher to probe deeper following the answers of the respondent (Brynard & Hanekom, 2005: 32).

Interviews are one of the most widely used methods for gathering qualitative data (Ary, Jacobs, Razavieh & Sorensen 2006: 480). They are used to gather data on subjects' opinions, beliefs and feelings about the situation in their own words.

The researcher used interview schedule in order to obtain the views of the participants about professional development. The participants were interviewed individually at different agreed-upon times in the boardroom. There were eleven questions in the interview schedule for each participant. Probing questions were asked in order to clarify some aspects of the answers given by the participants.

According to Creswell (2005: 214) a qualitative interview occurs when a researcher asks one or more participants general, open-ended questions and record their answers. While the interview was progressing the researcher had to make notes on what was being said by the participant. The participants were asked open-ended questions in order for them to fully express themselves about their concerns in terms of the professional development in the campus.

The digital recorder was used in order to get as much information as possible from the participant. Most of the questions needed the participant to speak out about his or her experiences while the researcher was doing the audio-recording and making notes.

An interview schedule (see Appendix G & H) was used for all the participants so that the same question could be posed to each participant. Hence, in supporting the latter, McNiff, Lomax and Whitehead (2003: 124) argue that interviewers must ask the questions exactly as they appear on the interview schedule.

Best and Kahn (1993: 199) indicate that the purpose of the interview is to find what is in someone's mind and to provide information based upon what they think the interviewer wants to hear. McMillan et al. (2010: 206) support McNiff et al. (2003: 124) in that once the researcher has decided to use an interview to gather data, an interview schedule is constructed. When the researcher decided on the interview the interview schedule was written so that the same questions could be posed to all the participants. The questions in the interview schedule were related directly to the objectives of the study and they followed a given sequence that had to be adhered to in each interview.

The interview questions are usually in three forms, namely, structured, semi-structured and unstructured. These are explained below. After the given explanation of each form, the researcher indicates why she chose the unstructured interview.

- Structured interviews

These are questions which are followed by sets of choices and respondents select one of the choices as the answer. Struwig and Stead (2004: 98) regard these as standardised interviews which comprise formally structured questions that are based on theory or the experience of the interviewer.

Nieuwenhuis (2012: 87) defines structured interviews as detailed questions that have been developed in advance for larger sample groups to ensure consistency.

- Semi-structured interviews

In the semi-structured interviews the respondents have no choices from which answers could be selected. Struwig et al. (2004: 98) call semi-structured interviews a combination of structured and unstructured interviews. Here, predetermined questions are posed to

each participant in a systematic and consistent manner but the participants are given the opportunity to discuss issues beyond the questions' confines. Nieuwenhuis (2012: 87) states that this type of interview requires of the participants to answer a set of predetermined questions.

- Unstructured interviews

It gives the interviewer latitude in asking broad questions in whatever order that might seem appropriate. Struwig et al. (2004: 99) confirm the definition when stating that in this type of interview, the interviewer might explain the topic to be discussed to the participant but should not ask leading questions. This researcher has chosen to use unstructured interviews as they could help to reveal the experiences of each participant about the topic at hand. The researcher compiled a list of questions as the interview schedule in order to meet the objectives of the study (see Appendix g & H). An unstructured interview is an open-ended type of interview that often takes the form of a conversation with the intention that the researcher explores with the participant her or his views, ideas, beliefs, and attitudes about certain events or phenomena (Nieuwenhuis, 2012: 87; Creswell, 2005: 214).

The interviews were conducted individually in order to give each participant confidence and to give the participants free will to express themselves in a non-threatening environment.

3.5.2 Document analysis

The researcher requested documents such as registers from the Campus Manager which dealt with lecturers' attendance at any professional development courses.

Other information, including informal documents that provide an internal perspective of the campus regarding professional development were requested. Documents used for external communication, including for public consumption (McMillan et al. 2010: 361) were also requested from the Manager. These documents gave an indication as to how the campus values the professional development of its lecturers.

3.5.3 Audio-visual material (digital recorder)

According to McMillan et al. (2010: 360) recording of the interview by digital means is of high importance as it ensures completeness of the verbal interaction and provides material for reliability checks.

Concurrently, it does not eliminate the need for taking notes to help reformulate questions and probes and to record non-verbal communication, which facilitates data analysis. In this case the researcher used a digital recorder to record the interview in order to be able to transcribe data after the interview session. Audio-recording enabled the researcher to refer back to the recorder to listen when something was not clear from the notes taken during the interviews.

McMillan et al. (2010: 360) argue that recordings force the interviewer to be alert and also can help pace the interview, and legitimise the writing of the research insights. They also emphasise that the recording should not interfere with the researcher's focusing his full attention on the person. Borg and Gall (1983: 444) support the above statement by stating that note-taking or digital recording are the usual methods for preserving the information obtained in the interview. Drew et al. (2008: 194) reinforce that audio-tapes are a common method for recording interviews. They state that these are accurate and indisputable, but they also note that they can be very intimidating to some respondents. In order to alleviate this fear the participants' permission was sought before recording took place and were told that the recordings would be used during interview sessions but destroyed after the data had been transcribed.

The accuracy of using a recorder is captured well by Creswell (2005: 220) when emphasising that audio-visual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study. In this study, only a digital recorder was used and no photos were taken of the participants. The disadvantage that can be of concern was possible mechanical failure of the digital recorder. In order to eliminate this problem a standby digital recorder was kept in the interviewing room.

3.5.4 Sampling

Nieuwenhuis (2012: 79) defines sampling as the process used to select a portion of the population for study. Qualitative research involves smaller sample sizes than quantitative studies. It is made for the explicit purpose of obtaining the richest possible source of information to answer the research question.

There are several reasons given for getting a sample. The reasons given by Brynard and Hanekom (2005: 43) are that the sample simplifies research, saves time and cuts costs. McMillan et al. (2010: 326) concur in that the power and logic of qualitative sampling is that a few cases studied in-depth yield insights into the topic. The above statements are supported by Creswell (2005: 207) when saying that as a guideline it is typical in qualitative research to study a few individuals. The reasoning behind this is that the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual. He also points out the objective of qualitative research as to present the complexity of the information provided by the individual.

In this study the researcher has, therefore, chosen to use purposive sampling. The sampling that was used is discussed below.

3.5.4.1 Purposive sampling

In purposive sampling the researcher searches for information-rich key informants or groups (McMillan & Schumacher, 2010: 326).

Supporting this statement, Nieuwenhuis (2012: 79) states that purposive sampling simply means that participants are selected because of some defining characteristics that make them the holders of the data needed for the study. Creswell (2005: 204) sums up the above statements by stating that through purposive sampling researchers intentionally select individuals and research sites to understand the central phenomenon.

The researcher purposefully chose the college where he works. The reason is that the participants were easily available, and the interaction was within the institution.

It was easy to communicate with them when the need arose. In the campus where the researcher is based there are about eighty lecturers. It is from these eighty lecturers that the researcher chose the participants. According to McMillan et al. (2010: 138) on the basis of the researcher's knowledge of the population, a judgment was made about which subjects should be selected to provide the best information to address purpose of the research.

Based on the latter reason, the following participants were chosen as a representative sample of the campus, namely, the Campus Manager, three heads of divisions, five senior lecturers and five junior lecturers from each department. The sample included only those who have five or more years of experience in this institution. The researcher assumed that in these years of experience more should have happened in terms of lecturer development in order to enhance teaching and learning and changes in the curriculum should have impacted on the lecturers' ability to teach and that then should have triggered some development.

These participants who represent the sample are assumed to have rich information that would help the researcher understand the status of professional development in the campus.

Senior lecturers and junior lecturers came from the four different divisions, namely, Mechatronics, Engineering and Related Design, Electrical and Civil Engineering.

3.6 ROLE OF THE RESEARCHER

According to McMillan et al. (2010: 348) those gathering data develop a research role which establishes the position of the investigator and his relationships with others in the situation. It is said that qualitative researchers often change their role as data are collected - when first entering the site the researcher primarily takes an outsider role and as the study progresses more of an insider role could be developed. The researcher's role changes with the degree and intensity of interaction (McMillan et al., 2010: 349). Nieuwenhuis (2012: 79) further indicates that qualitative studies accept researcher

subjectivity as something that cannot be eliminated and see researcher as the research instrument in the data-gathering process. Nieuwenhuis (2012: 79) maintains that the researcher's involvement and immersion in the changing real world situation is important as the qualitative researcher needs to record those changes in the real – life context.

As a researcher, I was merely listening and taking notes about the experiences shared by the participants. My role, therefore, was to interact with the participants by posing and clarifying questions about the subject matter.

In this study the researcher was involved in the study as he was personally gathering data from the participants. In a qualitative study the researcher usually becomes immersed in the situation and the phenomenon being studied (McMillan et al. 2010: 12).

3.7 DATA ANALYSIS

Qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories (McMillan et al. 2010:367). Inductive analysis is described as the process through which qualitative researchers synthesise and make meaning from data, starting with specific data and ending with categories and patterns that can be theorized in conceptual terms.

Pertaining to data analysis, Nieuwenhuis (2012: 99) concurs with McMillan et al. (2010) above in that qualitative data analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. Nieuwenhuis (2012: 99) asserts that organising, categories and identifying patterns are best achieved through a process of inductive analysis of qualitative data. This is done by allowing research findings to emerge from frequent, dominant or significant themes inherent in the raw data, without the restraints imposed by a more structured theoretical orientation.

Therefore, in the process of data analysis the researcher took all the gathered data, including field notes and interview transcripts and begin to form clearer understandings

of the information. The data were coded and a content analysis conducted by looking for specific words for which themes were identified. This researcher used field notes and interview transcripts to categorise and formulate themes which were developing.

3.8 ETHICAL CONSIDERATIONS

When conducting interviews it is very important to adhere to ethical principles. The participants in the study were protected from any harm that could result from being engaged in the study.

The researcher also considered the following as ethical guidelines, policies regarding informed consent, deception, confidentiality, anonymity, privacy and caring (McMillan et al. 2010: 338). Hinckley (2012: 306) emphasizes obtaining clearance from ethics committees when human subjects are involved in any kind of research of empirical nature. The researcher sought such clearance from the UNISA Research Ethics Committee before entering the field. Maree (2012: 306) emphasises that anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research.

Supporting the foregoing statements, Cohen and Manion (1997: 359) state that social scientists generally have a responsibility not only to their profession in its search for knowledge and quest for truth, but also the participants that they depend on for their work. Therefore, social researchers must take into account the effects of the research on participants and act in such a way that they preserve participants' dignity as human beings.

The following ethical principles as described by Hinckley (2012: 306) were adhered to:

- Informed consent and voluntary participation

McMillan et al. (2010: 118) view informed consent as being achieved when subjects are provided with an explanation of the research. The participants were told that they could terminate their participation at any time with no penalty, and full disclosure of any risks associated with the study were made clear to the participants.

The consent was obtained by asking subjects to sign a form that indicated an understanding of the research and consent to participate. There are protocols that require researchers to ensure that participants are fully aware of the purpose of the research and understand their rights. These among others include voluntary participation and termination of participation with no explanations (Bell, 1999: 38).

- Protection from harm

It has been argued by McMillan et al. (2010: 119) that research should never result in physical or mental discomfort to participants.

Therefore, this entails never revealing information that might result in embarrassment as well as direct negative consequences. It is the duty of the researcher to minimise the risks and do whatever is needed to minimise them. In this study, confidentiality was maintained and the respondents' names were replaced by codes in order to protect their identities.

- Privacy, confidentiality and anonymity

McMillan et al. (2010: 119) hold the view that the privacy of participants must be protected. This can be achieved by restriction of the following to the researcher: participants' characteristics, responses, behaviour and other important information.

They elucidate three points by which privacy can be achieved namely anonymity, confidentiality and appropriate storing of data. Creswell (2005: 225) concurs with this in that researchers need to protect the anonymity of the informants by, for example, assigning numbers or aliases to participants to use in the process of analysing and reporting data. In this regard the researcher used letters of the alphabet to represent the names of the participants, with the first letter A for example representing the Campus Manager.

A qualitative researcher faces many ethical issues that surface during data-collection and in analysis and dissemination of qualitative reports. In order that this researcher can gain support from participants, the researcher had to explain the purpose of the study and did not engage in deception about the nature of the study (Creswell 1998: 132).

The researcher applied for ethical clearance from UNISA. Letters requesting permission to conduct the study were sent to the Department of Higher Education and Training, the Principal of the Further Education and Training College and the Campus Manager of the institution where the research was done. Letters were sent to participants to request their consent for participation in the study. The title and the purpose of the research were stated.

In the letter to participants it was stated that their names were not going to be used anywhere in the study, only letters would be used. Information was going to be destroyed after the data had been analysed.

It was explained that participants were not going to receive any monetary compensation for participating in this study. Participants were informed that the participation was voluntary and that they could withdraw at any stage of the study.

3.9 VALIDITY

Struwig et al. (2004: 143) define validity as the degree to which we can rely on the concepts, methods and inferences of a study, or tradition of inquiry, as the basis for our theorising and empirical research.

It also refers to the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan et al. 2010: 330). To enhance validity the following strategies as given by McMillan et al. (2010: 330 - 331) were used:

- Multi method strategies

According to McMillan et al. (2010: 331) qualitative researchers employ several data-collection techniques in a study but usually select one as the central method. In this study the researcher used document analysis and interviews.

- Participant language and verbatim accounts

When the participants were interviewed some of the concepts used by the researcher such as professional development had to be rephrased so that they understood what was being asked. Abstract social science terms were avoided so that the interaction between researcher and participants was understandable.

- Mechanically recorded data

A digital recorder was used during the interview after permission from the participants had been granted. The digital recorder was used so that any data missed during note-taking and listening to the participant could not be lost. In the event of the tape recorder malfunctioning a standby recorder was available.

- Discrepant data

Discrepant data present a variant to the emerging pattern. Discrepant data are defined as a situation or participant's view that contradicts the emerging pattern of meanings. All the strategies under validity were used by the researcher.

When information given by the participant was not addressing the question, that information was discarded. That meant it was not considered when categories were formed.

3.10 TRUSTWORTHINESS

According to Terre Blanche and Durrheim (2004: 63) trustworthiness is the degree to which the results are repeatable. Maree (2012: 305) states that trustworthiness is the way in which the inquirer is able to persuade the audience that the findings in the study are worth paying attention to and that the research is of high quality.

To enhance trustworthiness the researcher used document analysis interviews and audio-visual material and interviews. These were used separately and at the same time except document analysis times.

3.11 CONCLUSION

In this chapter the researcher highlighted the different aspects of research methodology and design. It involves how the study was carried out, including the definition of research design and methodology. The different concepts pertaining to qualitative study were clarified. These include interviews, site selection, sampling, validity, trustworthiness, questionnaires, the role of the researcher and ethical considerations.

In the following chapter the researcher delves into the analysis and the interpretation of collected data. The findings will be made clear to see whether the research questions have been answered and objectives of the study achieved.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In the previous chapter the research design and methodology were described. In Chapter four the findings of this qualitative study are presented and analysed using inductive analysis, as Nieuwenhuis (2012: 109) argues that when the researcher works inductively with emergent categories, the researcher has to read through the identified codes and find the themes or issues that recur in the data. It is after data have been coded that categories are developed.

The analysis of data and discussion of findings have been done in order to answer the main research question, which is: “How can the professional development of lecturers improve the functioning of the Further Education and Training Colleges?” It is in this chapter that the research question and sub-questions outlined in chapter one Paragraph 1.3 will be established confirming or not confirming the literature reviewed.

The theoretical framework established in chapter two Paragraph 2.1 dealt with the nature of Further Education and Training – education and nature of professional development in education. The theoretical framework forms the basis on which the analysis of this study is based.

More specifically chapter four presents the following: analysis of the interviews with the management staff as presented by participants A; B and C. Also, it presents an analysis of interviews with the lecturing staff as presented by participants E; F; G; H; I; J and K. This chapter also deals with management and lecturing staff’s views supported by literature.

Two participants did not take part in the study, that is, participants D and L. Participant D did not participate due to management commitments and Participant L cancelled before the commencement of the interview.

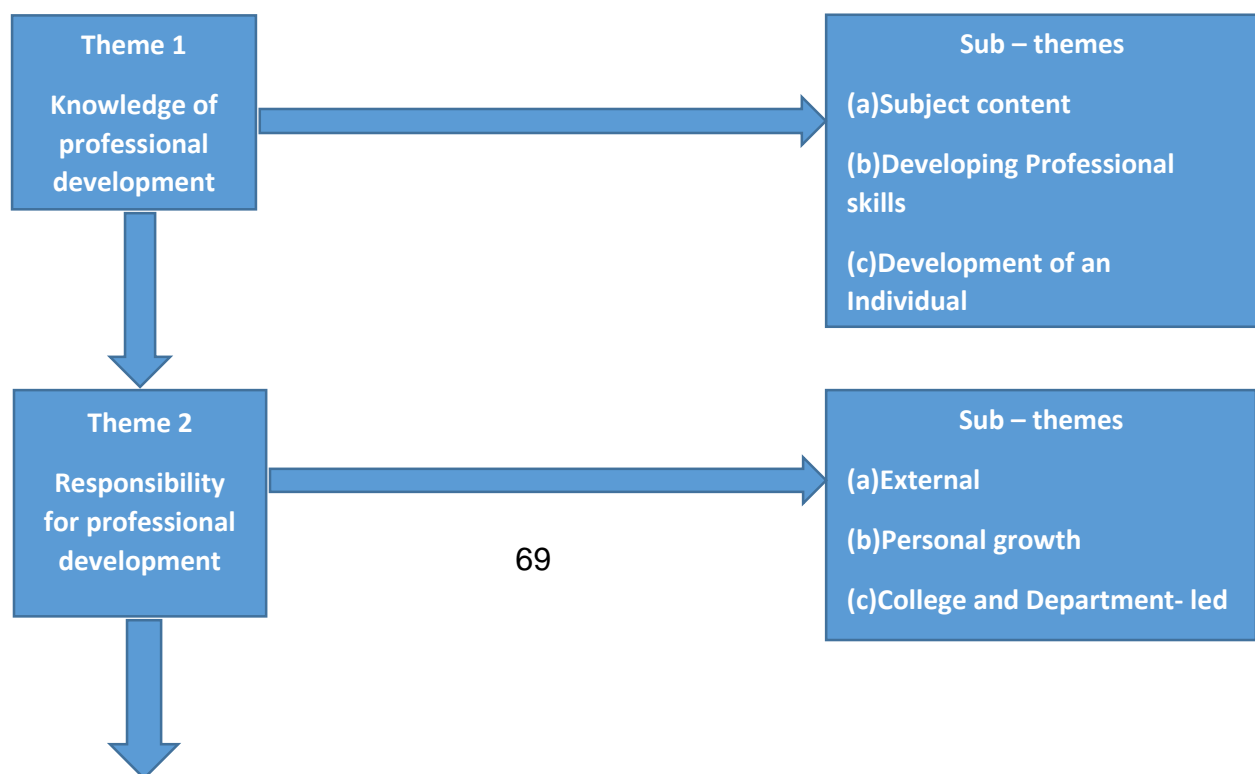
4.2 PROFILE OF THE PARTICIPANTS

The study is composed of ten participants. Three of the participants are in management positions, that is, Post Level 3 and upwards. These participants were necessary in the study in order to obtain the perspective of management with respect to professional development and most importantly their planning.

Seven other participants were chosen from Post Level 2 and Post Level 1. The reason for this differentiation was to get a clear view and understanding of professional development since they are near to the point of delivery. It is these participants who must deal with different types of students to transform the students to be effective contributors to the country's economy. All the participants had more than six (6) years of experience in the Further Education and Training College.

4.3 PRESENTATION OF FINDINGS: MANAGERIAL STAFF

Eleven questions based on the research questions were posed to participants A; B and C who are in management, that is, Heads of Departments. After the interview process with the participants data analysis started. The researcher used the inductive data analysis method (Nieuwenhuis, 2012: 99) described in paragraph 3.7 and worked through all the data sources by coding and establishing categories and sub-categories that are portrayed as themes and sub-themes in Figure 4.1.



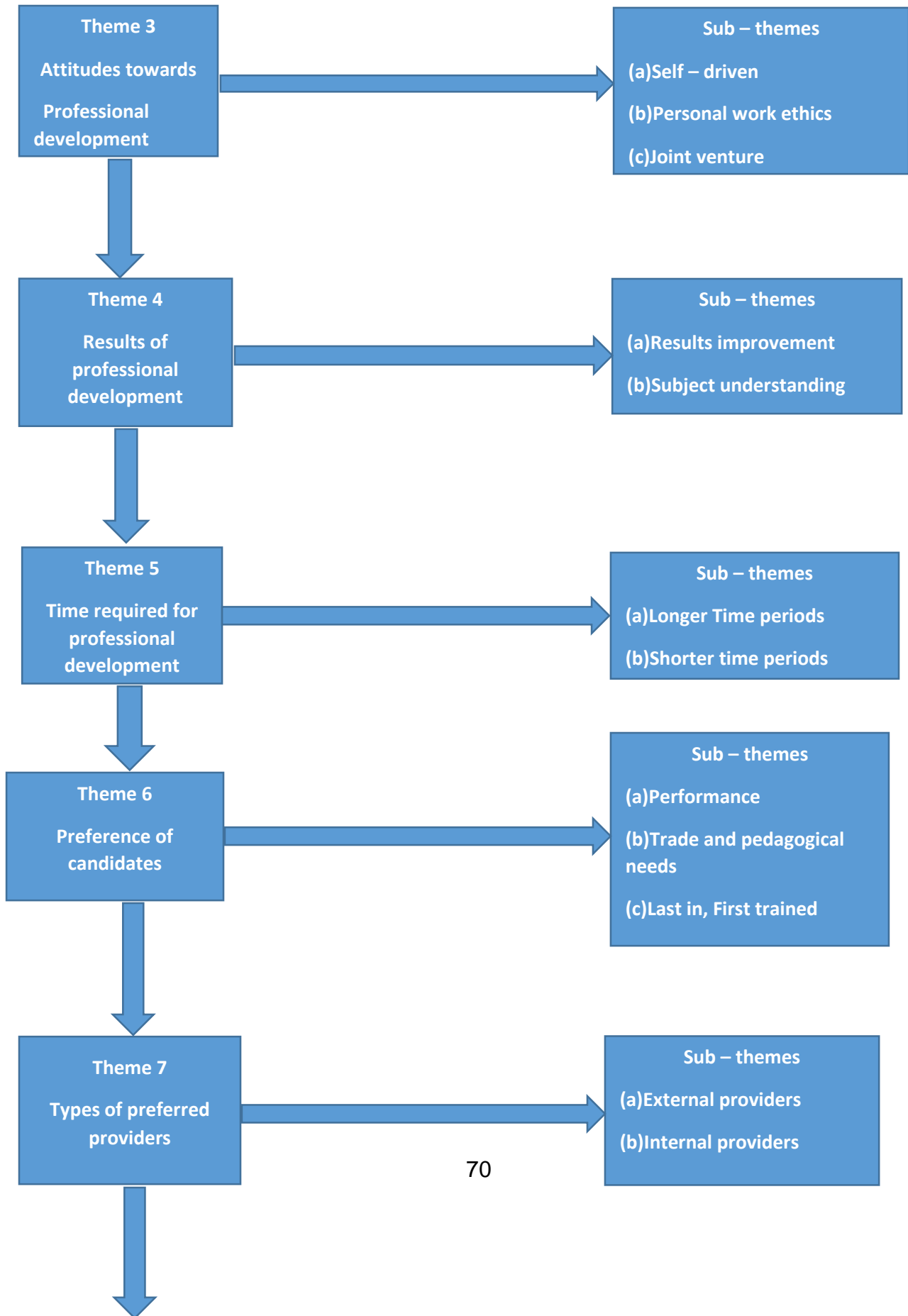




Figure 4.1 Themes and sub-themes of analysis

4.3.1 Knowledge of professional development

4.3.1.1 Subject content

The themes and sub-themes are discussed below. As already been stated in paragraph 4.3.1 the participants are A; B and C. 4.3.1.1 Knowledge of professional issues: The participants were responding to the question: “What do you understand by the term professional development with respect to Further Education and Training Colleges?”

Participants saw professional development as helping lecturers to have deeper knowledge about their subject content. According to participant A:

Professional development, is seen it as getting the lecturers on the level where they understand and know their subject content. It is a way of reaching a level on which lecturers can transfer their knowledge.

In support of the above statement Birman, Desimone, Porter and Garet (2000:30) also confirmed that the degree to which professional development focuses on content knowledge is directly related to educators’ increase in knowledge and skills (par.2.9).

4.3.1.2 Developing professional skills

The participants were of the view that professional skills are very important in professional development. The most common skill that they put across as important was content knowledge.

According to Participant A:

Some lecturers come from straight from university ... eh ... eh ... others have just a trade test with no knowledge of teaching methods. Some lecturers are old. (Long pause answering phone). Uhm ... I was saying these need a form of training to help them acquire the didactic skills.

Ehm ... also the reality of ever-changing technology requires that lecturers be professionally developed.

In the policy framework for teacher development in South Africa, the aims are stated as equipping teacher's with skills to do their work and enabling them to increase their professional competence and performance continuously (DoE, 2007:1) (par.2.6).

4.3.1.3 Development of an individual

An individual is the focal point of professional development according to the participants. An individual needs to be developed in order to be able to carry out his or her duties effectively. In the Further Education and Training Colleges professional development of an individual becomes one of the important factors as a lecturer has to be an expert in his or her field.

According to participant B:

Professional development is the development of the individual in the field of work wherever he or she is finding himself or herself that professional skills of the profession that they are in, is imparted to them.

Blandford (2005:5) agrees with the participants in that professional development is the acquisition of knowledge that will enable individuals to develop and to adapt their range of practice to meet students' needs (par. 8).

4.3.2 Responsibility for professional development

This theme came about when participants were asked: 'In your capacity as an instructional leader, how do you make sure that your lecturers are developed?'

4.3.2.1 External providers

The participants were overwhelmingly in support of using external providers for professional development and the reason for this preference was because they focused consistently on the changing demands of technology.

According to Participant B:

The only tool we in education have is being result driven. We look at results where the lecturer is bound to have better results or if there is weaker results there will be intervention eh...from the side of management, eh ...campus management umh ... and eh ... we will have to look at the interventions that are available, or to even go outside the ehm ... sector, to the private sector to see if there is more exposure or ehm ... training in that sense that we could get to the lecturers for them to understand their subject field a little bit better or to increase their knowledge on a certain subject.

Steyn and Van Niekerk (2012: 61 – 62) mention networking as one of the types of professional development that enables contact with the various role-players who can help develop the lecturers' subject knowledge (par 2.5). This is done by forming relationships with industry and thereby gaining exposure to the current technological developments.

4.3.2.2 Personal growth plan

Personal growth is achieved through the motivation of an individual to grow. The lecturer who wants to develop assists himself or herself through self-assessment.

According to Participant A:

It must be open to the lecturers whenever they need training. We use IQMS (Integrated Quality Management System) where they write their personal growth plan.

Blandford (2000:6) asserts that self-development is an important characteristic of professional development. The lecturer must be able to recognise the inadequacies that

he or she has and try to improve by furthering his or her studies. The ability to improve resides within oneself by acknowledging the need to improve the impact one has in the pedagogical situation (par.2.5).

4.3.2.3 College and Department-driven courses

The FET College has a major part to play in the development of its employees. The same goes for the Department of Education, the reason being that the Department of Education and the FET College need results from the lecturers.

According to Participant C:

Department of Education sends out memoranda to colleges for courses that it facilitates. These courses help further develop the lecturers in all facets of teaching and learning.

The DoE (2009:22) indicated that different role players are involved at different levels and with different aspects of programmes. Their participation in the professional development of FET college lecturers forms part of college-led and employer-led initiatives (par. 2.10).

4.3.3 Attitude towards professional development

On the question: “Do you think that professional development should be initiated by an individual or is it the responsibility of an institution?”, the following theme was developed:

4.3.3.1 Joint venture

Most of the participants indicated that the need for professional development depends mainly on a combined need between the individual and the FET College. The institution should help the individual to achieve a certain level of development in his or her development. Therefore, the institution and the individual should be partners.

According to Participant A:

Professional development should be a joint venture. Both parties, that is, management and individual should be involved in the professional development.

On the side of Heads of Divisions it is their responsibility when they realise that the individual is lacking in certain aspects. On the other side the individual should be self – driven and wanting to improve herself or himself.

Steyn and Van Niekerk (2012:61–62) regard the joint venture as professional support in fulfilment of contractual conditions of service (par. 2.5)

4.3.3.2 Personal work ethics

The general view of the participants was that FET College lecturers should perform their duties to the best of their abilities. As part of the contract when they were employed, it is the individual's duty to see that he or she is capable of carrying out his or her duties.

Regarding this Participant B says:

Professional development in my senses is part of your personal work ethics. You must show your employer, your capabilities.

Everybody says when they have an interview they must show what they can do. But when you are employed you must also show what you really are. Professional development must come from the individual himself, put up his hands and say listen I am interested in this, can I go on a course. Please let me go on a course if something comes up. Or initiated something on the internet or sees something from friends. But I really believe as a manager I feel that a staff member who shows that kind of initiative is already self–driven.

Zepeda, Parylo and Bengtson (2014:299) believe that the adult learners have nine major characteristics, which are:

- control of their learning;
- immediate utility;
- focus on issues that concern them;
- testing their learning as they go;
- anticipating how they will use their learning;
- expecting performance improvement;

- maximising available resources;
- requiring collaborative measures, being respectful,
- mutual and informal climate;
- reliance on information that is appropriate and developmentally placed (par.2.3.4).

4.3.3.3 Self-driven

Being self-driven creates opportunities for further development. Most of the participants indicated that an individual should be self-driven rather than wait for an outside source to see their inadequacy.

According to Participant A:

On the side of Heads of Divisions it is their responsibility when they see that an individual is lacking in certain aspects. On the other side the individual should be self – driven and wanting to improve herself or himself.

Trotter (2006: 11) concurs with the above statement in that it is important to note that in functional theory self-directedness is a general focus and adults prefer to plan their own paths and most generally choose educational topics and subjects that they could directly apply in their own classrooms (par. 2.4).

On the question: “What is your view with regards to performance of lecturers and students after professional development training?” The following theme was developed:

4.3.4 Results of professional development

4.3.4.1 Improved results

For any lecturer who has undergone professional development there should be some form of evidence. All participants were quick to say improvement of results should be apparent. What they mean is that the improvement in results should show in lecturers’ teaching.

According Participant B:

Students must be able to benefit. The lecturer must be able to explain the subject matter. Learners could be motivated internally and externally. External motivation could be that learners notice their peers getting jobs. And internal motivation is when the learners start to believe in themselves.

The view is expressed that when lecturers undergo professional development they acquire specific skills and knowledge that signal their potential for increased productivity and readiness to advance in their careers. The lecturers also benefit from greater professional confidence, increased knowledge, better understanding and improved teaching and class management (par. 2.7).

4.3.4.2 Subject understanding

All the participants see professional development as helping in the understanding of subject contents. This increased understanding should also make it easier to deliver lessons.

According to Participant B:

We could get to the lecturers for them to understand their subject field a little bit better or increase their knowledge on a certain subject.

The above statement is supported by Birman et al. (2000:30) by stating that the degree to which professional development focuses on subject knowledge is directly related to lecturers' increase in knowledge and skills (par. 2.9).

The following response to the question: "In your opinion, how long periods of time do you think professional development courses should run"? was obtained.

4.3.5 Time required for professional development

4.3.5.1 Short periods

Different views came up with most participants stating that five days should be the minimum for professional development and utilisation of holidays which are in themselves very short should also be done for professional development.

Participant A argued as follows:

If we say one day, that will not be enough because there will be little time for interaction, and little to do practical. I would say five days minimum, for theory, practical and role play.

The maximum could be three weeks only during holidays when classes will not be disrupted due to the absence of the lecturers.

According to Steyn and Van Niekerk (2012: 61-62) when speaking about networking as one type of professional development, they state that lecturers can be exposed to networking by being given work-based exposure during holidays (par. 2.5).

4.3.5.2 Longer periods of engaging in professional development

Longer periods were overwhelmingly supported by the participants as they argued that they tend to give lecturers more information and some activities.

According to Participant C:

The periods depend on the institutional demands. It can be a one month, thereafter every three month.

Lee (2005:40) supports the above when stating that professional development programmes should be held over a long period of time (par. 2.9)

Responses to the question: "How are lecturers chosen for professional development in your campus?" were as follows:

4.3.6 Preference of candidates

4.3.6.1 Performance

Participation in professional development depends on the need for teaching experience. The person who works and is keen to help others is also seen as a candidate for professional development.

According to Participant B:

They are chosen according to the performance of an individual. When an individual shows the ability to go extra mile.

According to Mosoge (2008:185-186) mentoring consists of support given by an experienced colleague to a novice educator or experienced but poorly performing educator (par. 2.5).

4.3.6.2 Trade and pedagogical needs

If professional development deals with a specific trade the lecturer in that trade is chosen. Also, if the lecturer is lacking in pedagogical knowledge he or she will be chosen in order to gain pedagogical experience.

Participant C's direct response with regard to this is that:

It depends on two aspects: firstly, if the course is trade related we send those lecturers who still need some upgrading in their field of expertise.

Secondly, if the course is going to deal with pedagogical matters, lecturers lacking in that sphere are sent to gain some experience. The senior lecturer discusses first with all lecturers and a consensus is reached as to who is to attend the course available at that time.

Steyn and Van Niekerk (2012:61-62) see the above situation as related to job rotation. They view job rotation as moving staff members into new jobs for a specific period to enable them to acquire new skills and knowledge.

This is done by moving lecturers who are in the classrooms to workshops to experience the workshop environment first-hand (par. 2.5).

4.3.6.3 Last-in first-trained

The participants were of the opinion that lecturers who just joined the college must be given a chance to be trained first so that they can be brought to the same standard as the experienced lecturers.

Participant A stated:

Depends on what the professional development is about. Normally, what I am trying to do, is the last in first in option where new lecturers have to get the training to put them on par with other lecturers.

In supporting the Participant A's statement Mosoge (2008:185-186) confirms that mentoring when stating that mentoring consists of support given by an experienced colleague to a novice educator, that is , last-in first-trained (par. 2.5).

On the question: "What is your preference for professional development programmes?"

The following answers were received:

4.3.7 Types of preferred providers

4.3.7.1 External providers

Participants were asked: "Which one of the following professional development programmes do you prefer in-house or external providers?"

Participants preferred professional development programmes to be run by outside providers. Various arguments were raised about the preference.

Participant C argued that:

I prefer it to be conducted by the outside provider. In this case the relationship will be that of a learner and a provider.

It has been pointed out that professional development programmes originate from a country's educational goals and objectives. Goals and objectives usually form part of policies that serve as guidelines for the development of programmes (2.10.1).

4.3.7.2 Internal providers

Responding to the same question Participant A said:

The relationship in-house training is more relaxed.

Steyn and Van Niekerk (2012:47-48) emphasised in this regard that educational managers have an important role in supporting internally conducted professional development programmes in which the vision and mission of their institution are shared (par. 2.10.2).

When participants were asked about the current state of professional development and whether internal professional development programmes bring about any improvement of lecturers, they replied as follows:

4.3.8 Current state of professional development on the campus

4.3.8.1 Professional development programmes

Participants have decried the lack of professional development in the campus. The campus, they say, lacks a unit responsible for carrying out professional development.

According to Participant C:

We have an annual development plan for the lecturers. There is provision that has been made for the professional development. Some HoDs take up some do not worry. Morale is very low regarding professional development. Professional development has been done but not as adequately required. We have a budget that caters for professional development of lecturers.

It has been mentioned that educational managers have the power with respect to the realisation of their educators' development. This is essential since the moving forward of

the institution depends on the level of knowledge of its educators (Steyn et al. 2012:47) (par. 2.10.2).

4.3.8.2 Improvement of professional development in the campus

The participants were of the view that subject meetings should be initiated and also class visits started so as to be able to identify areas that need development.

Participant B stated:

Initiate subject meetings. Do class visits. Results expose the lecturer and also the learners expose the lecturer.

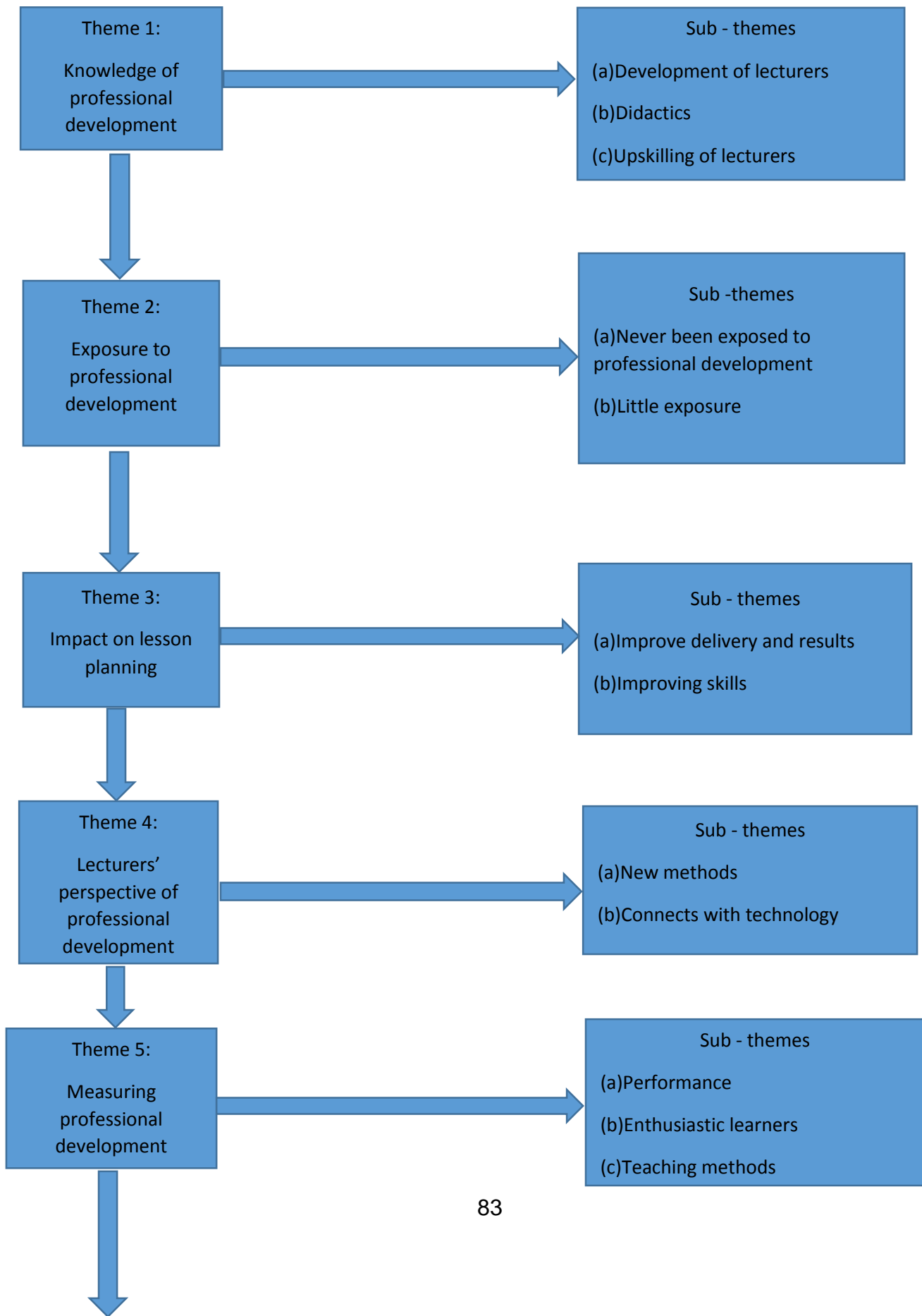
Seniors must spend more time with lecturers by helping them. Staff should be given a platform to speak about needs and frustrations.

Regarding Participant B's statement, Joyce and Calhoun (2010:9) hold the view that professional development comes into being through deliberate actions by organisations (par. 2.11).

These deliberate actions are usually taken by district, state or province to generate learning by educators, to make the institution a learning laboratory for lecturers.

4.4 PRESENTATION OF FINDINGS: LECTURERING STAFF

Twelve questions based on the research questions were posed to the Participants E; F; G; H; I and J who are lecturing staff. After the interview process with the participants data analysis started. The following themes and sub-themes were identified during the data-analysis process.



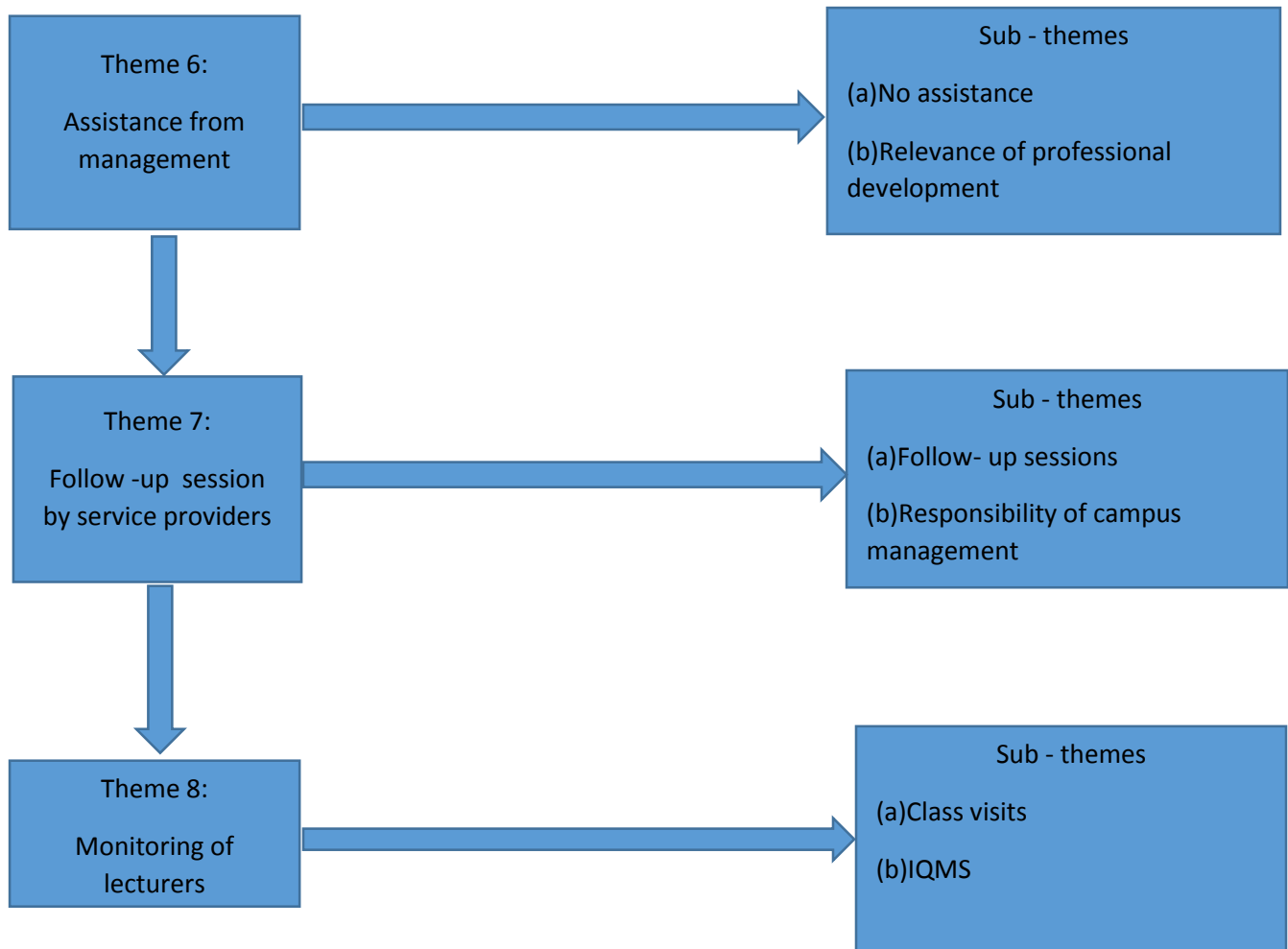


Figure 4.2: Themes and sub-themes of analysis

From the replies from lecturers to the questions about professional development the themes and sub-themes as indicated in Figure 4.2 were developed. More specifically the following responses were received.

4.4.1. Knowledge of professional development

4.4.1.1 Development of lecturers

The lecturers understand professional development as enhancing their pedagogical knowledge. This is done to enable them to execute their jobs more efficiently.

According to Participant F:

Professional development is more of development of lecturers. It is furthering your qualification within your field. It is also furthering your studies to benefit your students.

In support of Participant F's statement it was mentioned that the professional learning community model which provides a support system for teachers to reflect on their purposes for teaching, developing new learning and teaching practices is very popular amongst lecturers (Glassett 2009:20) (par. 2.5).

4.4.1.2 Didactics

Lecturers also understand professional development as acquiring different methods for delivering lessons.

According to Participant E:

It is getting of methodologies on how to approach a lesson.

Mosoge (2008:163) in supporting Participant E said that by undergoing professional development, educators acquire certain skills and knowledge. These entail greater professional confidence, enhanced knowledge, better understanding and improved teaching and class management (par. 2.7).

4.4.1.3 Up-skilling of lecturers

The lecturers also regard professional development as up-skilling. They see professional development as helping in terms of increasing their skills.

According to Participant I:

Professional development is equipping of lecturers with necessary skills and equipment to use in class. It is up skilling of lecturers.

Blandford (2005:5), in supporting Participant I stated that the purpose of professional development is the acquisition of knowledge, skills and abilities by individuals to develop a range of practices in order to meet students' needs (par. 2.8).

When participants were asked whether they had ever been exposed to professional development the following theme and sub-themes emerged.

4.4.2 Exposure to professional development

4.4.2.1 Never been exposed to professional development

The majority of lecturers lamented the fact that they had never been exposed to professional development and quite a few lecturers did have an opportunity for professional development.

Participants G, E, H, I and J replied briefly:

Never been developed in the past two years.

Regarding the reply by Participants G, E, H, I and J, Van der Westhuizen (1997:273) argues that no professional practitioner who is aware of his calling can afford to sit and wait any longer for an outside body to activate him or her to stay abreast of subject and methodological fields (par. 2.11.1).

4.4.2.2 Little exposure

Only two participants have had some encounter with professional development over the past two years. The exposure of the participants was initiated by only one of the four campus departments. One of the two participants was trained in the UMALUSI processes and the Dual System Pilot Project. The UMALUSI Council sets and monitors standards for general and further education and training in South Africa in accordance with the National Qualifications Framework Act 67 of 2008 and the General and Further Education and Training Quality Assurance Act No 58 of 2001. The Dual System Pilot Project is responsible for enabling students to be trained within the college to qualify as artisans.

The second participant was trained in pneumatics and programmable logic circuits specific for the subject in the Electrical Department.

Participant K stated:

Yes. I have been trained in the processes of UMALUSI. I have also been involved in Dual System Pilot Project which has been established for students who completed L4 in the Department of Electrical Engineering to be trained to be a qualified artisan.

Steyn et al. (2012: 47-48) stated that the educational managers have the power in realisation of their educators' development. The educational managers have an important role in supporting professional development programmes by identifying and sharing a vision of their institution, also by providing professional development programmes that are purposeful (par. 2.10.2).

4.4.3 Impact on lesson planning

When participants were asked about the impact of professional development in their lesson planning, the following sub-themes were developed:

4.4.3.1 Improve delivery and results

According to Participants J, H and I:

In terms of lesson preparation, I think it can improve how I deliver to the students. It is how you impart that knowledge to learners. It enables the lesson to be clearer in terms of its preparation. Activities and equipments are prepared beforehand.

Mgijima (2014:359) supports Participants J, H and I indicating that professional development of the educators is instrumental to successful delivery of curriculum programmes (par. 2.7).

4.4.3.2 Improving skills

Professional development improves the skills of lecturers in terms of lesson planning. It also helps them to link different areas of the content to produce continuity. It provides a step from known to the unknown when delivering a lesson to the students.

According to Participant F:

You are well equipped with skills you have gained. You learn to integrate practical and theory. You become confident.

Birman et al. (2000: 30) observe that if professional development includes opportunities for active learning increased knowledge, skills and a changed classroom practice will result (par. 2.9).

4.4.4 Lecturers' perspective of professional development

When participants were asked: "In your own personal judgment do you think professional development help lecturers?", the following sub-themes were developed.

4.4.4.1 New methods

Most participants stated that professional development can improve their methods of lecturing. It can also assist in areas where the content is difficult by introducing different activities and methods that can simplify the content when executed in the classroom.

According to Participant J:

New methods and techniques can always improve your knowledge. When you are introduced to different ways of teaching you become more relaxed and can change from one method to the other depending on the type of activity being done.

Desimone (2011:68) states that a key aspect in education is that teaching staff usually experience a vast range of activities and interactions that increase their knowledge and skills and improve their teaching practice. This result in the teaching staff being more focused and efficient in their teaching. They are also able to help those students who experience problems (par. 2.2.2).

4.4.4.2 Connecting with technology

According to Participant J:

Definitely it can help you to have a wider scope of your subject. Professional development will help to catch up with latest technology.

Steyn and Van Niekerk (2012:65) argue that leaders in institutions face important challenges in designing effective professional development programmes that will help staff update their skills and increase effectiveness due to the changes in technology (par. 2.5).

4.4.5 Measuring professional development

The following sub-themes developed from the question: “How do you measure the result of professional development?”

4.4.5.1 Performance

Professional development can be visible in the improvement of students’ results. It can be noticed in the participation of students during lesson presentation. The questions that the students pose to the lecturer will indicate their level of performance.

According to Participants I, H, E and J:

It can be measured through the results of assessments. The class attendance improves as students notice that the lecturer is engaging in executing of his or her teaching.

Moswela (2006:625) in supporting Participants I, H, E and J feels that professional development creates more effective institutions and raises the standards of students’ achievements (par. 2.10.3).

4.4.5.2 Enthusiastic learners

Learners should be able to participate in the activities of the lesson in class. When the lecturer presents the content in an interesting manner the students become engaged and take part in the lesson.

Participant K:

I measure it by seeing the learners being enthusiastic. They are keener to come to class and work.

According to Gordon (2004:7) it is believed that professional development should enable students to become active participants, critical thinkers and lifelong learners (par. 2.2.2).

4.4.5.3 Teaching methods

The outcome of professional development can be seen through the use of different teaching strategies that cater for different kinds of learners.

Participant F:

By being able to use different teaching strategies, methods and approaches to executing a lesson. Students enjoy being in class.

In supporting Participant F Moswela (2006:631) argues that as educators improve their teaching skills and methodologies, students' standards of achievement are also raised (par. 2.12).

4.4.6 Assistance from management

When the following question was asked: "Do you get any help from your seniors and how relevant is your professional development training to your teaching subject?" the following sub-themes were developed.

4.4.6.1 No assistance

Most of the participants never received any development in the past two years. The lecturers are eager to be developed so that they can be able to help the learners achieve better results in their studies.

According to most of the Participants from E to K:

There is little to no help at all. The seniors are there to see that there is a lecturer in the classroom. Most of the time they are doing their administrative duties.

This statement is supported by Makapula (2014:12) when maintaining that in the Eastern Cape professional development has not taken root (par. 2.12).

4.4.6.2 Relevance of professional development

From the few participants who participated in the professional development programmes, they found that professional development programmes did help them. These programmes enabled them to be more aware of other applications of the content which they teach. Also, the lecturers were not afraid to explore other applications in the form of giving students practical work.

According to Participant F:

Very relevant. It was relevant to the curriculum. Relevant to practical tasks. Relevant to up skilling. Relevant as you could come back and train others who did not go to the professional development course. It set me on a higher level than those I teach.

For professional development to be relevant Loucks-Horsley et al. (2010: 252) suggest five professional development strategies which are study groups, workshops, seminars, professional networks and online professional development. These strategies are generic for purposes of organising content for educator learning (par. 2.13).

When participants were asked if there were any follow-up sessions with their service providers, the following theme and sub-theme emerged.

4.4.7 Follow-up session by service providers

4.4.7.1 Follow-up

Follow-up by service providers was never undertaken by the service providers. Lecturers are left alone to implement what they have acquired from the professional development courses, regardless of whether the application is right or wrong.

Two Participants stated:

No follow – up sessions were ever made by service providers. After the course we only evaluate the presenters and that is all.

Five other Participants:

We have never received any professional development, therefore no follow – up session was necessary.

Mosoge (2008:173) holds the view that South African Council for Educators (SACE) is quality-assuring professional development activities by endorsing service providers and their activities, by monitoring delivery of programmes through feedback from educators. This monitoring enables service providers to be assessed in terms of their effectiveness (par. 2.11.2).

4.4.7.2 Responsibility of campus management

As the campus management is responsible for arranging professional development with the service providers, it should also be responsible for letting them give feedback. That arrangement will enhance the relationship between the campus and the service providers.

According to Participant G:

Management should set up a schedule with the service providers so that they can come and check if we are doing the right thing. Also, to assist in the implementation of some of the suggestions by the service providers.

Educational managers have an important role in supporting professional development programmes by providing programmes that are purposeful (Steyn et al. 2012:47–48). The managers are therefore responsible for overseeing the follow-up schedule of the service providers (par. 2.10.2).

When the following question was asked: “How does your senior monitor the level of your performance?” the following theme and sub-themes emerged.

4.4.8 Monitoring of lecturers

Monitoring by seniors is done in various ways. It is done by looking at the work done by the students and also by observing students’ behaviour in class when the lecturer is teaching. This is to ensure that the educators are well developed to execute their duties.

4.4.8.1 Class visits.

Participant I:

The senior looks at students’ results. He does some class visits which are random. From the class visits being done by the senior lecturers, they are able to assess your classroom management skills.

Trorey and Cullingford (2002:1) state that the focus on higher standards and improving quality and the demands of increasing accountability has meant that educators have an unprecedented need for ongoing professional development (par. 2.5).

4.4.8.2 Integrated Quality Management System (IQMS)

The seniors do monitoring through lecturers’ stated developmental needs as written in the IQMS (Integrated Quality Management System) forms and design a plan that affords them opportunity for training. The IQMS is a tool for managers or seniors to use for lecturers’ development. IQMS is a performance appraisal system that the Department of Education uses to develop teachers. IQMS caters for each individual lecturer’s needs.

Participant J:

IQMS, but it is not being used appropriately. Each lecturer is given the forms to fill according to what he or she has and also to write down his or her developmental needs.

According to Steyn et al. (2012:47-48) educational managers have a duty to see that their educators undergo professional development in order to have impact in their subject delivery (par. 2.10.2).

4.5 Document analysis

The researcher conducted a study of written documents that were requested from the Heads of Divisions at the site where this study was conducted. The requested documents were the registers that contain names of those lecturers who had participated in the professional development. These registers were necessary so as to give concrete evidence that the said lecturers did attend professional development. The other documents requested were the types of professional development programmes in which the lecturers participated. The other documents were necessary so that the researcher could answer one of the research questions, viz. 'What effects does professional development have in the teaching and learning at Further Education and Training Colleges?'

Documents that provide evidence of the carrying out of professional development were requested from management. The following were received from two departments, viz. one register and one paper consisting of courses attended (par. 3.5.2).

The documents were carefully scrutinised and the following were noticed: registers had names of the FET College lecturers who had attended a basic computer course three years before. Nothing has been forthcoming within the past two years. The other department gave the researcher a list of courses attended in the local university by only one senior lecturer. These courses were related to the course content, that is,

pneumatics, hydraulics and programmable logic circuits being taught in the department of the lecturer. Unfortunately, the evidence given was only for one senior lecturer whilst no junior lecturers attended any courses.

4.6 Observations

McMillan and Schumacher (2010:350) state that observation is a way for the researcher to see and hear what is occurring naturally at the research site. Therefore, in this study observation was used in order for the researcher to gain insight and clarity on the participants in their naturally occurring environment.

As part of the researcher's investigation, the researcher used his free periods for observing other lecturers while they were teaching. The Campus Manager knew what the researcher was doing as the permission had already been given to carry out the research. The observed lecturers were not interrupted in the course of their duties as the researcher sat in the classroom while the lecturers were teaching. The observed lecturers were not asked any questions as to why they were doing certain things.

The researcher's observation in the campus was that little was done to improve the teaching abilities of lecturers. As observed by the researcher, some of the lecturers did not have any lesson plans for the execution of their tasks. The statement above is derived from the fact that some of them read from textbooks instead of teaching properly in class. The above observed behaviour by the lecturers resulted in the lack of proper teaching and learning.

The results of methods used were so deficient that learners were not critically engaged in the subject matter. Due to the disengagement of students in the lesson, no questions were put to the lecturers during presentation.

The lack of scrutinising results of each lecturer by management in order that assistance could be given where it is needed was also not done properly. There was a lack of visibility of management in the classes to observe how lecturers deliver their lessons.

At the same time nothing was carried out at all to see whether planning by the lecturers had been done prior to entering into the classroom.

4.7 SUMMARY

The findings of this study were presented and discussed in this chapter. This discussion was presented in two sections, that is, FET College management and lecturers. The objectives of this chapter were to get answers to the sub-questions as outlined in Chapter One, Paragraph 1.3. I started with the profile of the participants, then followed with the presentation of the qualitative results collected from semi-structured interviews which was followed by document analysis and observations. Dominant themes emanating from data analysis process and their sub-themes were presented. The sub-themes were supported by the literature review as discussed in Chapter Two. Some of the sub-themes emanating from document analysis and observations were integrated to those developed during the interviews.

The next Chapter presents the conclusions, findings, recommendations and limitations of the study.

CHAPTER FIVE

CONCLUSIONS, FINDINGS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

5.1 INTRODUCTION

The previous chapter dealt mainly with the analysis and interpretation of data gathered during the qualitative research process. In this chapter conclusions, findings, recommendations and limitations of the study are presented and highlighted. The recommendations that are made are in combination with the views from the literature review; participants' viewpoints and the researcher.

5.2 CONCLUSIONS

In Chapter One three broad concepts relating to Further Education and Training Colleges were discussed, namely FET Colleges; professional development and professional development of lecturers.

FET Colleges were described as operating in post-school education with the aim of preparing workers for the labour market and making a contribution of skills to the country's economy. With this in mind, these colleges were being called upon to be responsive to the practical needs of industry and business (par 1.1). Due to new curricula being introduced, challenging cognitive demands in terms of high level knowledge and skills resulted. Thus, professional development became a major challenge for lecturers at the colleges as these demands directly affected their main function, which is teaching. Professional development of lecturers in the FET sector is regarded as critical to the Human Resources Development Strategy, yet there is limited provision as well as a lack of systems for their preparation, support and development (par. 1.1). The motivation for the study; research problem and questions; aims and objectives; and the research design are provided in Paragraph 1.2; 1.3; 1.4 and 1.5, respectively.

In Paragraph 1.7 brief reference was made to the validity and reliability issues in the study. This was followed by a description of ethical considerations in Paragraph 1.8. In Paragraph 1.9 a clarification of concepts was provided.

In Chapter Two (par. 2.1), a review of literature was conducted to define and explain concepts and theories related to the professional development of lecturers at the Further Education and Training Colleges. International and national secondary sources regarding the topic were reviewed in order to gather the recent and current information on the research questions. This chapter also emphasised the importance of understanding theories, effects and types of professional development programmes which are important in the understanding of professional development of lecturers.

In Chapter Three (par. 3.2 & 3.3) the research methodology and research design were explained in detail. This chapter also presented and discussed ethical issues, research participants and sampling as management and lecturers based their experience of professional development in the campus. This chapter further discussed and described data-collection methods, which are analysis of documents, participant observation and semi-structured interviews. It also indicated the manner in which data were to be analysed, namely, coding, categorising and development of themes.

Chapter Four (par 4.3) presents an interpretation of the data analysis. Sub-themes and themes were identified from raw data in the interviews. Themes that were developed are presented in two parts, where the first part dealt with management staff and second part dealt with lecturing staff. The themes are as follows for Part One: knowledge of professional development; responsibility for professional development; attitudes towards professional development; results of professional development; time required for professional development; preference of candidates; types of preferred providers and current state of professional development in the campus. The Part Two themes are as follows: knowledge of professional development; exposure to professional development; impact on lesson planning; lecturers' perspectives on professional development; measuring professional development; assistance from management; follow-up session by service providers and monitoring of lecturers.

Chapter Four further presented and discussed findings from management documents regarding professional development. The documents included registers and types of courses attended by the lecturers and findings from the observations were presented and discussed indicating how the different participants performed their tasks of teaching.

5.3 FINDINGS

Data collected and analysed and literature reviewed on this qualitative study revealed the following findings:

5.3.1 Findings related to research Question One: What is the nature and scope of FET Colleges?

Based on the literature study in Chapter Two the FET Colleges were previously called technical colleges. The FET colleges were created in 2002 in terms of the FET Act, No.98 of 1998 (par. 2.2.1).It is clear that FET Colleges were designed to have a responsive curriculum of high quality intended to yield the skills that employers wanted. The curriculum is supposed to allow for flexibility for the employed, unemployed, school leavers, out of school youth and adults enrolled in them. It was also found that FET colleges operate in the so called post-school education system which prepares workers for the economy. They follow a vocational orientation which means the combination of theoretical and practical instruction are implemented. It was also clearly shown that FET students have a good chance of employment and that FET colleges are thus obviously complying with the requirement to enhance the practical skills of students and enable them to improve their employability.

5.3.2 Findings on research Question 2: What is the meaning and value of professional development in FET Colleges?

Interviews with participants and literature reviewed enabled the researcher to understand the meaning and value of professional development at FET Colleges.

The participants viewed professional development as an understanding of subject content by lecturers. Professional development is also seen as the development of professional skills, namely, didactic skills. Professional development is regarded as the development of an individual in order to be able to carry out his or her duties effectively.

Another aspect that became clear from analysing the literature revealed that professional development is considered to be a multi-faceted, reflexive social practice involving active decision-making by individuals and groups, specifically affects individuals as it consists of activities that develop personal skills, knowledge and expertise. This entails that professional development is regarded as an ongoing process that includes suitable planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching.

5.3.3 Findings on research Question 3: What role do the different stakeholders play in the professional development of FET College lecturers?

The analysis shows that campus management, external providers and individuals all have roles to play in the professional development of FET College lecturers. It also seems that external service providers are usually contracted by the different role-players to perform direct training duties. The involvement of private providers is favoured because they are best equipped to present presentations by using modern technology. By using highly technological means these providers are seen as the best option for assisting lecturers with subject knowledge. It was also found that individual lecturers who keep to a so-called personal growth plan are the best motivated lecturers. The growth plan is achieved by having an individual lecturer putting forward his or her developmental needs to the management in terms of the IQMS. College management as well as the Department of Education also have major responsibilities in providing courses for lecturers' professional development. It was clear that different role players are involved at various levels and with different programmes.

This involvement could form part of college-led initiatives, employer-led initiatives, provincially-led initiatives and programmes offered by approved providers.

It was also determined that professional development programmes originate from the country's educational goals and objectives and that educational managers have a role in supporting professional development programmes by identifying and sharing the vision of their institution. It also was revealed that individual lecturers should be willing to participate in professional development programmes in order to improve teaching and learning.

5.3.4 Findings on research Question 4: What is the state of professional development in the Eastern Cape FET Colleges?

The interviews, literature, document analysis and observations revealed that there is a lack of professional development in the Eastern Cape FET Colleges with specific reference to the campus where the study was done.

Document analysis revealed a total lack of professional development in the campus as nothing was found relating to the development of lecturers. Observations by the researcher also revealed urgent need for professional development to help lecturers prepare and deliver their subject matter better to students. It was furthermore observed that some lecturers even read from textbooks whilst others sat down while they were teaching.

The researcher thus found that there is a lack of professional development in Eastern Cape FET Colleges. The absence of training units in particular is a problem in terms of professional development. This problem goes hand in hand with the challenges at all levels of the educational system in the Province. Inadequate resources, poor school community relationships, poor learner performance and poor professional attitudes are contributing factors.

5.3.5 Findings on research Question 5: Which improvement strategies can be employed to improve the professional development of lecturers at FET Colleges in South Africa?

The two main findings in this regard are that different strategies should be employed for different situations. Some of the most obvious strategies that could be used are study groups, workshops and seminars, professional networks and online professional development. Regular subject meetings and class visits must also be initiated help identify areas where lecturers need the most assistance.

5.4 RECOMMENDATIONS

5.4.1 Recommendations on research Question 1: What is the nature and scope of FET Colleges?

- Colleges need to fulfil the purpose of their existence, that is, prepare students for the competitive labour market. They should continuously seek ways to change their curriculum to suit changes in technology.
- Colleges should seek to expand their reach towards different kinds of unemployed youth by providing skills that would be accessible to the school leavers, unemployed and those who are less fortunate in acquiring basic education.
- The Department of Education should have clear support mechanisms for the different kinds of youth. This should be in the form of access, different forms of funding and flexible curriculum.

5.4.2 Recommendation on research Question 2: What is the meaning and value of professional development in FET Colleges?

- The Department of Education and the college should provide adequate resources to students in order to link theory to practice satisfactorily. This should be in the form of enough equipment and highly skilled professional lecturers.
- The lecturers should be encouraged to study further in their fields of expertise in order to improve their subject understanding.
- The college should continuously provide training to the lecturers to keep them up-to-date with educational developments.

5.4.3 Recommendations on research Question 3: What role do the different stakeholders play in professional development of FET College lecturers?

- The department of Education should provide more developmental courses to enhance performance of the College lecturers.
- College management should make professional development courses accessible to all lecturers at least once a semester. IQMS can serve as a basis for professional development as it provides for staff development teams. This process can bridge the gap that exists between effective execution of lecturer duties and learning of students.

5.4.4 Recommendation on research Question 4: What is the state of professional development in the Eastern Cape FET Colleges?

- For college management to perform their instructional leadership tasks effectively, management needs to provide intensive training in terms of the importance and effects of professional development in the institution. The importance of implementing professional development programmes to enhance quality teaching and learning should be taken up by senior management. Senior management should schedule and implement professional development programmes to help the lecturing staff.
- Individual lecturers are expected to have in-depth knowledge of the subjects they are teaching. It is also incumbent on individuals to uplift themselves by improving their level of knowledge and thus improvement of their teaching skills.

5.4.5 Recommendations on research Question 5: Which improvement strategies can be employed to improve the professional development of lecturers at FET Colleges in South Africa?

- The Department of Education should capacitate the management of the colleges on professional development.

- Different short courses should be provided to lecturers in the form of workshops, seminars, attending of conferences, professional networks, class visits, subject meetings and courses offered by local universities.
- A professional development working group that is broadly representative of key stakeholders group should be established and the manager should be the convenor of the working group.
- Professional development of senior management should be effected in order to build capacity to put the standards into effect. These standards should be reviewed under the following themes:
 - Content of professional development
 - Format of professional development
 - Outcomes of professional development
 - Organization of professional development and
 - Evaluation of professional development.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The following points need further research:

- Further research is needed into the timeframe of professional development which can be practical to both the college and the lecturers.
- Further research is also needed to look into the synergy between external and internal service providers of professional development.
- Further research is needed to look at the effective types of professional development for FET College lecturers.

5.6 LIMITATIONS OF THE STUDY

This study only focused on one campus of the FET College with three campuses. Therefore, the findings cannot be generalised to other campuses and other colleges in the Eastern Cape.

Only a small sample of lecturers was interviewed which are not representative of the lecturing fraternity of the FET Colleges of Eastern Cape. The college where the researcher is based has two programmes – the National Curriculum Vocational NC (V) and the National Technical Education (NATED) programmes. In this research the researcher dealt only with NC (V) programme lecturers in the campus.

5.7 CONCLUSION

The aim of the study was to explore the professional development of lecturers at FET Colleges in the Eastern Cape Province. Findings from the qualitative study were able to identify the nature and scope of FET Colleges. Also, the findings revealed the value and meaning of professional development in the FET Colleges. Different roles that stakeholders play in professional development were also discussed and the study's findings revealed the state of professional development in the Eastern Cape FET Colleges. Different strategies that can be employed to enhance professional development in the FET Colleges in order to improve quality teaching and learning were suggested. Various recommendations were made in order to improve the state of professional development in the FET College.

It can therefore, be concluded that professional development in the Eastern Cape FET Colleges needs to be carefully planned and carried out for the benefit of the institution. The study's literature review, findings and recommendations will contribute towards effective implementation of professional development by FET Colleges.

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APPENDIX A: PERMISSION FROM DHET



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Private Bag X174, PRETORIA, 0001, 123 Francis Baard Street, PRETORIA, 0002, South Africa
Tel: (012) 312 5911, Fax: (012) 321 6770
Private Bag X9192, CAPE TOWN, 8000, 103 Plein Street, CAPE TOWN, 8001, South Africa
Tel: (021) 469 5175, Fax: (021) 461 4761

Enquiries: Renay Pillay

Email: Pillay.r@dhet.gov.za

Telephone: 012 312 6191

Mr Kulana Matshaya
Block 2 Room 12
SAR Flats
New Brighton
PORT ELIZABETH
6200

By e-mail: kulanam@pec.edu.za

Dear Mr Matshaya

REQUEST TO UNDERTAKE RESEARCH IN THE PORT ELIZABETH TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE: THE PROFESSIONAL DEVELOPMENT OF LECTURERS AT FURTHER EDUCATION AND TRAINING COLLEGES IN THE EASTERN CAPE PROVINCE

I acknowledge receipt of your request for permission to conduct research in the Port Elizabeth Technical and Vocational Education and Training (TVET) College on the topic "The professional development of lecturers at Further Education and Training Colleges in the Eastern Cape Province".

Your request has been evaluated by the Department of Higher Education and Training (DHET) and it is my pleasure to inform you that your request for permission to undertake the above research has been granted. You are advised to obtain further permission from the Principal of the Port Elizabeth TVET College before commencing any research activities.


You are also requested to attach the following documents to correspondence addressed to the Principal of the Port Elizabeth TVET College:

- a) copy of this letter from the DHET;
- b) copy of the "Ethical Clearance Certificate" issued by the University of South Africa; and
- c) copy of the "completed application form to undertake research in public colleges".

The topic of your research is of great interest to the Department. It will therefore be appreciated if you could share the findings of your research with the Department upon completion of your research.

I wish you all of the best in your research study.

Yours sincerely


PP Mr GF Qonde
Director-General

Date: 19/11/2015

APPENDIX B: PROOF OF REGISTRATION

0748 M1RST

MATSHAYA K MR STUDENT
NUMBER : 3626-512-8
BLOCK 2 ROOM 12
SAR FLATS
ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
NEW BRIGHTON
ENQUIRIES TEL : (012) 441-5702
6200

2015-02-05

DATE :

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE : MED (EDUC MANAGEMENT) (98420)
TITLE : The professional development of lecturers at
further education and training
colleges in the Eastern Cape Province
SUPERVISOR : PROF C VAN WYK
ACADEMIC YEAR : 2015
TYPE: SHORT DISSERTATION
SUBJECTS REGISTERED: DLEDM95 M ED - EDUCATION MANAGEMENT (OPTION 2)

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane
Registrar (Acting)

**APPENDIX C: PERMISSION LETTER TO THE DEPARTMENT OF HIGHER
EDUCATION AND TRAINING**

Block 2 Room 12

SAR Flats

New Brighton

Port Elizabeth

6200

07 September 2015

The Department of Higher Education and Training

Private Bag X174

Pretoria

0001

Dear Sir

Re: Request to conduct research

I am Kulana Matshaya, a student researcher for M ED (Education Management). As a student I am required to conduct research to complete my dissertation in fulfilment of the requirements of my degree. My research title is: **The Professional Development of Lecturers at Further Education and Training Colleges in the Eastern Cape Province.**

I would like to ask permission to conduct research at the Port Elizabeth College in the Eastern Cape Province. My research will involve interviewing the Campus Manager, Heads of Divisions, Senior lecturers and junior lecturers. The interview will involve twelve participants. It will be face-to-face interviews which are semi-structured and will take approximately 30 minutes per participant. There will be no financial complications and no risks anticipated.

The interviews will be tape recorded. The information captured will be kept confidential. The identity of participants will remain anonymous. Any personal details will be kept confidential. Participants are free to withdraw from the study at any point during the research.

The results of this study should contribute towards the improvement of teaching and learning at the colleges.

Upon completion, a copy of the dissertation will be made available to UNISA and the College. For more information or clarity you can contact me at 072 4323 890/linonge@webmail.co.za or my supervisor Professor Christo Van Wyk at 080 5009 019/vanwyk.christo1@gmail.com.

I thank you in advance and look forward to your positive response.

Yours faithfully

Matshaya K.

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

Block 2 Room 12

SAR Flats

New Brighton

Port Elizabeth

6200

07 September 2015

The Principal

Port Elizabeth FET College

Private Bag X6040

Port Elizabeth

6000

Dear Sir

Re: Request to conduct research

I am Kulana Matshaya, a student researcher for M ED (Education Management). As a student I am required to conduct research to complete my dissertation in fulfilment of the requirements of my degree. My research title is: **The Professional Development of Lecturers at Further Education and Training Colleges in the Eastern Cape Province.**

I would like to ask permission to conduct research at Port Elizabeth Further Education and Training College (Iqhayiya Campus). My research will involve interviewing the Campus Manager, Heads of Divisions, Senior lecturers and junior lecturers. The interview will involve twelve participants. It will be face-to-face interviews which are semi-structured and take approximately 30 minutes per participant. There will be no financial complications and no risks anticipated.

The interviews will be tape recorded. The information captured at that time will be kept confidential. The identity of participants will remain anonymous. Any personal details will be kept confidential. Participants are free to withdraw from the study at any point during the research.

The results of this study will contribute towards the improvement of teaching and learning at the College.

Upon completion, a copy of the dissertation will be made available to UNISA and the college. For more information or clarity you can contact me at 072 4323 890/linonge@webmail.co.za or my supervisor Professor Christo Van Wyk at 083 5009 019/vanwyk.christo1@gmail.com.

I thank you in advance and look forward to your positive response.

Yours faithfully

Matshaya K.

APPENDIX E: LETTER OF CONSENT TO PARTICIPANTS

Block 2 Room 12

SAR Flats

New Brighton

Port Elizabeth

6200

07 September 2015

Port Elizabeth FET College

Private Bag X6040

Port Elizabeth

6000

Dear Sir/Madam

Re: Request to participate in an interview

I am Kulana Matshaya, a student researcher for M ED (Education Management). As a student I am required to conduct research to complete my dissertation in fulfilment of the requirements of my degree. My research title is: **The Professional Development of Lecturers at Further Education and Training Colleges in the Eastern Cape Province.**

I would like to invite you to participate in my research. My research will involve interviewing the Campus Manager, Heads of Divisions, Senior lecturers and junior lecturers. The interview will involve twelve participants.

It will be face-to-face interviews which are semi-structured and take approximately 30 minutes per participant. There will be no financial complications and no risks anticipated. The interviews will be tape recorded. The identity of participants will remain anonymous. Any personal details will be kept confidential. Participants are free to withdraw from the study at any point during the research.

The results of this study will contribute towards the improvement of teaching and learning at the College.

Upon completion, a copy of the dissertation will be submitted to the Principal of the college for you to have access and to UNISA. For more information or clarity you can contact me at 072 4323 890/ linonge@webmail.co.za. After reading and agreeing with the contents of this letter, please complete the accompanying consent form.

I thank you in advance

Yours faithfully

Matshaya K.

APPENDIX F: CONSENT FORM

CONSENT FORM

I _____ (your full names) have read the letter and understand the contents about the study. I therefore voluntarily give my consent to participate in the interviews.

Signature of participant:

Date:

Signature of researcher:

Date:

APPENDIX G: MANAGER/ HEADS OF DIVISIONS

1. What do you understand by the term professional development with respect to Further Education and Training College lecturers?
2. In your capacity as an instructional leader, how do you make sure that your lecturers are developed?
3. Do you think that professional development should be initiated by an individual or is it the responsibility of the manager?
4. What do you think is a relationship between professional development, lecturer performance and learner performance?
5. How do you see when there is a need for professional development of lecturers?
6. In your opinion, how long do you think professional development should run?
7. How are lecturers chosen for professional development in your campus?
8. What is your preference for professional development programmes, in – house or outside providers?
9. What can the impact of professional development of lecturers to the institution and wider community be if carried out effectively?
10. What is your view about current state of professional development in your campus?
11. How can professional development be improved for the sake of lecturers and learners in your campus?

APPENDIX H: (SENIOURS AND JUNIOURS)

1. What do you understand about the term professional development with respect to Further Education and Training College lecturers?
2. Who do you think must drive professional development process?
3. In the last two years have you ever been exposed to professional development?
4. How long do you think the professional development training must be?
5. Do you prefer that professional development be conducted in – house or by outside providers?
6. What impact does professional development have in your lesson preparation?
7. In your own personal judgment do you think professional development help lecturers?
8. How do you measure the result of professional development in your students?
9. Do you get any help from your seniors when faced with some problems either subject or classroom related?
10. How relevant was your professional development training to your teaching subject?
11. Did you ever have any follow – up sessions with your service provider?
12. How does your senior monitor the level of your performance?

APPENDIX I: PERMISSION LETTER FROM THE COLLEGE