

**CHALLENGES FACED BY LECTURERS IN THE IMPLEMENTATION OF
NATIONAL CERTIFICATE VOCATIONAL CURRICULUM AT MOPANI SOUTH
EAST FET COLLEGE**

by

MABALE MOSHE BEDWIN



RESEARCH DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTERS IN EDUCATION

in

EDUCATIONAL STUDIES

in the

FACULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO (TURFLOOP CAMPUS)

SUPERVISOR: Prof. MJ Themane

OCTOBER 2012

DEDICATION

I dedicate this work to my family members:

- Sons; Lesedi and Jomo
- Daughter; Matsie
- Wife; Kgopotso
- Mother; Motjatji
- Aunts
- Brothers
- Sisters
- Niece
- Uncle
- My late Grandmother (Mokgadi Mamaropene,) who inspired me while she was still alive.

DECLARATION

I, **Moshe Bedwin Mabale**, declare that **CHALLENGES FACED BY LECTURERS IN THE IMPLEMENTATION OF NATIONAL CERIFICATE VOCATIONAL CURRICULUM AT MOPANI SOUTH EAST FET COLLEGE**, is my own work and all the resources used or quoted have been stated and acknowledged by means of complete references in the bibliography, and that this research project was not previously submitted before for a degree at any other University.

Moshe Bedwin Mabale

Date

Student Number

ACKNOWLEDGEMENTS

My sincere thanks to the following people:

- Prof. MJ Themane for his guidance and professional advice in compiling this work.
- Mopani South East FET College CEO (SC Sehlake), Management and Council for allowing me to conduct research on their two campuses; Phalaborwa and Sir Van Duncan.
- Staff members of Mopani South East College for participating in this research.
- The University of Limpopo (Turfloop Campus) Research Development and Administration Department for all the guidance in relation to research processes.
- The CEO of Letaba FET College, MJ Botha for her motivation, encouragement, understanding and allowing me to attend my university sessions.
- Mr M Machimana, E Rihlampfu, Mrs F van Niekerk and Dr J.P Sammons (Language Editor) for editing this work.
- My wife Kgopotso and children; Matsie, Jomo and Lesedi for all their unconditional support during my studies.

ABSTRACT

This research was based on the challenges faced by lecturers in the implementation of the National Certificate Vocational (NCV) curriculum at Mopani South East FET College. The common idea was that the new NCV curriculum in South Africa was going to keep abreast of changes with the population. However, the implementation of the NCV curriculum was not as effective as expected. This was demonstrated by the fact that in 2007, numerous students in NCV Level 2, did not manage to progress to the next level. The through-put rate was low in almost all the programmes. Therefore, the researcher was led to believe that lecturers were finding it difficult to implement the new NCV curriculum.

In order to explore challenges faced by lecturers in the implementation of the NCV curriculum at Mopani South East FET, the researcher discussed different perspectives of and the rationale for curriculum change and implementation in different parts of the world including South Africa. The curriculum changes and implementation were discussed considering some of the countries, such as Romania, China, Qatar, Saudi Arabia, United States of America (USA), Malawi, Mozambique and South Africa. Scholars have proven that for effective curriculum implementation, there are a number of ideas, which cannot be undermined, especially when there are curriculum changes. It referred to issues, such as the availability of curriculum plans, proper curriculum implementation management and leadership and continuous development of all the implementers. The aim of the study was to explore the challenges faced by lecturers in the implementation of the NCV curriculum at Mopani South East FET College.

There were three objectives to this study, Firstly, to establish obstacles, which hindered the implementation of the NCV curriculum, secondly, explore what the causes for these obstacles were, and thirdly, describe the extent, to which these obstacles affected the implementation of NCV curriculum.

The challenges faced by lecturers in the implementation of the NCV at Mopani South East FET College were investigated in order to achieve the stated objectives. The findings of this study provided conclusions and implications to NCV curriculum lecturers as well as policy makers; and added a body of knowledge in curriculum implementation.

A qualitative research method was used for the purpose of this study. Interviews and document analyses were used in order to gather information. The findings from this research project focused on four themes a) physical resources; b) student matters; c) staff matters and d) management matters.

After considering the findings and results from the interviews and documents analyses, the researcher was convinced that further research could be undertaken in line with the relevant lecturer qualifications, academic and staff development for the FET sector, articulation of the NCV curriculum by businesses, monitoring and evaluation of the NCV curriculum implementation by campus, college management, as well as relevant provincial and national officials.

In conclusion, the researcher believes that this study would play a very significant role to assist lecturers teaching or lecturing the NCV programmes, additionally, add to the body of knowledge in curriculum implementation and be of use to policy makers. Eventually, it will assist in bringing the desired expectations by Mopani South East FET College and the Department of Higher Education and Training (DoHET) to fruition.

LIST OF ABBREVIATIONS AND ACRONYMS

ALEM	Adaptive Learning Environments Model
AsgiSA	Accelerated and Shared Growth Initiative for South Africa
CBAM	Concerns-Based Adoption Model
DoE	Department of Education
DoHET	Department of Higher Education and Training
EDB	Education Bureau of Hong Kong
ETDP SETA	Education, Training and Development Practices - Sector Education and Training Authority
ELRC	Educational Labour Relations Council
EU	European Union
GBE	Graduate Business Education
HET	Higher Education and Training
HOD	Heads of Department
IDRC	Independent Dispute Resolution Committee
IKMPs	Information/Knowledge Management Professionals
IQMS	Integrated Quality Management System
JIPSA	Joint Initiative on Priority Skills Acquisition
KLA	Key Learning Areas
LoU	Levels of Use
NATED	National Technical Education
NCOR	National Certificate Orientation
NCV	National Certificate Vocational
NIC	National Intermediate Certificate
NIVE	National Institute of Vocational Education
NQF	National Qualification Framework
NRT	New Reproduction Technologies
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills
PoA	Portfolio of Assessment

PoE	Portfolio of Evidence
SADC	Southern African Development Community
SETAs	Sector Education and Training Authorities
SMTs	School Management Teams
SoC	Stages of Concern
SRC	Student Representative Council
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
USA	United States of America
VET	Vocational Education and Training

TABLE OF CONTENTS	PAGES
DEDICATION	i
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF ABBREVIATIONS AND ACRONYMS	vi
Table 4.1: NATIONAL TARGET ENROLMENT	85
CHAPTER ONE: INTRODUCTION AND BACKGROUND	
1.1 Introduction	10
1.2 Background of the study	10
1.3 Statement of the problem	14
1.4 Aim of the study	14
1.5 Objectives	14
1.6 Research questions	15
1.7 Significance of the study	15
1.8 Conclusion	15
CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction	16
2.2 Definition of concepts	16
2.3 Curriculum change	18
2.4 Curriculum implementation	30
2.5 Models of curriculum implementation	42
2.6 Support of curriculum implementation	48
2.7 Managing the instructional programme for effective curriculum implementation	52
2.8 Solutions recommended by literature on Vocational Education and Training challenges	56
2.9 Conclusion	61
CHAPTER THREE : RESEARCH METHODOLOGY	
3.1 Introduction	62

3.2	Methodological issues	62
3.3	Participants in this study	64
3.4	Study area	65
3.5	Data collection	65
3.6	Data analysis process	68
3.7	Conclusion	69

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1	Introduction	70
4.2	Findings from interviews	70
4.3	Findings from documents	79
4.4	Conclusion	94

CHAPTER FIVE: DISCUSSIONS

5.1	Introduction	96
5.2	Overall summary of the findings	96
5.3	Comparison with literature	96
5.4	Implications of the results	102
5.5	Areas for further research	103

REFERENCES

ANNEXURE A

Request to conduct research	114
-----------------------------	-----

ANNEXURE B

Request to enter and conduct research	115
---------------------------------------	-----

ANNEXURE C

Interview guide for Masters in Educational Studies: Lecturer/s	116
--	-----

ANNEXURE D

Editor's Confirmation Letter	117
------------------------------	-----

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The purpose of this chapter is to describe the problem:

- What it comprises,
- How far it has been investigated, and
- Locate it within the body of the existing knowledge.

This chapter is designed as follows:

- Firstly, it sets out the background to the study, which explains what has been done so far about the problem.
- Secondly, it puts forward the statement of the problem.
- Thirdly, it states the aim of the study and objectives of the study.
- Fourthly and finally, the chapter explains the significance of the study.

1.2 BACKGROUND OF THE STUDY

Many countries had problems with the implementation of their policies, with reference to education (Chhem & Eng, 2007). It appears that a gap between policy formulation and implementation always existed. The intentions of those, who had to develop policies, were noble in their intentions to realise and achieve the objectives of the education system. However, it appears that the code used to convey their message, was not always correctly interpreted by the implementers at the grassroots level.

The United States of America (USA) serves as a good example of the aforementioned, because curriculum projects had not been put into practice the way curriculum developers had hoped and the implementers were not even aware that they were violating the developers' intention (Altrichter, 2010). Furthermore, in the United Kingdom (UK) there was a major weakness in the implementation of the vocational curriculum with reference to teacher training provision. It has been stated that very little attention was given to developing the specialist knowledge and skills associated with the teaching of vocational fields. It caused Further Education and Training (FET) Colleges' lecturers to rely on generic rather than vocationally specialist pedagogy knowledge (OFSTED, 2004). It allows one to understand

that the UK curriculum policy formulation was not easily implemented. The researcher shares the same sentiment that curriculum designers have to ensure to the best of their ability that policy formulation is direct and clear to ascertain ideal curriculum implementation (Chhem & Eng, 2007).

Curriculum implementation became a mammoth task, because the responsibility for effecting this was placed squarely on the teachers' shoulders, expecting them to be familiar with the new curriculum guidelines and procedures. Unfortunately, the new curriculum lacked the necessary clarity regarding how these new principles should be implemented. Therefore, the pedagogical preparation of teachers was neglected, resulting in them facing inevitable challenges (Michael, 2006).

It makes sense that a new curriculum can only be implemented effectively if teachers and professional developers work in synergy, in order to determine how a curriculum is to be presented to students, simultaneously ensuring that milestones, which are to be met at different points in the implementation process, are successfully achieved. Over time, teachers need different kinds of support, tailored to address their changing needs. It should allow them to share insights and coach one another (Special Education, [s.a.]).

The phenomenon that the successful implementation of a very good curriculum policy is often a problem is evident. To address this problem, some first world countries, such as Australia, the UK, Germany and the Netherlands have established a National Institute of Vocational Education (NIVE) with the aim of curriculum training and development of FET College staff. The aim for the establishment of such an institution is to ensure that staff members are able to implement the curriculum policies as expected and designed by curriculum designers (Michael, 2006).

Challenges in curriculum implementation are even worse in developing countries where economic, social and political challenges are paramount. Well-conceived and developed policies are often aborted, because of a number of political and administrative challenges. Instead of concentrating on implementing, it turns into a political battle and becomes the survival of the fittest. It appears as if policy makers do not comprehend the importance of implementers and circumstances in facilitating a successful implementation process.

An example of the above situation manifested in the African country of Liberia. The youth were trapped in a cycle of violence; the implementation of the vocational curriculum was seen as the fourth pillar of a humanitarian reaction. According to the United Nations (UN) Mission in Liberia, 94 000 of 100 000 men, women and children were given training, which included skills and or vocational training components. The training focused on Construction, Agriculture and Business Skills. However, due to political wrangling, the project has harvested little fruition (Curriculum Implementation, 2011).

In Romania, the Government had a transition from the communist system of education to a new system. The Romanian Government was under the impression that the curriculum changes inducted into the new system were good, but even at the end of 2003 it was evident that educational changes were needed in order to compete with other countries of the world. During the previous years, the Romanian education was highly regimented and the curriculum was strictly controlled, as all the important decisions were centralised.

The educational construction led the Romanian Government to have a chaotic education system and academics believed that the citizens especially students, needed a new, stable model of education, most importantly schools in poor geographical areas. Curriculum change was effected in order to prepare students for European Union (EU) integration. However, the process of curriculum reform was slow and the current educational practices are still dealing with the effects of communism (Reisz, 2006).

The Hong Kong Government has introduced curriculum reform, overall school heads agreed with the needs, principles, goals and curriculum framework of the curriculum reform. Most of the school heads, curriculum directors, panel heads and teachers also agreed with the learning goals, curriculum framework and the rationale of the curriculum reform. However, the attitudes of the senior management team were more positive than the attitudes harboured by frontline teachers; this proved difficult for effective implementation (Wong & Cheung, 2009).

In South Africa, the situation is more or less the same as in other countries. The gap between policy formulation and policy implementation is still wide. Studies have attributed this disparity as caused by poor implementation (Curriculum Implementation, 2011). Widely

known is the fact that South Africa has tasted unparalleled changes since the birth of democracy in 1994. It is obvious that when a country experiences a change of government, policy changes are inevitable (Graven, 2009).

However, Makhwathana (2007) states that curriculum re-conceptualisation does not take place in a social vacuum and therefore it has to take account of the pressures for change coming from diverse educational constituencies and even interested groups. Any educational policy change has to consider all the factors to ensure that it is effectively implemented.

The implementation of the National Certificate Vocational (NCV) in 2007, presented immense challenges for both policy makers at national and provincial levels as well as policy implementers at the college level. The lecturers have been used to the notion of know it all process, but with the introduction of the NCV curriculum it has not been easy to accept the changes immediately (Mbingo, 2006).

The introduction of a new curriculum in South Africa brought numerous challenges. This underlines that South Africa is not an exceptional country when dealing with the challenges on a new curriculum. For example, the implementation of Curriculum 2005 was not effective because of a lack of alignment between the curriculum assessment and a lack of clarity regarding assessment policy and practice. In addition, difficulties and problems were experienced during the training of teachers in relation to models, duration and quality of training, lack of follow up support to teachers by Department of Education (DoE) and School Management Teams (SMT) (DoE, 2000).

The problem of poor implementation is also evidenced by repeated poor performance in local and international tests. This has consequently left parents and other stakeholders sceptical of the curriculum and related practices. The cause of this poor implementation has been attributed to complexities and confusion, which led to the lack of specification in related jargons, document proliferation and misinterpretation, referring to the role of subject advisors, district and provincial educational specialists (DoE, 2009).

Regarding this study, it should be noted that the drafting of the new curriculum for FET Colleges started in mid-2005. Therein the DoE (now the Department of Higher Education and

Training - DoHET,) invited potential writers from Industry and Sector Education and Training Authorities (SETAs) to participate in this inclusive process for curriculum change that aimed to be modern, relevant and responsive to address the current needs of the country (Pretorius, 2007). It is the NCV referred to as above. This qualification replaced the National Technical Education (NATED) or N1-6 programmes. In addition, the National Certificate Orientation (NCOR) or N1, which was intended to bridge the Mathematics and Science gap, was also replaced by NCV programmes. Even programmes, such as National Intermediate Certificate and National Senior Certificate offered at FET institutions have been replaced by NCV programmes. However, the throughput rate in the public FET Colleges has drastically decreased after the implementation of the new NCV curriculum in 2007.

However, despite these good intentions there is not a lot of evidence regarding the success rate of the implementation of the new NCV thus far. Therefore, the present study assumed that the FET Colleges' lecturers face huge challenges in the implementation of the NCV curriculum. Mopani (one of the 50 South African public Further Education and Training Colleges) South East FET College was selected as a case in point. The aim of this study was therefore to investigate the challenges facing Mopani South East FET College's lecturers in implementing the new NCV curriculum.

1.3 STATEMENT OF THE PROBLEM

Lecturers find it difficult to implement the new NCV curriculum. It was important that challenges, which were facing these key role players needed to be identified and dealt with accordingly in order to ensure effective implementation of the new NCV curriculum as per the national expectations for the better future of South Africa.

1.4 AIM OF THE STUDY

The aim of this study was to explore challenges facing lecturers of Mopani South East FET College in the implementation of the new NCV curriculum.

1.5 OBJECTIVES

The objectives of this study were to:

1. Establish obstacles that hindered the implementation of NCV;
2. Explore what the causes of these obstacles were, and

3. Describe the extent, to which these obstacles affected the implementation of NCV.

1.6 RESEARCH QUESTIONS

The main research question that this study has been trying to address was: what were the challenges faced by lecturers at Mopani South East FET College in the implementation of the NCV curriculum?

The sub questions which emerged from the main question were:

- Which obstacles hindered the implementation of NCV?
- What were the causes of these obstacles which hindered the implementation of NCV?
- To what extent did these obstacles affected the implementation of the NCV?

1.7 SIGNIFICANCE OF THE STUDY

The study is significant because it should inter alia:

- Assist lecturers to teach according to this new programme;
- Add to the body of knowledge in curriculum implementation, and
- Be of use to the policy makers.

1.8 CONCLUSION

The aim of chapter one was to

- Lay the background to the study,
- Delineate the statement of the problem,
- Formulate the aim of the study,
- Outline the objectives,
- State the research questions in this study and
- Clarify the significance of the study

The next chapter concentrates on an in-depth literature review to enhance an understanding of the views of other scholars in terms of issues relating to the research topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter concentrated on the background to the study, statement of the problem, aim of the study, objectives of the study and significance of the study. In this chapter, the researcher locates this study within the relevant literature.

The chapter is designed as follows:

- Firstly, the concepts used in this area are explored.
- Secondly, curriculum change is discussed with special focus on its possibilities, principles and barriers.
- Thirdly, focus is placed on the concept curriculum implementation by paying special attention to curriculum implementation plans as well as management and factors, which influence it.
- Fourthly, different models on curriculum implementation are be explored.
- Fifthly, the managing of an instructional programme is discussed.
- Sixthly, attention is drawn to the empirical studies in relation to solutions provided to address challenges of curriculum implementation.
- Lastly, existing gaps and strategies to address these are concentrated on.

These aspects are intended to provide an analysis for understanding the challenges that face the curriculum under this study.

2.2 DEFINITION OF CONCEPTS

2.2.1 Challenge

The word ‘challenge’ refers to both a ‘demand’ as well as a ‘difficulty’. It is an obstacle, which one meets on the way to achieve the result or reach an expected destination. It is anything that represents an exciting or exacting test of one’s ability. One may end up deciding to discontinue with the initial plan, especially when one is about to achieve something, then another challenge invites one to fight it. It makes one to think as if what needs to be achieved is the highest mountain to climb (South African Student Dictionary, 2003:157).

According to Free Dictionary ([s.a.]), a challenge is a call to engage in a contest, fight or competition. It can also be defined as an act or statement of defiance or a call for confrontation. It is clear that a challenge is a test of someone's abilities, or situation that tests someone's abilities in a stimulating way. It is a challenge that can determine individuals in terms of surviving in different situations. Most of those, who cannot be in a position to handle a challenge, will be stressed and the result is conflict, which can lead to burnout, and ultimately death.

Therefore, a challenge as used in this study will refer to obstacles, which hamper managers and lecturers at Mopani South East FET College. It seems as if managers and lecturers at Mopani South East FET College have a variety of challenges, which are standing in their way of implementing the new NCV curriculum.

2.2.2 Further Education and Training (FET) College

It is an institution of learning and training, which offers programmes leading from Levels 2-4 of the National Qualification Framework (NQF) as compacted in the South African Qualifications Authority Act, 1995 (Act No 58 of 1995), which levels are above general education, but below higher education. It is an institution that provides further education and training on a full time, part time or distance basis (Education Labour Relations Council, 2003:D4).

2.2.3 National Certificate Vocational (NCV)

National Certificate Vocational is a new curriculum introduced in South African FET Colleges in 2007, as a comprehensive and co-ordinated response to the skills shortages, within South Africa as a country (Pretorius, 2007). This is a new and modern qualification at Levels 2, 3 and 4 of the NQF. The NCV curriculum was introduced at FET Colleges at NQF Level 2 in 2007, Level 3 in 2008 and Level 4 in 2009. The NCV gives Grade 9 learners a vocational alternative to an academic Grade 10-12 by offering industry-focused training on the NQF Levels 2-4 (National Certificate Vocational, [s.a.]).

This is an outcome of the Government's Accelerated and Shared Growth Initiative for South Africa. It identified skilled artisans and vocational skills as the most important in order to sustain the economic growth and development of the country.

2.2.4 Curriculum

The word curriculum originates from the Latin word for racecourse referring to the course of deed and experience, through which children grow to become matured adults. This means that curriculum in education has to be designed in such a way that it prepares learners for the future, which will be full of challenges.

Curriculum is a combination of different training courses arranged in a sequence. This refers to subjects or learning areas that are studied or prescribed for study by learners or students at an institution of learning with the aim of achieving a formal qualification or certificate (Free Dictionary, [s.a.]).

Curriculum is a set of courses and their content, which is offered at a school or university. It means both individual courses needed to pass and the overall offering of courses, which help prepare a student for life. Curriculum is a set of decisions about what is taught and how it is taught that determines the general framework within, which lessons are planned and learning takes place (Commonwealth of Learning and South African Development Community Ministries of Education, 2000).

The International Bureau of Education (2002) defines curriculum as a dense and flexible contract between politics/society and teachers. It really implies that adequate and dynamic combinations of solid universal concepts that substantially support operational procedures as well as clear and real opportunities to choose from and to be able to implement them.

2.3 CURRICULUM CHANGE

Makhwathana (2007) states that curriculum re-conceptualisation does not take place in a social vacuum. Therefore, it has to take into account the pressures of change coming from diverse educational constituencies and interested groups. It is a known fact that South Africa has experienced unparalleled changes since the birth of democracy in 1994. It is clear that when a country tastes the change of government, policy changes are as inevitable. As a result, organisations, such as educational institutions are directly affected by curriculum changes.

Moreover, curriculum changes take place in different countries of the world. This happens in all countries and indicates that there are problems to be solved. It means that curriculum changes, which happened in the past, did not solve the problems, hence the new reforms. Most government decision-makers can change the education curriculum at any level. Executors, who are public servants, such as lecturers and college managers are used to rubberstamp decisions that have been taken by these decision makers. It is an agreed norm that curriculum changes should be initiated by various stakeholders and not only by the government's decision makers (Uiseb, 2007).

The concept of curriculum in education is always changing to suit the needs of the society. For example, the definition of curriculum can be extended to cover the part of school curriculum, which is not formally stated, but which has an effect on the learners' social, intellectual and emotional development. This is commonly known as a hidden curriculum. As a result, education managers should understand the process of curriculum development and implementation in order to provide effective professional guidance to the core implementers of the curriculum (Commonwealth of Learning and South African Development Community Ministries of Education, 2000).

In Romania, the government had a transition from the communist system of education to a new system. The Romanian government thought that curriculum changes inducted in the new system were good, but by the end of 2003, it became clear that educational changes were needed in order to compete with other countries of the world. In prior years, the Romanian education was highly regimented and the curriculum was strictly controlled as all-important decisions were centralised.

The educational construction led the Romanian Government to have a chaotic education system and academics believed that the citizens especially students, needed a new, stable model of education and most importantly schools in poor geographical areas. Curriculum change was implemented in order to prepare students for European Union integration. However, the process of curriculum reform was slow and the current educational practices are still dealing with the effects of communism (Reisz, 2006).

On the other hand, China has been following the Soviet model in curriculum for a number of years. In 2001, China launched the most comprehensive curriculum reform in its history. The reform was corresponding to its rapid social, political and economic development due to the significant advances in educational, learning and cognitive research. It was clear that its curriculum reforms were influenced by Western experiences with inputs coming from a series of study tours to developed countries that took place prior to the reform (International Bureau of Education, 2002).

Furthermore, after 6 years of the new curriculum implementation in China, curriculum reformers were seeking for evidence that would prove in its evaluation, that the reforms had been fortuitous. In addition, they endeavoured to identify areas for further improvement through a dialogue with European counterparts.

In the Middle East, especially the state of Qatar, curriculum reform has been taking place with the aim of revamping the education system and modernising the curriculum by removing controversial elements from its schools. The old system emphasised religion and rote learning rather than knowledge and thought. Since 2004, Qatari curriculum includes more maths, science, computer skills and language training (Francona, 2010).

In addition, to what Qatar had done, there has been a similar effort by its neighbour, the Kingdom of Saudi Arabia. The Saudis began their curriculum change, which required a direction from the highest level, the King. The Saudi education system has been an issue between the United States and Kingdom of Saudi Arabia for a number of years. The American Government had demanded educational reforms in Saudi Arabia, especially after 15 of the 19 hijackers of September 11 2001 attack on America, were products of Saudi Arabia's education system. This was demanded in order to ensure that the Saudi's education system curriculum is not anti-Western, anti-Jewish and anti-Christian.

Furthermore, the U.S. Education Department has been working with the Saudi Ministry of Education Department, since 2003 to alter the curriculum. Although Saudi Arabia has pronounced that it has changed the textbooks by editing out the more offensive sections, studies over the years show that it is not entirely the case.

In 2001, The Education Bureau of Hong Kong (EDB) launched a ten-year comprehensive curriculum reform. It hoped to raise the overall learning capacity and achievement level of all students at the primary and secondary school sector. The reform also strived to enable every student to achieve an all-round development according to his or her own attributes. The curriculum reform attempted to develop a new culture of learning and teaching by shifting from transmission of knowledge to learning how to learn and study (Cheung & Wong, 2010).

The EDB introduced the curriculum reform in three phases: short term phase (2001-2002 to 2005-2006), Medium term phase (2006-2007 to 2011-2012) and long term phase (beyond 2011-2012). During these phases, all schools were expected to review their current work and formulate their own curriculum development plan by adapting the central Key Learning Areas (KLA) curricula and developing at their own pace. Schools were encouraged to promote learning to learn through four key tasks, such as moral, civic education, reading to learn, project learning and information technology.

Initially when the Hong Kong government introduced curriculum reform, school heads agreed with the needs, principles, goals and curriculum framework of the curriculum reform overall. Most of the school heads, curriculum directors, panel heads and teachers also agreed with the learning goals, curriculum framework and the rationale of the curriculum reform. However, the attitudes of the senior management team were more positive than the attitudes of frontline teachers (Wong & Cheung, 2009).

In Australia and New Zealand, tertiary institutions were under pressure to change their curricula. It was brought about by the pressure to compete for international students, the response to funding models and the adoption of the new methods for delivery of teaching (Gruba, Moffat, Sondergaard & Zobel, [s.a.]).

The foregoing information underlines the importance for organisations, companies and even governments to move towards their goals and manifestos. In order to achieve goals, objectives, visions, manifestos, just to mention but a few, organisations inevitably have to go through the painful and unpredictable process of organisational change.

In Africa, Malawi lacks adequate resources in order to run its education system. As a result, the Government appealed to the donor community to assist in the development of education, in the country and about 70-80% of the development budget in Malawi became donor funded. It unfortunately led to the situation where the Ministry of Education has been subjected to excessive external influence and changes of the curriculum to meet the needs of the donor funder (Nielsen, 2001).

Unfortunately, in Malawi, donors demanded certain changes before dispensing their aid. It had serious implications on the teachers, who were not adequately briefed and now the top management grapples with the highly conflicting changes, which defy the principles of change. Thus, the basic human resource functions are neglected by the top management as attention is more focused on the challenges emanating from the established changes. They forget that to employees change can be a confusing and distressful process (Plattner, 2004).

In Mozambique, the education system did not expose students to the approaches where they could interact with teachers and peers. Consequently, students did not have the opportunity to speak in the classroom. The participation was limited to isolated words, agreement with teachers' statements or complete sentences initiated by teachers. They really encountered problems when called to contribute to classroom discussions. Fortunately, the teachers in Mozambique participated in international conferences and through discussions among themselves, reached consensus to afford students more space to participate in classroom discussions. In addition, the National Curriculum in Mozambique is now undergoing change for the better. The change was phased in progressively and started at primary level. As these students progress to higher levels, so does the changed curriculum (Fagilde, 2001).

Curriculum change influences organisational change especially because educational institutions produce graduates, who are going to work in different organisations after completing their studies. Organisational change is the process of moving from the current functional phase into the next advanced operating phase; and in curriculum change it will mean that teachers or lecturers will be moving from their current curriculum to the more advanced or a complete new curriculum. This is the most difficult process for both the organisation and employee, however it has to happen in order to adapt to different situations.

Private and public institutions approach organisational change somewhat differently. The primary reason is that direct measures like profit or return on investment are more challenging. This happens especially when trying to measure generation and dissemination of knowledge through curriculum development and implementation (Danowitz, Hanappi-Egger & Hofmann, 2009).

As a result, certain subjective factors, such as perceptions, prestige, organisational knowledge and the possession, creation or sharing of knowledge becomes relevant to understand curriculum change process. Moreover, exploration and exploitation emerge as key concepts to make sense of how these objectives played out in the change strategy and the balance between established knowledge and new knowledge of a curriculum (Nag, Corley & Gioia, 2007).

The South African Government has embarked on radical educational reform. The need for a complete overhaul of the education system under apartheid was identified as a priority for building a new democratic South Africa. Accordingly, a complete change in education policies was called for in order to bring about new teaching and learning approaches in education in order to prepare the students for the future (Rogan & Aldous, 2005). The South African educational change was stimulated by major political changes, which occurred in the country during the 1990s. It brought about the abolition of apartheid as well as the introduction of a democratic South Africa (Graven, 2009).

It is acknowledged that the South African Further Education and Training institutions, which are critical to economic growth, have undergone fundamental and far-reaching transformation in the democratic era. This transformation started with the White Paper No 4, followed by the merging of 150 Technical Colleges into 50 FET Colleges (South Africa, 2010a).

In 2006, the FET Act was passed which, inter alia, provided for the increased autonomy for colleges, including governance by college councils and most importantly employment of academic and support staff by these college councils. The main aim of the act is to ensure that FET Colleges offer programmes, which are economically viable to sustain the economy of the country forever (Pretorius, 2007).

In 2007, the long running NATED, National Certificate Orientation (NCOR), National Intermediate Certificate (NIC) and National Senior Certificate (NSC) programmes offered at the FET Colleges were replaced by NCV programmes. The previous programmes were regarded as out-dated since it had not been revised since 1980s. The changes were brought about because in the 21st century workplace, high levels of written and spoken communication skills, work ethics and personal management are highly valued. However, it has been declared that the NATED programmes do not provide cognitive skills or integrated learning (Pretorius, 2007).

However, the implementation of NCV presented immense challenges for both policy makers at national and provincial levels and policy implementers at the college level. Therefore, the social or organisational change is a loss of one's experiences or comfort zone hence the resistance in most instances. The lecturers have been used to the notion of know it all process but with the introduction of the NCV curriculum it has not been easy to accept the change immediately (Mbingo, 2006).

It is evident that change is not always easy. Therefore, people should be afforded an opportunity to engage regarding their fears and concerns both as individuals and as groups. Even lecturers, who are open to change sometimes, do not feel comfortable about changes, which would be more effective.

2.3.1 Aims of curriculum change

Grobler (2003) believes that cultural and social expectations, which refer to changes in society, such as unemployment patterns, societal values, economic patterns, community and industry's expectations are all the forces that compel the introduction and implementation of the NCV curriculum in South Africa in 2007. Pretorius (2007) states that the process of drafting the new NCV curriculum started in mid-2005, wherein the DoE invited potential writers from industry, SETAs and FET Colleges to participate in an inclusive process to draft a new curriculum.

Unlike the NATED, which was divided into trimester and semester courses, the vocational qualification is a year course for each level. The course provides the experience of workplace as well as an opportunity to enter higher education studies subject to appropriate subject

qualification. For the entry requirement into the NCV qualification, a candidate must have a year-end school certificate for Grade 9 or higher or an NQF Level 1 qualification (National Certificate Vocational, 2011).

The structure and combination of subjects is applicable at all levels of study of the qualification, which are Levels 2, 3 and 4. Three compulsory subjects must be chosen and these are:

- Language (one of the official languages of South Africa and should be offered as a language of teaching and learning),
- Mathematics or Mathematics Literacy, and
- Life Orientation.

In addition, four vocational subjects must be chosen from the 18 approved programmes to provide a high degree of specialisation for a particular economic sector (DoHET, 2011). The approved programmes are:

- a) Civil Engineering and Building Construction;
- b) Engineering and Related Design;
- c) Electrical Infrastructure Construction;
- d) Finance, Economics and Accounting;
- e) Hospitality;
- f) Information Technology and Computer Science;
- g) Management;
- h) Marketing;
- i) Office Administration;
- j) Primary Agriculture;
- k) Tourism;
- l) Safety in Society;
- m) Mechatronics;
- n) Education and Development;
- o) Drawing Office Practice;
- p) Process Instrumentation;
- q) Process Plant Operations; and

r) Transport and Logistics.

The aim of introducing new NCV curriculum must consist of a responsive curriculum of high quality, intended to yield the skills that employers require. In addition, it needs to be appropriately structured, allowing flexibility for the employed, unemployed, school leavers, out of school youth and adults enrolled at public FET Institutions. Furthermore, the NCV curriculum aims to grow skills for a more productive economy and offers students access to skills, knowledge, values and attitude of a lifelong learning and solid vocational foundation. Moreover, the NCV curriculum responds to scarce and high demand skills and heeds calls from employers that they require employees, who can think (South Africa, 2007).

2.3.2 Principles of change

Change management entails thoughtful planning and sensitive implementation and most importantly consultation with and involvement of those affected by change directly. Change has to be realistic, achievable and measurable (Chapman, 2005). It is important to note that the following change principles are crucial in order to sustain employee's motivation and loyalty during and after the difficult times emanating from the change process.

2.3.2.1 Understanding

It is very important that a change agent must explain to the employees why change is necessary because human beings have consistently negative reactions to unexpected events. This effect is so strong that it is better to give an explanation, which people dislike than no explanation at all because they will have their own judgements.

Furthermore, the information is valuable only when it is shared. This refers to all the information developed and decisions made during the change process. When many stakeholders are engaged in dialogue, it becomes clear that they begin to understand one another and the larger system. As they learn how everything fits into the larger picture, new possibilities emerge. When people clearly understand both the present and future state they want to create, structural tension develops and they move towards that preferred future (BAH, [s.a.]).

2.3.2.2 Prediction

The change agent has to provide people with as much information as needed about what will happen with reference to change. This can be facilitated to them as individuals or workgroups clearly indicating when it will happen. It needs to be noted that employees should be allowed to express fear and doubt as this is key to moving forward.

It is very important to understand that each individual has a dominant learning style. Some are auditory learners while others are visual learners or kinetic learners. Thus, all these learning styles are important because each individual will be accommodated. It will prepare them for the future because they will be able to visualise what is going to happen (Chapman, 2005).

2.3.2.3 Control

For the change agent to be in control of the situation, simultaneously affording people influence over what will happen, is often impossible. However, providing people with influence over how it happens and when it happens, is often possible (BAH, [s.a.]).

2.3.2.4 Compassion

Senior executives, especially change agents, are advised to express human compassion and when appropriate, sorrow for the consequences of organisational decisions. The change agent or senior executive needs to work like an egalitarian by evaluating all the inputs based on their worth and not the position of the person offering it.

2.3.2.5 Co-creation builds ownership and commitment

When employees are motivated, they will take ownership which is taking hold of an issue, solution, strategy or cause of action and make it their own. When owning something you sustain it and see it through to the end.

It is convincing to believe that if implementers are part of the decisions and strategies in curriculum change they will be held accountable if the process is not effectively implemented. They will always use 'we decided as compared to they decided' (Chapman, 2005).

2.3.3 Barriers to curriculum change

2.3.3.1 Habit

A human being has a habit to resist change especially when a comfort zone is going to be taken away by something, which is not known. Habit provides both conformity and security. It is well established and therefore difficult to change. It is a human tendency to resist change (Resistance to Change, [s.a.]).

2.3.3.2 Security

Most of the employees will resist change within the institution when they are not sure about their security in terms of employment. Others will be scared if there are symptoms that they will be occupying low positions. The employees will be trying to protect the status quo, but it might happen that a certain department, which protects its territory, is needed to lead the change process (Team Building Adventures & Corporate Training Workshops, 2000).

2.3.3.3 Economic Factors

Employees will use all other forces to prevent change from taking place, especially when they notice that their income will be low or that retrenchment will be one of the aftermaths of the change process. This is normally done when they are wary that change will affect their pay or other rewards (Resistance to Change, [s.a.]).

2.3.3.4 Fear of the unknown

Sometimes it happens that the employees do not know how change will affect them as compared to the comfort zone that they are enjoying. This shows that employees are comfortable in working with their everyday process and will oppose any change, which affects their daily operations. They will be scared of something that they themselves do not have an idea about.

In addition, some other research studies have pointed out that sometimes lecturers do not want any change in curricula because they feel uncomfortable teaching subjects, which they are not used to. As a result, they continue applying the previous strategies of teaching even if those strategies are not needed in the new curricula (Lidgren, Rodhe & Huisingh, 2006).

2.3.3.5 Awareness of the weakness in the proposed change

The employees might be aware that due to change there will be an increase in the working hours or doing away with the 13th cheque just to mention but a few. All these factors will cause the employees to resist change by using all the forces in their possession either directly or indirectly.

2.3.3.6 Incomplete information

It can happen that the change agent withholds other information due to the aftermath of the release of that information. Over and above, change agents can fail to clarify certain questions, which can result in employees drawing conclusions because they are not in possession of the complete information.

Therefore, it is important that in order to implement any kind of change there needs to be good communication, which involves every employee of the organisation. If the information is not communicated properly to the employees, they most likely will not follow their change leader or agent (Ezine articles, [s.a.]). Naeem and Peach (2011) have added, based on findings from their study, that lack of information on the side of the implementers constitute a possible barrier to the introduction of the new curriculum, especially when they do not know where or how to obtain relevant information.

2.3.3.7 Threat to social system

A workplace is always regarded as a second home because employees spend most of their time being at work. At the workplace, they develop interpersonal relationships. When change becomes a threat to an already set social system there is likelihood that it will be resisted.

2.3.3.8 No involvement of employees in change management

For any effective curriculum change, the views of the employees need to be taken into consideration. If this is ignored it will be a major barrier in the new curriculum implementation. There should be clear communication channels between management and employees. When employees are involved in decision-making, they might not resist change (Resistance to Change, [s.a.]).

2.3.3.9 Unclear processes and procedures regarding goals

Before change can be implemented, decision makers should be clear about which goals they are supposed to achieve. It means that the processes and procedures should be defined and documented because unclear processes and procedures lead to confusion of the implementers and all the other stakeholders involved.

2.3.3.10 Inefficient leadership and leadership strategies

Change management and implementation will not be effective until there is effective leadership responsible for managing and implementing the change process. It is vital to put together a strong guiding team with credibility, skills, connections, reputations and formal authority. The team will be responsible for creating sensible, uplifting visions and strategies, then communicate them to all the stakeholders, directly or indirectly affected by the change process (Team Building Adventures & Corporate Training Workshops, 2000).

2.3.3.11 Improper resource management

For effective change management, it is very important to ensure that certain tasks are allocated to professionals at managerial levels because if the tasks and projects are not handed over to proficient managers, the change will not be as desired. This proves that proper resource management is very crucial for accomplishing the change management successfully (Resistance to Change, [s.a.]).

2.4 CURRICULUM IMPLEMENTATION

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. This process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the central figure, the learner and implementation agent, the teacher. Implementation takes place when the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes, which are aimed at enabling the learner to function effectively in a society. It becomes the responsibility of all the stakeholders to make it happen and work together as a team (Make It Happen, [s.a.]).

Curriculum implementation involves different stages, such as needs assessment, identification of the target groups, choice of curriculum design and format, action planning and stakeholder

identification. Thereafter, it involves pilot testing, planning evaluation and selection of data, data analysis and final implementation. The curriculum planners and developers need to consider these stages in order to avoid unexpected implementation outcomes. There is no short cut to curriculum implementation or the outcomes are likely to be a calamity, which cannot be liked by anyone especially where the taxpayers' money has been used to provide financial resources (Commonwealth of Learning and South African Development Community Ministries of Education, 2000).

In China, curriculum change is not viewed only as an educational problem but also a social problem, which affects everybody. Therefore, the society needs to understand it too. The notion of the Chinese in implementing their new Mathematical curriculum was to undertake it in different phases (Wang, 2007).

- Firstly, social dissemination was conducted so that everyone would be receptive of the educational reform, thus creating less resistance. The Education Ministry established a project of social dissemination and required local government to emphasize social dissemination.
- Secondly, the Education Ministry established a policy of diversification of textbook editing. Its aim was to edit all the existing textbooks to be aligned to the new Mathematical curriculum.
- Lastly, the Education Ministry started with manager and teacher training. China, a large country, with more than twenty million managers, viewed manager and teacher training as paramount. The problem of teacher and manager training is most important when the curriculum standard has been designed. The Chinese Education Ministry established policy in three levels of training: national, provincial and district levels. The core teachers training were established at the national level, while the other levels of training was organised by the local government. Every teacher received training.

In Nigeria, curriculum implementation is viewed as a complex process that deals with people with diverse views, ideas and backgrounds. Parents, students, teachers, producers of educational materials, subject associations and government are all directly involved in policy implementation. Policy implementation is also directly affected by the society and its culture.

As a result, there is a need to give attention to some of these social matters, such as favouritism, public myth, rejection, local reputation, prejudice and behavioural instability in curriculum implementation (Organisation Royal Arcade, 2009).

In South Africa, the DoE put extensive measures in place to ensure that FET Institutions were ready in 2007 to proceed with the implementation of the new NCV curriculum (Pretorius, 2007). Colleges were requested to prove their readiness to offer specific programmes. In 2006 the ministerial task team visited 38 colleges and thereafter departmental representatives followed up later in the year to measure colleges' preparedness against a list of resources for each of the 11 programmes, which were to be introduced by then. The checklist was used in order to gauge whether individual colleges would be able to proceed with the offering of a particular programme or not. In the meantime, publishers were commissioned to produce materials and approved materials were made available. In total 1861 college lecturers were trained to offer the new programmes and examiners were appointed to start preparing for the first national NCV Level 2 examinations at the end of 2007.

All these steps were followed in South Africa to prepare colleges for the implementation of the new NCV, during which they could make a historic contribution to the growth and development of South Africa. This was vital because in the 21st century workplace, a high level of written and spoken communication skills, work ethics and personal management skills are highly valued.

2.4.1 Curriculum Implementation plans

The implementation of the new curriculum covers a wide range of aspects and therefore proper planning for effective implementation is essential in order to arrive at the desired destination. This planning includes the drafting of implementation plans, which will guide the process.

2.4.2 The need for implementation plans

Early and Bubb (2004) are of the view that curriculum implementation plans are needed in order to assist implementers to reach a common understanding of the required curriculum practice. These plans become devices for identifying ways of solving or minimising problems related to implementation of the curriculum. Appropriate plans clarify the focus points of the implementation and reduce the risks of no delivery. They are descriptors of the envisaged curriculum improvement.

2.4.2.1 Characteristics of good implementation plans

Some of the academics (Coleman, Graham-Jolly and Middlewood, 2003; Fullan, 2001a) agree that implementation plans, which will positively affect the implementation process, have specific characteristics that will address all aspects related to curriculum implementation. Good implementation plans will provide clarity on how implementers should proceed to accomplish these tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people would be supervised and what kind of resources would be required in order to complete the required tasks as expected.

Effective curriculum implementation plans specify the duties and responsibilities of various stakeholders and role players involved in the implementation in order to clarify boundaries, in which one has to operate to prevent conflict. These plans do not just specify only the process of implementation but also the management of the process in a sequential and integrated way (Glatthorn, Boschee & Whitehead, 2006).

Fullan (2001a) declares that implementation plans should include specific components, which constitute the characteristics of change. Therefore, the rationale, goal, philosophy and vision regarding the implementation should be spelt out clearly for all to understand. Furthermore, the plans need to describe the specific programmes, activities, tasks, resources, time schedules and duties of supervisors.

Hargreaves (2000) adds that appropriate implementation plans should be context responsive by acknowledging the situational factors of the setting in which it is to be implemented. However, Earley and Bubb (2004) warn that if the users are still sceptical about certain

implementation tasks, those duties will not be considered by users as realistic to be implemented.

Labane (2009) argues that effective curriculum plans should also include staff development strategies because teachers need to be equipped in order to adjust their teaching methods according to the needs of the new curriculum. Development of teachers should focus on developing specific teaching and learning skills. These can include equipping teachers with general planning skills, such as the arranging field excursions, managing resource centres, group learners, setting homework and assignments. Furthermore, teachers can be schooled how to use diagnostic tests, provide tutorial service, counsel learners and liaise with parents effectively.

Coleman, et al (2003) and Hargreaves (2000) strengthen the importance of clarifying the role when drafting the implementation plans. They are of the belief that all stakeholders, including those outside the school, should be considered in these plans and their roles be clarified because they can have a direct or indirect influence on the implementation of the new curriculum. The engagements of all these stakeholders will prevent unnecessary misunderstanding and conflicts. Furthermore, time lines and justifications for the new curriculum should be included in the implementation plans. This allows measurements to take place when the implementation is implemented at all levels.

From the views of the academics above, it becomes clear that curriculum implementation needs to be properly planned. Good quality plans will reflect the characteristics as indicated above.

2.4.3 Management of curriculum implementation

It is clear that curriculum implementation plans describe the envisaged improvement in practice. In order for these plans to be realised they need to come alive in an orderly manner. This means that the implementation of the plans needs to be properly managed (Labane, 2009).

2.4.3.1 The need for proper curriculum implementation management

The management of the curriculum implementation plans is paramount for effective curriculum implementation. An efficiently managed curriculum implementation process promotes curriculum alignment by linking curriculum implementation to the plans (Earley & Bubb, 2004). Hargreaves (2000) agrees by indicating that properly managed curriculum implementation limits potential conflicts among the implementers and encourages partnerships or interactions between implementers.

Personen (2003) observed that commitment from senior school management is an absolute requirement for the effective implementation of the new curriculum. The notion was supported by Naeem and Peach (2011) in their study for the promotion of sustainability in postgraduate education in the Asia Pacific Region. It was also mentioned that instead of a bottom-up approach, a top-to-bottom approach was actually more effective in ensuring that the new curricula was implemented effectively.

2.4.3.2 Characteristics of efficient management

In this study, the management of curriculum implementation relates to the different role players in the implementation of the plans. The role players in this study are the college management members dealing with curriculum, campus management members at the site of curriculum implementation and lecturers, who are implementing curriculum daily.

- Firstly, effective curriculum management has a notion of support, which includes all the activities pertaining to the evolvment of the implementer's advocacy. In the context of this study, the college management members in the curriculum section are expected to support the campuses, to ensure that the new NCV curriculum is implemented effectively in order to meet the expectations of the DoHET (Earley & Bubb, 2004).

It is a fact that due to the historical inequalities, many South African teachers are either unqualified or under qualified. This factor has a negative impact on curriculum implementation (Breier, Gardiner & Ralph, 2008). As a result, Rhodes, Stokes & Hampton (2004) indicate that the direct curriculum implementers, with reference to the lecturers in this study, need support in the form of peer networking, direct

coaching and mentoring. This kind of reinforcement needs to be managed. Support strategies should be making provision for the training of implementers, observation of peers' classroom teaching and scheduling meetings for reflective discussions.

Furthermore, the college management members dealing with the curriculum section should develop and manage implementation systems that will promote good teaching, effective learning and high standards of learner achievement. Coleman et al. (2003), as well as Earley and Bubb (2004) suggest interdependent and interrelated systems to address the professional development needs and performance of teachers. The systems can include learning area (subject) committees and college committees. These academics view the college and campus management as being the responsible bodies to manage the curriculum implementation. At the campus level, the HOD has to play an important role.

In addition, curriculum experiences should be discussed during the departmental meetings. These experiences include but are not limited to the following:

- a) lesson plans;
 - b) concept clarifications;
 - c) procedures for classroom observation; and
 - d) latest developments in the learning areas (Coleman et al., 2003).
- Secondly, the efficient management of curriculum implementation plans should promote understanding between the role players in order to avoid conflict. On the other hand, it should also ensure that there is proper communication between the role players. The managers must ensure that there is adequate information flow and this can be done by drafting an organisational chart, which is derived from the implementation plan (Labane, 2009).
 - Thirdly, the management of the curriculum implementation plans should encourage the implementers to take ownership of the implementation process by being involved moreover, committed to the entire process. It is important that the positive relationships between the implementers are nurtured (Earley & Bubb, 2004).

- Fourthly, the efficient management of the curriculum implementation plans has to promote the notion of team or group work because it will lead to coordination of activities. This allows the implementers to solve emerging problems collectively and they grow professionally because they will handle every challenge together. Eventually, it will make their awareness regarding the implications of the curriculum implementation grow (Hargreaves, 2000).
- Fifthly, efficient management of curriculum implementation also implies attending to issues of monitoring, assessment of the implementation progress and provision of regular feedback to the implementers. This will give management an opportunity to observe if the new curriculum is implemented as planned in order to meet the desired outcomes. This indicates that the results obtained from monitoring the progress facilitate reviews and practices because the implementation process is informed by daily and contextual experiences (Labane, 2009).

2.4.4 Management as development opportunity

Since the outcomes of the new curriculum implementation process are unpredictable, Miller (2002) is of the belief that implementers are developed or empowered during the implementation process through the experiences that they have encountered directly or indirectly. This means that they learn from the mistakes that they have made on the way and therefore those teachers who have learned a lot will be able to be future school leaders who will value the idea of a professional learning community where teachers' knowledge, skills and dispositions are developed.

Proper management of the implementation can and should therefore lead in an organisational capacity development, which will promote teacher mobility and the realisation of the expected outcomes by introducing the new National Certificate Vocational curriculum in the Further Education and Training colleges of South Africa (Labane, 2009).

2.4.5 The central role of the college and campus management staff

The college and campus management members have a critical role to play in the management of the curriculum implementation at college and campus level. The college management plays

a supporting role, while the campus is implementing the curriculum. The college management ensures that the national curriculum policy is followed to ensure that when independent auditors come to evaluate the process the results will meet the expectations of the policy.

It is really the duty of the college and campus management to manage the implementation of the plans in a coherent and systematic manner. They have to develop clear and identifiable implementation and management strategies. According to Ornstein and Hunkins (2004), the college and campus management should perform a situational analysis in order to identify the resources, behaviours and practices, which need to be administered, supported, taken care of and managed. During this phase, they need to concentrate on different issues. These issues will now be discussed:

2.4.5.1 Context awareness

It is the responsibility of the college and campus management to ensure that the curriculum implementation strategies are realistic and responsive to the uniqueness of a particular college and its campuses. A needs assessment must be done in order to determine the specific knowledge, skills and values relevant to the college and its campuses. All the identified needs should be included in the implementation plans and its management. It is important that monitoring should take place to ensure that everything is implemented according to the designed plans.

2.4.5.2 Administration

Administration is the monitoring of the college's staff leave register, attendance registers, timetable, code of conduct, resource book, curriculum meetings and examinations. It is the view of Coleman et al (2003) that successful management of curriculum implementation needs appropriate administration. It the responsibility of the college and campus management to make sure that an effective administration system is in place. College management should perform continuous support to campuses to allow them to perform according to expectations.

Furthermore, the college and campus management must ensure that all role players are in possession of clear job descriptions. Their job descriptions will highlight the importance of regular and clear reciprocal communication, which can be done in the form of curriculum meetings. The job descriptions should be supplemented by additional documents, such as

assessment guidelines, manuals, Integrated Summative Assessment Tasks, just to mention but a few.

2.4.5.3 Managing resources

According to Rogan and Grayson (2003), management of a curriculum, the implementation thereof and resources are interdependent. It is because the effective management of curriculum implementation depends on the availability, control and monitoring of human and physical resources. Early and Bubb (2004) indicate that these resources include students, staff members, supplies, timetables, textbooks, teaching aids, facilities and financial resources.

Physical resources play an important role because the nature and availability of these resources directly affect the lecturers and students' ability to engage in the effective teaching and learning process. These resources include, but are not limited to the following:

- a) campus classrooms;
- b) offices;
- c) toilets;
- d) furniture;
- e) electricity;
- f) water;
- g) security;
- h) apparatus;
- i) laboratory or workshops or simulation areas;
- j) library;
- k) computer labs; and
- l) photocopying (Rogan & Grayson, 2003).

2.4.5.4 Pastoral care

It is important for the college and campus management to consider the healthy lecturer morale during the implementation process. It means that the personal and professional needs of lecturers should not be ignored by management. The dedicated mentors should be appointed or outsourced in order to continuously motivate and challenge the lecturers. Challenge promotes progress, accountability and enhances self-confidence (Rhodes, et al., 2004).

2.4.5.5 Performance management

Tomlinson (2004) indicates that the setting of performance targets is the responsibility of management. The targets assist all the role players to perform towards a certain destination. It needs a clear system of target setting, which can be derived from the students and the community at large.

The performance of direct role players needs to be managed and monitored by the college and campus management. Performance management involves provision of feedback to the monitored role players and the determination of the needed improvements on the gaps identified. The monitoring can promote the role players' accountability for their work. It should be done in a structured and well-managed manner. In order to execute it properly the college and campus management should jointly draft monitoring policies, which clarify aspects, such as quality teaching, effective learning, assessment and record keeping (Coleman, et al., 2003).

In addition, Early and Bubb (2004) are of the view that data collection instruments, such as questionnaires, observations, participant's portfolios and interviews should be used for progress monitoring. Furthermore, Rhodes et al (2004) promote classroom observation as a form of performance management. Classroom observation should be undertaken by trained mentors, who are able to provide support regarding teaching, learning and classroom management to the observed teachers or lecturers before, during and after the observation session.

Furthermore, the feedback should be able to demonstrate the practice in order to identify best performance indicators and gaps, which need to improve for the benefit of all involved in the curriculum implementation. The college and campus management should also be evaluated in terms of their roles in curriculum implementation.

However, for curriculum to be effectively managed and implemented there are certain factors, which need to be considered. Those factors will now be discussed.

2.4.6 Factors which influence curriculum implementation

2.4.6.1 The learners

While teachers are the arbiters of the classroom practice, the learners hold the key to what is transmitted and adopted from the official curriculum. The learner factor influences teachers in their selection of learning experiences (SADC, 2000).

2.4.6.2 Resource materials and facilities

These are divided into objective resources, instructional resources and resources for organising instructional activities. Adequate resource materials that play an effective role in securing an effective curriculum implementation, should be provided to teachers and learners (Chen, 2006).

2.4.6.3 Interested groups

Parents, educational associations, political organisations, educational councils, religious organisations, local authorities, companies, just to mention but a few, have direct and indirect influence on the curriculum implementation in different ways. These groups play a role in influencing whether the curriculum is implemented effectively. If the implementers are from a different political group, they tend to criticise the curriculum and that affects its implementation (Ntarangwi, 2003).

2.4.6.4 School environment

Schools in rural and urban areas cannot implement curriculum in the same way due to different availability of adequate and inadequate human and material resources. The cultural context plays a role in curriculum implementation in the sense that in a diverse country people tend to guard their unique cultural identity jealously (UNESCO, 2000).

2.4.6.5 Culture and ideology

Some communities may oppose a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum. Invariably, this has direct implications on the implementation of the curriculum (SADC, 2000).

2.4.6.6. Assessment

Assessment in the form of examinations influences curriculum implementation tremendously. Teachers tend to concentrate on subjects that promote academic excellence due to the great value placed on public examination certificates by communities and schools (SADC, 2000).

2.4.6.7. Instructional Supervision

Not every school is able to implement a curriculum if it does not have a manager, who monitors and guides curriculum implementation. School managers must possess a wide range of competencies in order to lead a school towards the accomplishment of educational goals (Marlow & Minehira, 2006). It is the responsibility of the campus manager to guide and monitor curriculum implementation at the campus.

2.4.6.8. The teacher

The role of teachers in curriculum implementation is autonomous. They are the ones to select and decide what to teach from the prescribed syllabus or curriculum and therefore their roles are undisputable. Thus, curriculum designers have to ensure that their best and ideal curriculum is implementable (Chhem & Eng, 2007). This means that the needs of all affected stakeholders should be identified in order to make everything possible instead of just taking a decision without involving all the concerned parties.

However, it has been observed that improving the education system in developing countries has been regarded as a priority in order to promote long-term economic development. In most cases, the initiatives of the curricula are often placed on development of the curricula, while the details of how the curricula will be implemented at the educational institution level are often neglected. Due to this factor, most of the developing countries have not been succeeding in implementing the new curriculum (Rogan & Grayson, 2003).

2.5 MODELS OF CURRICULUM IMPLEMENTATION

Change has to take place in all organisations whether private or public. The changes are influenced by social, economic and political factors. Although change has to take place, the researcher is convinced that direct stakeholders, who have to implement all the changed policies need to be trained or skilled in order to deal with all the aftermaths of the change process. This notion is supported by different scholars. Their views are discussed below.

2.5.1 Michael's model on staff development

According to Michael (2006), institution- and office-based academic staff members are vital in the curriculum delivery or implementation. The author proposes a model of curriculum that uses staff development as its anchor. FET professional development has been neglected in South Africa; hence, there is a need for staff to be developed. The source outlines four approaches to curriculum implementation as possibilities for lecturers and manager below. These are National Institute Approach; University-based Approach; College or Group of Colleges Approach and University-College Partnerships Approach.

2.5.1.1 National Institute Approach

In this approach, Michael (2006) proposes that there should be a National Institute where curriculum training and development is done. Some of the European and other countries have established a National Institute for Vocational Education with the aim for curriculum, training and development of staff in FET Colleges. These include countries, such as Australia, United Kingdom, Germany and Netherlands. The benefit is that it consolidates national expertise.

2.5.1.2 University-based Approach

On the other side, an FET College can enter into an agreement with a university wherein staff can further their professional qualifications for effective implementation of new NCV curriculum at the relevant University. This will provide the lecturers with opportunities to learn how to teach vocational skills to students at the FET College. This model works in the United Kingdom because it offers the best possibilities.

2.5.1.3 College or Group of Colleges Approach

FET Colleges have to be motivated and influenced to develop programmes in vocational pedagogy, through which their existing and future staff become qualified. There is no doubt that it will afford lecturers with the responsibility for their own development. On the other hand, FET lecturers should be encouraged to be diverse so that they are not isolated from the education community at large that is including schools and universities.

2.5.1.4 University-college Partnerships Approach

The FET College can enter into an agreement with a university in which the vocational skills will be taught by the college concerned, while the university specialises in the broad professional educational issues. This agreement is effective for those, who want to be teachers in the near future. It is also working effectively in the UK. This model offers the best possibilities because even the teachers' pool lack vocational skills but the combination of the two will bear effective fruit for the country (Michael, 2006).

It is the researcher opinion that adoption of Michael's approaches is advantageous to South Africa for a skills revolution and vocational education. South Africa can be in a position to regulate all the issues related to vocational education from the national level wherein all the stakeholders from private and public institutions combine their efforts to shape the future. Vocational education is one of the greatest engines for economic development of a country and South Africa is not an exception in this case.

2.5.2 Models of evaluating curriculum implementation

2.5.2.1 Leithwood's model

Leithwood (1982) conceptualises curriculum implementation as a process of change in behaviour towards the directions suggested by the new curriculum. The basis for this conceptualisation is the notion behind the implementation as growth of the individual user and the educational institution as part of the educational system, which must change and adapt to the new changes.

Furthermore, Leithwood and Montgomery (1982) have indicated that the concept 'growth' describes the types of educator (lecturer) behaviour, which must be displayed when operationalising change. The manner in which the educator should behave must comply with preferred and predetermined direction of growth.

Mgandela (2008) indicates that institutional growth is influenced by recurring behavioural patterns from educational change agents including lecturers, campus managers, corporate managers and curriculum specialists. Such growth in curriculum implementation determines growth in the educational system, which is characterised by a change in student behaviour. However, the expected obstacles encompasses lack of knowledge or skills, lack of incentives

or rewards and motivation and lack of resources in order to meet the expectations of the curriculum changes.

Leithwood (1982) has suggested nine dimensions of curriculum innovation where change or growth can occur when a new programme is introduced. These are platform, objectives, student entry behaviours, assessment tools and procedures, instructional materials, students' expectations, teaching strategies, content and time. Leithwood's model of evaluating curriculum implementation advocates the implementation of an innovation profile and employs the profile as implementation strategy.

The innovation profile specifies short-term goals useful in planning implementation activities about the innovation. The specification of the short-term goals of the implementation constitutes a breakdown of clear statements about long-term implementation goals. As a result, a focused interview and classroom observations are used to check the existing practice against an innovation profile, while the user profile emerges from the lecturer's behaviour as rated within each curriculum dimension. The user profile tries to compare the classroom practices of a lecturer with those suggested by the innovation.

Furthermore, the innovation profile and the use thereof constitute a yardstick through which a lecturer's behaviour can be measured to determine whether it is related to the implementation strategy of the innovation. Although Leithwood's model is compelling and accepted that this model touches on the issues in relation to the change process, this research does not utilise Leithwood's model.

2.5.2.2 Wang 's model

Wang, Nojan, Strom and Walberg (1984) discuss the importance of assessing the degree of implementation of complex educational innovations. This discussion advances the use of Adaptive Learning Environments Model (ALEM). Its fundamental goal is the provision of college learning experiences, which adapt to the needs and qualities of individual students and lecturers in regular classroom settings. It is also influenced by the conceptual model of adaptive instruction. Adaptive instruction is the use of alternative instructional strategies and college resources, which provide learning experience that, are effective in meeting the

learning needs of individual students. The conceptual model of adaptive instruction consists of three components:

- a) programme design work;
- b) programme implementation in college settings; and
- c) evaluation of related process and product outcomes.

Wang et al (1984) conceptualise implementation as the presence or absence of critical programme dimensions in classrooms. Two categories of critical programme dimensions have been identified:

- a) an action domain consisting of critical dimensions related to the three rules and behaviours required of lecturers and students in classroom, and
- b) a structural domain consisting of critical dimensions related to management and resource support required to establish and maintain effective implementation of the new curriculum.

The action domain consists of eight dimensions:

- creating and maintaining structural materials,
- record keeping,
- diagnostic testing,
- prescription on learning tasks to be completed by the students,
- monitoring and diagnosing,
- interactive lecturing, instruction, and
- motivation.

The structural domain has four dimensions:

- arranging space and facilities,
- establishing and communication of rules and procedures,
- management of aides, and
- development of student self-responsibility.

These authors further stated that change facilitators have to note that it is not the presence of a single dimension, which leads to an effective adaptation instruction; instead, it is the

complimentary integrations and implementation as components of a comprehensive system, which are critical for the achievement of the expected outcomes.

Wang's model is more plausible and relevant to studies in relation to curriculum implementation in contrast to the challenges faced by the implementers. It has to be noted that Wang and Hall's models are closely related. However, Wang's model is not completely relevant to this study as compared to Hall's model.

In the next section, the researcher describes Hall's model in more detail. This is the model employed in this study. A decision to utilise Hall's model in the current study was because lecturers play a significant role in implementing the new NCV curriculum, while the management has to ensure that there is necessary support to these individual users.

2.5.2.3 Hall's model

Hall's model stresses the role of the individual user in the process of implementation. In this research, it may refer to lecturers, campus managers and corporate office managers dealing with curriculum. The feelings and actions of individual users, who are implementers of the new curriculum are conceptualised as Stages of Concern (SoC) and Levels of Use (LoU). Hall and associates have evolved a Concerns-Based Adoption Model (CBAM) in order to cater for the needs of an individual user (lecturer). The CBAM plays a significant role in planning and monitoring the implementation of new curriculum (Hall, Heck, Stiegelbauer & Loucks, 1981).

Hall's model has the following assumptions:

- a) change is a process not an event;
- b) change is a highly personal experience;
- c) to understand the change process in organisations (colleges) requires an understanding of what happens to the individuals as they are involved in the change;
- d) change entails growth in terms of feelings about and skills in using the innovation;
- e) information collected about the change process on an ongoing basis can be used to facilitate the management and implementation of the change process;
- f) lecturers hold the key to the implementation of the new NCV curriculum; and

- g) individual users develop a particular behaviour in response to the implementation of the new NCV curriculum in this instance.

2.5.2.3.1 Stages of concern

This is the first dimension of CBAM. It explains the types of concerns that lecturers experience at different times in the change process. It ranges from concerns about self, task and impact. During the implementation process of the new curriculum, the lecturers have different types of questions:

- a) How will the new curriculum affect me?
- b) How can I best manage the new curriculum?
- c) How does the new curriculum affect my students? (Mgandela, 2008).

2.5.2.3.2 Level of use of the innovation

This is the second dimension of the CBAM, which describes the manner in which individual lecturers behave as they become familiar with and more skilled in using innovation. Central to the dimension of LoU of innovation is the description of performance levels in relation to the innovation (Mgandela, 2008).

2.6 SUPPORT OF CURRICULUM IMPLEMENTATION

The challenges caused by educational curriculum change and the process of implementation dictate massive support to the implementers in order to ensure that the new curriculum is implemented effectively. It is the researcher's view that if continuous support were not provided to the implementers the curriculum designers would lead to calamity. During the implementation process, all the principles need to be adhered to in order to meet the desired expectations. Scholars have different perspectives and principles in relation to curriculum implementation.

In the following section, the study focuses attention on the perspectives and the principles of effective curriculum implementation.

2.6.1 Curriculum implementation perspectives

Different scholars suggest different perspectives as to what leads to effective implementation of the new curriculum.

2.6.1.1 Van der Vegt and Knip's perspective

Van der Vegt and Knip (1988) agree that educational institutions are implementing organisations. They are playing a critical role in the implementation of the curriculum, being involved in the complex process of change. Strong leadership lies at the core for the success of the implementation of the new curriculum.

Those in the leadership roles have to advocate four steering functions:

- a) It advocates the direction/concept clarification, which addresses the extent to which the institution leadership is able to articulate the direction of the expectations of the implementation of a new curriculum process.
- b) It advocates directional pressure, which revolves around the operational mastery of the implementation in order to achieve the implementation of the new curriculum. The implementers need to be given an explanation in terms of what and how to achieve curriculum implementation.
- c) Institutional leadership has to make sure that implementation tasks are in line with the expectations.
- d) The institutional leadership has to ensure that all the support in terms of resources is available to all the implementers. These support resources range from technical assistance, socio-emotional to operational.

In the view of what Van der Vegt and Knip have indicated, the researcher shares the same sentiments that those, who are in the influential positions, have to ensure that they influence their subordinates effectively. This means that the implementers need to be informed about anything that influences the change process. The leaders should be in a position to sense any obstacles that might cause preventing the realisations of the change process.

2.6.1.2 Hord's perspective

According to Hord (1995), pressure and support require an intelligent combination for the successful implementation of the new practice. It indicates that when there is change in norms of curriculum delivery, pressure has to be accompanied by support on behalf of the policy implementation. Hord suggested six strategies on how leadership could facilitate the implementation of the new curriculum:

- a) developing and communicating shared vision, planning and provisioning of resources;
- b) investing in continuous staff development;
- c) assessment of progress;
- d) provisioning of on-going assistance; and
- e) creation of an atmosphere for change.

In light of what Hord is declaring, the researcher believes that the managers engaged in innovation implementation require extensive training in management to execute pressure and support successfully. This type of training instils confidence that they are in a position to apply different strategies in order to ensure that professional support and pressure is applied maximally for the benefit of all those involved in curriculum implementation. However, it appears that the managers of Mopani South East FET College are not capacitated in this aspect.

2.6.1.3 Van den Berg's perspective

According to Van der Berg (1981), large-scale new curriculum implementation has failed in numerous countries because of lack of clear strategies in managing the implementation of a large-scale change. These strategies include:

- a) developing of local cadres;
- b) use of material;
- c) use of peer multiple approach;
- d) use of turnery-trainers;
- e) provision of networks and clusters;
- f) use of resource centres and demonstrations sites;
- g) use of technical assistance systems; and
- h) use of continuous evaluation, monitoring and feedback.

Van den Berg's view is convincing in the sense that there are no clear strategies, which can be used by managers and lecturers to implement the NCV curriculum. It seems as if the managers and lecturers of Mopani South East FET college find it difficult to apply the necessary strategies in order to meet the mandate of the DoHET and the country as a whole.

2.6.2 Principles of effective curriculum implementation

Kigongo-Bukenya and Kaddu (2011) have stated in their study that the principles of curriculum development are a set of guidelines that should direct the partner in the curriculum process with regard to formation, implementation and evaluation. The principles set the basics and specify procedures, rules and regulations that must be adhered to in the curriculum process. Examples of these principles are epistemological, political, economic, ideological, technical, aesthetic, ethical and historical.

However, for effective implementation of the new curriculum, the following steps need to be considered:

2.6.2.1 Create a climate for change

It is the responsibility of the managers and all the stakeholders to create a positive climate for change. It has to be understood that lecturers are familiar with the methods that they have been using to facilitate the learning situation. Furthermore, they are secure with the old curriculum because they knew what to expect. The fear of the unknown factor can influence their judgement and always be negative to the entire process.

2.6.2.2 Communication

Lecturers should be given all the information with regard to the rationale for the new curriculum. There is no doubt that communication is important in all stages of curriculum development but reaches peak importance during the implementation stage from the try out stage until the final dissemination. Therefore, lecturers should be orientated with regard to the new curriculum. They have to attend workshops, small groups meeting just to mention but a few. These will elicit the reason for the implementation of the new curriculum and convince them to be more positive.

2.6.2.3 Staff development

After lecturers accepted that the new curriculum has to be introduced and developed a positive change towards it, then they must be prepared in terms of training to prepare themselves for new aspects of the new curriculum. In-service training should be planned as part of the overall plan, not an afterthought. They should be trained as far as possible in the

content and the method, to implement the new content. This will build their confidence to face the students with pride.

2.6.2.4 Instructional planning

Lecturers should be encouraged to have lesson plans in order to deliver teaching and lecturing effectively. This indicates the importance of selection of teaching methods and evaluation strategies. Failing to plan is planning to fail.

The researcher views the principles of curriculum implementation as a necessity for consideration and application in any implementation of the curriculum. Failure to adhere to these principles brings the challenges, which can lead to absolute collapse of curriculum implementation.

2.7 MANAGING THE INSTRUCTIONAL PROGRAMME FOR EFFECTIVE CURRICULUM IMPLEMENTATION

It has to be noted that the duties of the FET campus managers and corporate managers are very complex especially with the transformation of the curriculum. In spite of all the complexities, it becomes the responsibility of the campus manager/management to ensure that effective teaching and learning is taking place. This will make it easy for the key priority of the Minister of DHET, enhancement of the quality teaching and learning.

2.7.1 Defining instructional leadership

It is a process of promoting a positive learning atmosphere by setting standards and expectations, protecting instructional time, promoting improvement and managing instructional programmes by coordinating the curriculum and instruction, supervising and evaluating instruction and monitoring learners' progress. This proves that the manager as an instructional leader has a major influence on academic results of the students. It is the responsibility of the instructional manager to perform the following duties:

- a) implement the mission and vision of the college;
- b) communicate college mission, vision and values;
- c) coordinate the curriculum;
- d) supervise and evaluate instruction;
- e) monitor learners' progress;

- f) protect instructional time;
- g) provide incentive for lecturers;
- h) promote professional development; and
- i) provide incentives for learning (Van Deventer & Kruger, 2007).

2.7.2 Aspects of instructional leadership

It has to be understood that the college structure, culture and manager's influence relate directly to the effectiveness of teaching and learning in the classroom. There are five basic elements of instructional leadership task of the manager of an FET College:

- a) defining the college's mission and vision;
- b) managing the curriculum and instruction;
- c) supervising teaching;
- d) monitoring student's progress; and
- e) promoting an instructional climate.

However, the manager cannot exercise the leadership task alone but has to delegate other duties to subordinates. The researcher agrees with this understanding because if the manager can centralise everything it causes others not to be accountable for their actions. This means that effective delegation has to be applied by those, who are in managerial levels in order to capacitate all the staff members. This can lead to ownership of the entire change process.

2.7.3 Defining the college's mission and vision

The manager, other management team members and staff members should agree on the mission, vision and value of the college. These will direct the college to an expected direction in order to realise the expectations.

2.7.4 Managing the curricula and instruction

The college's educational programme consisting of both the curricular and extra-curricular activities may be regarded as college's broad curriculum. The main function of the broad curriculum is to structure different learning areas and activities in such a way that qualitative teaching and learning can take place.

There are five principles, which form guidelines for managing the curriculum and instruction:

- a) content teaching should promote values and skills;
- b) knowledge should be presented in an integrated way;
- c) teaching and learning should focus on the outcomes;
- d) the student is the centre; and
- e) assessment is part of the learning process (South Africa, 2000).

It is important for the instructional manager to perform other administrative duties, which will enhance the process of teaching and learning:

- a) the efficient use of teaching/lecturing time by ensuring that the correct time and periods meet the requirements of the subject and policy guidelines;
- b) ensuring that classes are conducive to teaching and learning;
- c) availability of effective provisioning system to support teaching and learning; and
- d) balanced and fair distribution of work amongst the staff members.

2.7.5 Supervising teaching

2.7.5.1 Educator appraisal and assessment

The purpose of developmental appraisal is to assist every lecturer to keep on growing and learning through professional development. This proves that the role of an effective instructional leader is focused on staff development in contrast to performance evaluation. It is the responsibility of every college to develop itself as a learning institution; and staff appraisal is mostly important for this process.

2.7.5.2 Staff development

The manager of an FET College has to know that the initial training of the lecturers is not always adequate for effective teaching and learning. The on-going professional development of the lecturer is his or her responsibility. However, the manager becomes an important partner and participant in implementing staff development programmes.

Staff development can be done internally at the college through:

- a) staff meetings;
- b) staff development activities;
- c) formal and informal observations;

- d) consultations;
- e) coaching;
- f) workshops; and
- g) seminars.

2.7.5.3 Educator motivation

Motivation is an inner state of mind that channels a worker's behaviour and energy towards the attainment of aims. External and internal factors, such as salary, benefits and many more motivate lecturers to be addicted and dedicated to their work in achieving the expected outcomes (Smit & Cronje, 2000).

The college can also adopt other professional strategies, such as in-service training, interaction between staff members and providing research on instruction. This can be performed at central and decentralised departmental courses but the manager must use a personal vision in performing these tasks.

2.7.5.4 Curricular support

The lecturers' lecturing abilities and knowledge of content must always be analysed. This will assist the manager to determine if they need curricular support or not. The aims of the curricular support are:

- a) to improve teaching and learning;
- b) to develop the lecturer professionally; and
- c) to ensure that there is qualitative teaching and learning.

It is the duty of the manager to inform the lecturers about the necessary teaching and lecturing techniques and the use of media in facilitating it. Some of the techniques that lecturers can utilise in enhancing the process of teaching and learning are:

- a) personal instructional leadership;
- b) cooperative professional development; and
- c) providing of relevant information (Van Deventer & Kruger, 2007).

2.7.6 Monitor/Assess learner progress

In the educational context, products are students, who have acquired necessary skills, knowledge and attitudes to cope in a competitive world. It is the responsibility of the manager to execute quality control assessment of students in preparing them for the future. Assessments of students by lecturers can be done in different forms, such as tests, tasks, projects just to mention but a few. Results are important because lecturers can use these to measure and adjust their instructional strategies.

2.7.7 Promoting an instructional climate

The college climate must be positive at all times. It allows the smooth running of the institution and enhances teaching and learning. It is the duty of the manager and an instructional leader to ensure that the mentioned facts are promoted. All roleplayers, who are encouraging a negative climate in the institution, either directly or indirectly, should be disciplined by using all management tools at its disposal. Both students and lecturers should be supported for their positive achievements and it would motivate others to move towards the desired direction.

2.8 SOLUTIONS RECOMMENDED BY LITERATURE ON VOCATIONAL EDUCATION AND TRAINING CHALLENGES

Temtime and Mmereki (2010) conducted a study regarding the challenges faced by Graduate Business Education (GBE) in Southern Africa. These authors have established that GBE programmes have in the past played a very important role in developing corporate leaders, however the GBE is currently accused of producing people, who cannot effectively understand and act accordingly in a fast changing and turbulent business environment.

Bruce and Schoenfeld (2006) have also argued that business schools have remained the same over several years and failed to respond constantly and continuously to the changing needs and practice of modern businesses. It really proves that any curriculum has to change to meet the needs of the society, and develop to deal with all daily challenges. Any curriculum change has to meet the needs of the community that it serves.

In some of the countries of the world, such as United Kingdom, United States of America and Canada, Vocational Education and Training (VET) is provided in specialised and

comprehensive institutions. In these countries, there are facilities, which are completely dedicated to VET while in others there may be spaces in buildings utilised for other purposes, which may be used for VET (Grubb, 2006).

2.8.1 Planning and designing vocational education

School buildings and facilities serve a variety of purposes for students and surrounding community, most importantly to develop knowledge and skills for learners. However, Jamieson, Dane and Lippman (2005) are of the notion that curriculum and facility design are related because the physical learning environment has an influence on students social and scholastic behaviour.

Furthermore, Cutshall (2003) states that educational infrastructure for VET programmes should be designed in, such as way that it serves a more specific purpose in that it prepares students to enter the workforce with a set of specific technical skills. This is done because spaces for VET have distinct requirements for constructing the infrastructure, which include equipment, room size and providing resources for a range of activities (England, 2006).

2.8.1.1 Learning spaces

VET facility planning necessitates flexible design in labour market demands. For the learning environment to be effective, the design of the space must be coordinated with the user needs and related activities while maintaining physical, technological and spatial flexibility. It needs to be noted that the physical environment influences how the teacher constructs activities.

This takes place in three types of spaces, which are specialised, generic and informal. Specialised learning spaces include focused laboratories, workshops, or simulation centres that require particular equipment, which serves a specific function. Generic spaces are generally defined as classroom spaces that cannot accommodate a range of activities and do not have specific infrastructure requirements. Informal learning spaces are non-classroom, open spaces that include a wide range of settings for a range interaction (Learning Spaces, [s.a.]).

2.8.1.2 Technology

For the vocational studies, the exposure to and experience with modern and advanced technologies easily translates into marketable skills when entering the labour force. The inclusion of learning technologies will supplement the students' experience by giving direct access to broad resources, diversity skills and develop one's adaptability and creativity. Technology is divided into two categories and defined as digital (e.g. Internet, Wireless Local Area network communication, intranet) and mechanical or industry specific (e.g. agricultural equipment, automotive repair tools). They both require that the trainer and instructors remain proficient with the latest trends, methods and equipment (England, 2006).

2.8.1.3 Maintenance and accommodation

The architecture and appearance of the technical facility can positively affect student engagement and convey a message of high quality education. All vocational institutions should provide the right environment and infrastructure in order to attract students to vocational careers and specific industries. Drawing in and maintaining a body of vocational students and future workers is critical to fulfilling economic, labour, and industry demands. For the vocational education programmes to recruit successfully students, the building must be both functional and visually pleasing (Temple, 2007).

2.8.1.4 Community

Utilisation of the institution facility after school hours contributes to regional and state workforce development. Operating the building for workforce development can stimulate economic and industrial growth for advancing current employees. Training and the built environment can be structured in response to industry needs and labour market demands to serve the community continually. Vocational institutions can adapt their curricula in such a way that they are eligible to public funds depending on the course relevance (Paglin, 2004).

2.8.2 Financing of vocational education and training

Grubb (2006) mentions that the funding of Vocational Education system should be generated from government subsidies and students' tuition fees. Employers can be involved in the funding through tax like levy grant or even in the form of contributions for materials or equipment, while other employers can provide workplace learning or apprenticeship systems.

However, in other countries for example, Scandinavian countries, the notion of free education to students is so deeply ingrained that suggesting increased tuition is immediately rejected and the demands on government subsidies or funding is greater. In Australia, Britain and United States of America, a loan system is used wherein students borrow money from a state control Financial Aid Scheme and then repay the costs of their education.

It is clear that VET costs more than general education because of higher costs for materials, equipment, special facilities and in some cases work-based placements or internships. As a result, occupations, which need sophisticated machines to learn, costs a lot. Therefore, government and benefiting businesses need to fund these programmes.

2.8.3 Curricular of vocational education and training

The VET curricular should be able to keep up with the changing and sometimes expensive technology and the demands of particular skills and changing occupations. Each country's education system should be capable to adjust its curricula to meet the needs of the two clients; students and employers, who will employ these students (Organisation for Economic Co-operation and Development - OECD, 2001).

On the other hand, it is important for vocational curriculum designers or evaluators to note that vocational classroom often includes two clients: the students themselves and the employers, who will hire the students. As a result, the demands of these two clients can be in conflict, especially when the employers' needs will be based on firm specific skills, while the long run interests of the students is acquiring the deeper competencies for mobility over a longer run. It is therefore normal to find that instructors are caught up in the middle of this conflict of interests.

2.8.4 Quality Assurance Mechanisms

Gibb (2003) indicates that quality assurance systems have to be in place in order to ensure that there is accountability and to recognise, which institutions or programmes are strong or weak and then reward the strong or punish the weak. In countries belonging to the European Union they have moved one step ahead by beginning to develop a European Union (EU) wide systems of accreditation as an overall approach to unifying education within the Union.

Institutions offering VET are urged to use a variety of quality assurance mechanisms including requiring accreditation from a recognised accrediting agency.

2.8.5 Articulation with labour markets

VET institutions should develop linkages with employers, who will eventually absorb the students or groom them to be future business people. There are three ways of establishing connections between VET programmes and the labour market. It includes providing information to students to enable them to make informed decisions, creating a mechanism of direct cooperation between VET programmes and employers; and creating qualifications or credentials (OECD, 2005).

This means that students should be provided with career related information and guidance in order to make informed decisions about, which occupations they wish to pursue, and which programmes would prepare them adequately for the occupations of their choice. They can even avoid occupations with declining demand or poor wages, working conditions or low status. Eventually, they will enter into programmes, which have the best prospects of placing them into desirable employment in both the short and long run.

Furthermore, the VET institution should create a mechanism where the employers and all relevant stakeholders cooperate in shaping the content of the vocational curricula, determine the number of trained individuals, develop assessments and create qualifications. All these should keep pace with the changes in employment so that employers can recognise the qualifications or credentials indicated on paper as evidence of what the student has acquired (Young, 2004).

As per the factors mentioned above, the researcher shares the same views in the sense that if the South African Education system does not concentrate on effective budgeting for Vocational Institutions it could be unrealistic to expect the implementers of the NCV curriculum to implement it with limited resources. As a result, the implementers are preoccupied with issues for which they do not have the expertise in addressing them, thus teaching and learning is negatively affected.

2.9 CONCLUSION

It is clear from what has been discussed above as indicated by different academics that when a new curriculum is to be implemented, implementation plans should be drafted. However, these plans should be effectively managed and it would be successfully achieved if all implementers were effectively equipped in order to move towards the relevant and desired destination.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, literature was reviewed to provide extensive background information for the context of the study. In this chapter, the researcher concentrated on the research methodology, the study followed.

This chapter was designed as follows:

- Firstly, a discussion of the methodical issues;
- Secondly, an exposition of the participants and the selection process;
- Thirdly, a description of the scenery where the study was conducted;
- Fourthly, a clarification of how data was collected; initially describing the instrument and subsequently delineating the procedures followed; and
- Lastly, an explanation of the data analysis.

3.2 METHODOLOGICAL ISSUES

A qualitative research method was used in this study. Qualitative research can be defined as an inquiry process of understanding based on a distinct methodological tradition of inquiry, which explores social or human problems (De Waal, 2004). Qualitative research is a research conducted using a wide range of methods that are qualifying words and descriptive to record and investigate aspects of social reality (Bless & Smith, 2000).

In addition, qualitative research is a field research in the sense that it takes place out in the field or setting. Qualitative researchers believe that behaviour is best understood as it occurs without external constraints and control (McMillan & Schumacher, 2010). Furthermore, in qualitative research, the researchers have a plan or design for conducting the research. They enter the investigation as if they know little about the people and places they will visit. Therefore, they attempt to mentally cleanse their preconceptions (Bogdan & Biklen, 2007).

In this study, the scholar was interested in understanding the issues under research, from the perspective of the research participants. This type of research was employed to observe everything from the perspective of the respondents (Struwing & Stead, 2001).

In particular, the qualitative research method has been chosen for three reasons.

- Firstly, to assist in establishing obstacles, hindering the implementation on the new NCV curriculum in Mopani South East FET College.
- Secondly, to put the researcher in a position to explore what caused the obstacles for the implementation of NCV.
- Lastly, to describe the extent to which the obstacles affect the implementation of NCV curriculum.

Thus, the researcher's role in this study was to be an active listener, who strived to present a story from the participants' notion, instead of being projected as an expert, who passed judgement on the participants. Moreover, qualitative researchers study people and things in natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring with them. It deploys a wide range of interconnected methods, always hoping to get a better fix on the responded matter at hand (De Waal, 2004).

Furthermore, a case study is an in depth analysis of a single entity. It is a choice of what to investigate, identified as a single case or the case (Stake, 2008). Creswell (2008) refers to a case study as an in depth exploration of a bounded system based on extensive data collection.

It is an in-depth investigation of a particular situation rather than a sweeping statistical survey. It is used to narrow down a very broad field of study into one researchable topic. The focus of interest in this study was on challenges faced by lecturers in the implementation of the NCV curriculum at Mopani South East FET College (Qualitative Research [s.a.]). This approach therefore followed a case study research design

3.3 PARTICIPANTS IN THIS STUDY

3.3.1 Population

Research population is a set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalised. In addition, population is referred as a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalise the results of the research (Bogdan & Biklen, 2007). It can also be called a complete set of events, people or things to which the research findings are to be applied (Bless & Smith, 2000).

Population is the totality of persons, events, organisation units, case records or other sampling units, with which the research problem is concerned. Population is the term for collectivity that we plan to study and about which we want to make statements. Furthermore, population can be defined as a total collection of individuals about whom a researcher wishes to make some conclusions (Rossouw, 2003).

On the other side, sampling is a group of subjects or participants from whom the data are collected. The sample can be selected from a larger group of persons, identified as the population or can be simply refer to the group of subjects from whom data are collected. In this study, a probability sampling has been used by drawing subjects from a larger population in such a way that the probability of selecting each member of the population is known (Bogdan & Biklen, 2007).

Therefore, it allows the researcher to efficiently provide estimate of what is true for a population from a smaller group of subjects. It can further be stated that the researcher can use a purposeful sampling by selecting a particular elements from the population that will be representative or informative about the topic of interest (Bogdan & Biklen, 2007).

In this study, the research population was found within the Mopani South East FET College. The college comprises two campuses and a corporate office. The Sir Val Duncan campus is in Namakgale, while the Phalaborwa campus and corporate office are located in Phalaborwa town (Managing my career, [s.a.]). The researcher focussed attention on the lecturers at the Mopani South East FET College, who were the core NCV curriculum implementers.

In order to create a sample of the Mopani South East FET College population, the researcher requested the permission from the authorities of the college to enter and conduct research. The permission was granted (see Annexure A&B). In addition, six lecturers from the two campuses were interviewed (three lecturers per each campus).

The lecturers (through campus management) were asked to forward academic staff members, who were asked questions as per the interview schedule (see Annexure C). The lecturers were requested to be interviewed in this study, because they were the ones who were involved in daily activities in ensuring that students were lectured as per the policy provided by the Department of Higher Education and Training. Furthermore, they were the first respondents, who experienced the challenges, which were turning out to be obstacles for effective implementation of the NCV curriculum. All the lecturers were interviewed individually by using the referred to interview schedule in Annexure C.

3.4 STUDY AREA

Mopani South East FET College was identified as a study area for this study. It is one of the 50 public FET colleges implementing the new NCV curriculum. It is found in the eastern side of Mopani District Municipality of the Limpopo Province of South Africa.

Mopani is an English name originating from vernacular names such as '*mashonja, masotsa, masonzha, matamani, macimbi*' and '*madora*' just to mention but a few (What can be done: [s.a.]). These terms refer to a worm, which is usually found in a Mopani tree in much of the Southern Africa containing an important source of protein for millions of indigenous Southern Africans. The Mopani worms form the basis of a multi-million rand trade providing a livelihood for many harvesters, traders and their families (Thagwana & Lithole, 2003). Its name originated, because Mopani South East FET College is found within an area, which is rich in Mopani worms.

3.5 DATA COLLECTION

Data collection refers to the gathering of information that will be helpful in clarifying the problem being researched. In this research, it clarifies the challenges faced by lecturers in the implementation of the NCV curriculum at Mopani South East FET College (De Vos, 2001).

The quality of research depends largely on the quality of the data collection instrument. Therefore, the designing of the data collection instrument forms an integral part for effective data collection from the respondents (Introduction to Design, [s.a.]).

Qualitative researchers use a wide range of data collection methods during an extended time in the field, which usually includes interviewing and documentary analysis. In this study, data were collected through two methods: interviews and documents analysis.

3.5.1 Pilot study

Prior to the collection of data from the sampled population, a pilot study was conducted in order to assess any shortcomings. Three lecturers from Letaba FET College were interviewed using the designed interview schedule. The lecturers who were used in the pilot were also implementing NCV curriculum. It emerged from the pilot study that the interview schedule (see Annexure C) has been constructed effectively and therefore, it was going to be better and reliable tool to collect data from the sampled population.

3.5.2 Interviews

In this study, the researcher underwrites the same views as Creswell (2009) in relation to the advantages of applying interviews. For that reason, the interview style was adopted, because it is:

- highly flexible, and
- applicable to address different types of problems.

The flexibility allows the researcher to change the method of questioning if the situation dictates so. During an interview, the respondents can request clarity on the interview question, before responding with an answer. More importantly, this allows the researcher to observe the respondents' reactions. Interviews allow the researcher to create a favourable atmosphere, allowing interviewees to respond freely to all questions asked by the researcher, thus this data collection instrument met the requirements of the researcher.

A semi-structured interview schedule (see Annexure C) was utilised in this study to interview six lecturers from Mopani South East FET College.

- Firstly, each lecturer was invited to the interview room. The interview was conducted individually in a confidential room.
- Secondly, the researcher was scribing the feedback as per the individual lecturer's responses. Lecturers were labelled as Lecturer A-F.
- Thirdly, a recording device was also employed in order to record all the proceedings to serve as a backup plan if the scribed notes proved insufficient.

In line with the view of the International Research Centre: that research work involving human subjects or animals is carried out in accordance with high ethical standards; the study took cognisance that ethics were not violated. The following steps were followed:

- The individuals or organisations were informed about the aims, methods, anticipated benefits and potential hazards of the research before committing to be the subject of the research.
- The respondents were also assured of their liberty to abstain from the research, should there be any suspicion of misconduct on the part of the researcher.

Thus, a letter of request in conducting research at Mopani South East FET College was submitted to the authorities. The permission for entering and conducting research was granted (see Annexure A & B). Therefore, it was fair to state that the respondents, who participated in this research, were all made aware of the purpose of the study. They were also assured of anonymity, confidentiality and the liberty to stop participating at any time during the interview.

3.5.3 Documents analysis

Document analysis is a social research method, which is used to analyse documents that bear the original, official or legal implications. The researcher studies relevant documents, such as texts or speeches to determine which themes emerge in order to reach certain conclusions on a specific item. Document analysis, as a data collection instrument, elicits what people do and what their values are (Heffernan, 2007).

The researcher analysed documents produced by the DoE and the DoHET. The main purpose of analysing the documents was:

- to have strategic understanding of the South African education system in relation to vocational education, and
- to understand the efforts that the South African DoHET is undertaking to deal with the challenges that are facing vocational education.

Thus, the list of analysed documents comprises:

1. Guide for School Management Teams (SMTs);
2. Address by Minister of Higher Education to South African College Principal Organisation Conference (SACPO), National Policy on the conduct, administration and management of the assessment of the NCV;
3. Address by Minister of Higher Education and Training (HET) to delegates of SACPO Financial Workshop;
4. FET booklet;
5. SACPO Conference, Ideal College Conference;
6. SACPO; and
7. Curriculum Implementation Report.

3.6 DATA ANALYSIS PROCESS

Labane (2009) is of the belief that data analysis should be done in a systematic manner. This allows the researcher to be able to present and analyse data in an orderly method to allow all other academics to follow what is being reported. Rossouw (2005), Leedy and Ormrod (2005); Henning, Van Rensburg and Smith (2004) insist as I do that researchers should not compromise the analysis of data in any manner.

Thus, the analysed data of this study were organised as per the themes, which emerged from the responses of the lecturers.

- Firstly, the main themes that emerged were:
 - a) physical resources;
 - b) student matters;
 - c) staff matters; and
 - d) management matters.

There were also sub-themes, which emerged from the main themes.

- Secondly, the analysed data were linked with what other scholars had established in different studies.

3.7 CONCLUSION

In this chapter, the methodical aspects of the study were introduced as well as the ways in which the data had been collected and analysed, were described. A sample of six lecturers was chosen through random sampling. For the collection of data from the respondents, the interview as a data collection instrument was used. The reasons for the usage of interviews were outlined.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

The previous chapter expounded the research methodology utilised in this study, i.e. the qualitative research method, and the research design and instrument were discussed. In this chapter, the research data are presented. The chapter is arranged as follows:

- First, interview results are presented, and
- Second, the document results follow.

4.2 FINDINGS FROM INTERVIEWS

From the data gathered during the interviews with the lecturers it became clear that the challenges identified by lecturers fell within different themes. Therefore, findings have been arranged according to following themes which demonstrated that lecturer were having numerous challenges in implementing NCV curriculum:

1. physical resources;
2. student matters;
3. staff matters; and
4. management matters.

4.2.1 Physical resources

a) Unavailability of simulation centres

During the interview, Lecturers A and F raised a concern that simulation centres with full implementation facilities were not available. Therefore, students were not exposed to activities in the working field. They also found it difficult to do research in their relevant fields. From this response, the researcher discovered that the final year students were exiting the college without being completely exposed to what they had to know, before leaving the college. Therefore, those students became unfinished products into the labour market.

4.2.2 Student matters

a) Student admission requirement

Lecturers A and C mentioned that the admission requirements for example, Information Technology must be reviewed, because the standard was too high and learners from Grade 9 did not cope with the standard. Lecturer F added that students found it difficult to cope with the English Language, as it was employed to teach all subjects. Hence, it added to the difficulty for students to progress to the next level, by mastering the content and the medium of instruction. The researcher also noted that the lecturers were finding it difficult to unfold the realities of life to the students especially to those with a limited vocabulary of English; therefore, learning became problematic for students.

b) Student study centre

Another challenge raised by Lecturer A was that the campus library did not have Internet access. In addition, the libraries in which the lecturers could research were not up to standard. Lecturer B also mentioned that in a subject called Office Data Processing, the Internet has been part of the subject guidelines. To facilitate this installation for Internet access was requested almost 3 years ago, but, unfortunately, this situation was not addressed. However, during examination time this facility was provided, thus causing confusion for students, who had no chance to apply this skill during their course.

Early & Bubb (2004) when indicating that physical resources play an important role because the nature and availability of these resources directly affects the lecturers' and students' ability to engage in effective teaching and learning process, is a view with which the researcher is in agreement. This means that when the supporting resources are not available for the lecturers and students, it leads to a confusing situation.

c) Poor class attendance by students

Lecturer E mentioned a challenge regarding students' poor class attendance. This lecturer was of the opinion that students bunk classes because they think that they are mature and know more than what is taught. There was some bullying underlying the absenteeism. In terms of the data gathered it also became clear that someone, who was not a professional lecturer, would find it difficult to manage the students especially without the necessary skills such as classroom management.

4.2.3 Staff matters

a) Training of lecturers/continuous lecturer development

Lecturer A identified another challenge stating that there was no continuous staff development in Tourism. Furthermore, this lecturer believed such a need existed, because Tourism is a vibrant and changeable area. Things change all the time. Lecturer A went further to say that the Hospitality should be treated similarly.

Miller (2000) stated that it is the responsibility of management to ensure that staff development should be continuous, especially because the outcomes of the implementation of the new curriculum are unpredictable. Even though implementers could learn from previous mistakes inadvertently made during the initial implementation of a new curriculum, further training in such areas could minimise these. Therefore, the researcher holds the view that staff members should be evolved on an on-going scale especially in this changing world where things change daily. However, the onus also rests with lecturers themselves, who should ensure that they contribute to developing themselves individually, instead of waiting for the college to evolve them.

Disconcerting is the fact that Lecturer A was trained in a different field, but the present subject allocation did not include the lecturer in the trained field. Therefore, Lecturer A stated that the training was not beneficial, as it was not done in the required field of specialisation. However, Lecturer C conveyed a different view informing that in 2010 the content training was done in the relevant subject. Conversely, Lecturer E indicated that the training was not done in order to equip them with the training of the NCV curriculum. Nonetheless, Lecturer B added by indicating that the training was done. On the other hand, Lecturer D had not received training at all but confirmed that the lecturers were informed that training for facilitation, assessor and moderator had been arranged for those who were not trained in NCV curriculum.

From the data given by the respondents, it became clear that some lecturers had received training while the others had not. This means that those, who had not received training, were still hoping to receive training from the college in order to have skills to lecture the NCV curriculum. It also showed that the college had employed lecturers without the necessary skills to offer the NCV.

In the meantime, all lecturers were using their initial training, which they received from the institutions where they had studied for their qualifications. Lecturer B has continued with his studies and received a management qualification without the assistance from the college. Ultimately, all skills received for training were used to lecture the students in order to reach the required standard. Therefore, it was beneficial, because training had explored more skills in lecturing the students on NCV curriculum.

The researcher agrees with Wang (2007), who believes that during the new curriculum designing and implementation, teacher and manager training becomes paramount. The training has to be on going to ensure that every lecturer receives training. This guarantees that the desired expectations are realised. The data gathered during the interview revealed that Mopani South East FET College had not continued with the training for those who entered the system after the initial training was conducted to lecturers.

b) Unmarketable salaries for lecturers

Lecturer A stated that most of the lecturers with relevant skills were employed by industry, because they were attracted by the high salary structure. Lecturer B stated that some of the lecturers were negative because some of them get the salaries, which were far lower to those of teachers at high schools, especially in Engineering, where lecturers did not have teacher qualifications but a trade test qualification. On the other hand, Lecturer E indicated that they were expected to mark final external exam papers for Level 2-3 without being paid even if it was done during the holidays and for them it was viewed as unfair labour practice.

Based on the feedback given the researcher could argue that the feelings of the lecturers were a result of unfair treatment in relation to labour issues. The results could be demotivating to lecturers who were coming to the college just to earn a salary instead of delivering what was expected from them.

c) Unqualified lecturers

Lecturer B complained that only unqualified lecturers work at the FET College especially in the Engineering section; and most of them have only (National Technical Education) and N6

certificate. This indicated that some of the lecturing staff was not suitably equipped to teach the NCV as they lacked the necessary qualifications and/or content knowledge.

In addition, South Africa (2010a) mentioned that the lack of proper qualification is one of the greatest challenges in the FET institutions, especially because the majority of lecturers lack the possession of pedagogical qualifications. As a result, there is little chance of improving the quality of educational provision unless the curriculum development process is linked to a national strategy of training college lecturers.

Therefore, the researcher argues that it becomes a challenge to be in class and lecture the students, knowing that as the lecturer, there are certain skills, you have not yet attained. Lecturers ended up informing the Heads of Department (HoD) that students are not manageable while they themselves do not possess classroom management skills.

d) Class size

From the data collected, Lecturers D and F mentioned that the student-lecturer ratio at teaching level was huge; therefore, marking was most time-consuming, leaving relative little time outside classrooms to assist students. For example, in the English First Addition Language Course the Level 2 students were estimated at 1283, while Level 3 had 685 with only a few lecturers to lecture them.

The information obtained showed that lecturers were convinced they were lecturing a large body of students, making it almost impossible to apply any individual attention to individual students. This finding is also supported by Powell and Hall (2004), who mentioned that the number of students has increased significantly in the FET sector to a ratio approximately the norm, proposed for the schooling system.

e) Cooperation amongst the lecturers

From the data collected, it became clear that the relationship amongst the lecturers was conducive to effective curriculum implementation. Lecturer A indicated that some lecturers requested assistance and this was indicative of a positive working relationship.

Furthermore, the lecturers were working together, especially during team teaching when a lecturer, who was deemed the best at a certain topic, could assist others to teach it more effectively to the students. Team teaching was emphasised and it showed that this delivered a positive spin-off. In addition, to emphasise the team teaching, Lecturer E stated that if a student was failing a specific subject, that student was checked into a subject offered by another lecturer, to observe his or her performance.

When the lecturers provided the feedback, the researcher was of the opinion that they were applying the mirror principle (no one is able to see him- or herself except in a mirror). Actually, no one can claim to know everything and once the lecturers started working together, they were able to achieve some academic goals and objectives.

f) Attitudes of lecturers towards the NCV curriculum

In terms of the data collected, it was clear from Lecturer B and D's responses that the attitude of lecturers towards the NCV curriculum was negative. The reason for this negativity appeared to be the time spent on administration by lecturers, wherein they had to concentrate on students' Portfolio of Evidence (PoE) and the lecturers' Portfolio of Assessment (PoA). The lecturers preferred NATED courses as compared to the NCV, because it had no major administrative issues.

Furthermore, Lecturer E explained that management displayed a negative attitude while lecturers were positive. In addition, Lecturers A and C were of the opinion that lecturers' positive attitudes could be ascribed to working harder to allow the NCV to succeed, because they had passion.

However, the researcher is convinced that if the current situation does not change, especially the negativity of the lecturers, the expectations of the NCV curriculum will not be realised. It is the responsibility of the campus management to do everything in its power to motivate the lecturers by sensitising and proving to them the importance of vocational education in any country.

g) Usage of professional tools to support teaching in FET Colleges

Lecturer A indicated that documents, such as lesson plans, PoA, Assessment Schedule and references were available but they were not hands-on tools used by the lecturers. The administration for NCV was such that it made things difficult for the lecturer to finish the content. All the instruments mentioned were just done for the window dressing of the files.

However, Lecturer D gave a different view by stating that the mentioned documents guide the lecturer to the lecture. In addition, those documents were used, especially the lesson plan, which was completed on a daily basis to indicate how a lecturer executed his lecture to the students. The PoE was an essential tool because it had evidence of what the students had accumulated while they were learning.

The researcher is hugely concerned and regards it as suicidal for lecturers to refrain from utilising the supporting tools as expected by policy requirements. As a result, the possibilities are that the expected outcomes or results will not be achieved in the future, should the supporting documents be neglected.

4.2.3 Management matters

a) Provision of academic materials

The lecturers brought it to the researcher's attention that the campus and college management were failing to provide materials or offices with computers. As a result, Lecturer E did not have a personal office where administrative duties could be performed. Additionally, lecturers' belongings were at risk of theft, due to the lack of offices and facilities to safeguard possessions. Furthermore, when lecturers wanted to use the photocopy facility, the machine was out of order.

Lecturer F elicited that although some teaching materials were available, some resources, such as Internet access, references and research materials were not available. Furthermore, the procurement system was very slow and a time delay to purchase the needs, requested by the lecturers hampered the progress, because the resources needed for lectures were not available.

However, Lecturer B explained that some resources were available. For example, Information Technology materials like computers cables, to practically train students to assemble computers were available.

Conversely, Lecturer D proffered that at present staff did not receive the exact number of teaching and learning support materials. A case in point was the English First Additional Language Level 2 students, who were issued with two different textbooks for the same subject in same course at the same time.

From the information gleaned, the researcher could contend that the college was doing its best to provide the needed resources. Nonetheless, lecturers had serious concerns about the fact that their academic needs were not taken care of by management. As a result, it could be argued that they would be spending time thinking about the resources instead of concentrating on how best they would be able to present lectures and assist students.

b) Lack of partnership with business

The responsibility rests with the college to provide a healthy learning environment, in which the community, lecturers and students can work in harmonious partnership to support, teach and learn the necessary vocational skills. Lecturer B mentioned that NCV students were not required to do any practical work, because of the lack of resources on the campus. Additionally, it was also a challenge for them, since companies around Mopani South East FET College were not informed and sensitised about the NCV. To the lecturer, it proved that there was no effective partnership with the business stakeholders either.

The researcher can advise that the college management and council could do more to develop the partnership with relevant stakeholders. OECD (2005) supports this view by indicating that VET institutions should develop linkages with employers, who will eventually absorb the students or groom them to be future business people.

c) Lack of proper campus management

Lecturer E mentioned that the HODs and senior lecturers operated like instructors and not professionals. It became evident from the way the lecturer was relating the information that emotions were also eroding the situation. The lecturer alluded by indicating that management

were bullying the lecturers, because they regarded themselves on a higher level than that on which lecturers functioned. This caused unnecessary stress and discontent among lecturers.

There was no doubt that the sour relationship between the campus management and lecturers syphoned through the college and thus would result in negatives results. It is the responsibility of management to provide good leadership and management. This is supported by Rogan and Grayson (2003), who indicate that the management of curriculum implementation and resources are interdependent. It is because effective management of curriculum implementation depends on the availability, control and monitoring of human resources.

d) Academic support from seniors

In addition, it became known that lecturers viewed support in different ways. Lecturer C mentioned that they were receiving support from the Curriculum Officer at the Corporate Office and the names of those, who wanted to be trained as facilitators, assessors and moderators have been sent to management to organise the training. Unfortunately, according to Lecturer E, their seniors were not ready to provide any assistance at all. Therefore, lecturers worked as a team for team teaching.

The data collected indicated that the college was trying its best, although it might not be to the satisfaction of the lecturers. Some responsibility also rests with the lecturers, who are expected to employ their personal initiatives in obtaining relevant information that would assist them to deliver the content and practicals to the students effectively.

Therefore, the researcher is in agreement with Plattner (2004), who mentions that campus and college management should take cognisance when human resource functions are neglected, as it can be a confusing and distressful process for lecturers. This means that human resource is not a commodity that can be bought on shop shelves; therefore, it needs to be nurtured in order to deliver the desired expectations.

e) Lecturer performance management

From the evidence provided, Lecturer A mentioned that the Integrated Quality Management System (IQMS) tool was available and lecturers were in the process of utilising it. Lecturers failed to see the importance of this tool, because they were sceptical of its lack of benefits. Lecturer B stated that there were awards given to the best performing lecturers at the end of the year. It was based on the number of students, who passed in that particular programme.

Lecturer C acknowledged that performance was also measured in the form of class visits by management each quarter. These visits comprised not only seniors checking on how classes were conducted by lecturers, but also by ascertaining how management could assist lecturers to improve their performance. Conversely, Lecturer E was convinced that nothing at all was available in terms of performance management. Even though it was suggested in January 2011, nothing had been implemented by management yet.

Thus, the data collected reflected two varying ideas, stating that there was performance management, while another mentioned that there was no performance management. It indicated that one campus was implementing the IQMS tool, while the other campus failed to implement it. The researcher is convinced that it is the responsibility of the campus and college management to ensure that the performance of direct role players is managed and monitored. The authors, Coleman, et al (2003) agree by indicating that performance monitoring promotes role players' accountability for their work.

The empirical findings during the interviews with the participants clearly showed that the lecturers at Mopani South East FET College were willing to implement the NCV curriculum. However, it is the view of the researcher that they were faced with multiple challenges in the implementation of the new NCV curriculum. Furthermore, it proved that there were obstacles that hindered the implementation of NCV and these obstacles affected the efficiency and effective implementation of the NCV curriculum.

4.3 FINDINGS FROM DOCUMENTS

The researcher analysed the following documents:

1. Guide for SMTs;
2. Address by Minister of Higher Education and Training to the SACPO Conference, National Policy on the conduct, administration and management of the assessment of the NCV;
3. Address by Minister of HET to delegates of SACPO Financial Workshop;
4. FET booklet;
5. SACPO Conference, Ideal College Conference;
6. SACPO; and
7. Curriculum Implementation Report.

During document analysis, two themes became known:

1. challenges in the South African FET sector, and
2. solutions recommended by task teams established by the Minister of HET, Dr Nzimande.

4.3.1 Challenges in the South African FET college sector

In South Africa, the former Community and Technical Colleges were merged into 50 FET Colleges. Smaller and weaker colleges were merged with the intention of developing economies of scale and create capacity within each college to reach more students and offer a wider range of programmes, ultimately positioning colleges better to meet social and economic demands (Pretorius, 2007).

South African FET Colleges are central features of the government's strategy to tackle skills shortages, job creation and economic growth. The National Skills Development strategy demands cooperation between sector Education and Training authorities and FET Colleges. Therefore, the FET Colleges have been merged to ensure that they act accordingly and assist in addressing the skills shortage within the country.

The strategic vision of the DoHET with regard to FET Colleges is to establish a modern and vibrant nationally coordinated FET college system that builds the foundation for further

learning and is responsive to the needs of the 21st century (Mayatula, 2009). The DoHET commits itself to achieve its mission statement as follow:

1. Providing the framework for coordinating and supporting the provision of high quality vocational programmes;
2. Intensifying programmes aimed at increasing youth access to FET Colleges and to improve retention, through fixed rates;
3. Ensuring quality provision of vocational qualifications in colleges;
4. Developing and maintaining policies, systems and procedures to support efficient management and governance of FET Colleges; and
5. Coordinating lecturer training and development to ensure quality provision of vocational programmes.

a) Curriculum/programmes

The drafting of the new FET College curriculum started in mid-2005, wherein the DoHET invited potential writers from industry, SETAs and FET Colleges to participate in an exclusive process of drafting the new curriculum (Pretorius, 2007). The DoHET required a responsive curriculum of high quality, intended to yield the skills, which the employers needed, appropriately structured allowing flexibility for the employed, unemployed, school leavers, out of school youth and adults enrolled at FET Colleges. Therefore, the aim of the DoHET was to consult as widely as possible in order to involve all the stakeholders.

Subsequently, some of the writer groups were able to consult successfully, while others struggled to network effectively, hence the slowdown of the entire process by late submission of additional information. Eventually a new FET curriculum was created. Currently the FET sector is offering 18 programmes:

1. Civil Engineering and Building Construction;
2. Engineering and Related Design;
3. Electrical Infrastructure Construction;
4. Finance, Economics and Accounting;
5. Hospitality;
6. Information Technology and Computer Science;
7. Management;
8. Marketing;

9. Office Administration;
10. Primary Agriculture;
11. Tourism;
12. Safety in Society;
13. Mechatronics;
14. Education and Development;
15. Drawing Office Practice;
16. Process Instrumentation;
17. Process Plant Operations; and
18. Transport and Logistics (DoHET, 2011).

The DoHET requires that FET Colleges offer a wide range of programmes in addition to the NCV programmes, artisan training and scarce skill development programmes. This has been undertaken in order to encourage colleges to develop alternative sources of funding to become self-sufficient. However, the DoHET requires that at least 70% of the college programme must employ the NCV programme and 30% has to be at the discretion of the college (Mayatula, 2009).

In spite of that, the colleges seem to be struggling to establish their own identity and the fact that 81% of FET College students already have Grade 12, clearly states that the National Qualification vision of learners exiting school with Grade 9 and continue in the FET band in specialisation areas in college, is not a reality. This indicates that school leavers 'Grade 12 certificate' is more desirable than a college diploma/certificate (Suggested guidelines for implementing FET programmes in the Eastern Cape, 2009).

When the NCV curriculum was introduced in 2007, the fundamental error may have been to present it as a replacement for the National Technical Education curriculum. It is clear that these programmes served different purposes. Furthermore, there are concerns raised in terms of the structure of the NCV:

1. The public cost of offering a three-year qualification at National Qualification Framework Level 4 to students, who already attained Grade 12;
2. The absence of systematic connection to both the workshop and workplace learning;
3. The modality of the NCV is insufficiently flexible and inaccessible;

4. The NCV does not accommodate part time or modularised learning for part time students;
5. Its current content is an inadequate base for trade testing and workplace requirements in some occupational areas with reference to engineering; and
6. Strong views exist that the curricula of the NCV are not aligned to workplace (South Africa, 2010a).

b) Quality teaching and learning

The quality of teaching and learning are complex challenges of teaching capacity, instructional leadership, curriculum innovation and examination (assessment) system. Unfortunately, colleges seem to adhere to the traditional suites of course offering; and stick to the out-dated delivery mode of instruction and assessment. As colleges are expected to offer 30% of non-DoE programmes, the capacity among college staff members to develop new courses, appears to be limited and the mechanism of having these courses registered and accredited, seem to be a mammoth task to handle. This really indicates a lack of appropriate management and leadership skills among college management, notwithstanding the fact that workshops were held to capacitate lecturers, regrettably, not everyone was reached by this.

Additionally, there seems to be poor throughput of NCV students. For example of 26540 students enrolled in 2007 in the NCV, but only 1194 passed the Level 4 NCV examinations in 2009. The situation was fuelled further by a policy, which allowed students to carry three of seven failed subjects to the higher NCV level, which encumbered the accurate tracking progression of students. Furthermore, teaching a single class that accommodates enrolled NCV students with varying ages, from 16 to 18 years, and qualifications, from Grade 9 to Grade 12, contributes to the poor success rate, especially in a situation where all are faced with inadequate infrastructure and capital equipment (South Africa, 2010d).

Another factor is that lecturers are not competent enough to impart the curriculum, which has been pitched inappropriately for NCV students, who are coming from poor educational backgrounds. This is often the case in FET colleges situated in rural areas, where relatively poor unemployment and unavailability of work opportunities are high. As a result, prospective students cannot afford tuition fees and have even fewer opportunities to secure work even with better qualifications. The absence of industries and businesses denies colleges

the opportunities of forging partnership and pursuing learnership. Thus the bottom line is more support, on all fronts is needed for the students to be able to make it at the end of the year.

c) Lecturer qualifications/development

In 2009, a Parliament Monitoring Group under the Chairperson of Prof. S Mayatula, were sensitised to the fact that when FET Colleges were promulgated in 2006, lecturers at colleges were concerned about becoming college employees, instead of being employed by the government. Furthermore, it was noted that only 1861 lecturers attended teaching and assessment training in 2006, 108 attended curriculum content training in 2007 and 5750 lecturers were provided with training organised by the DoE, in addition to other training courses completed by some lecturers (Mayatula, 2009).

However, there are still some lecturers, who are not suitably equipped to teach the NCV as they lack the necessary qualifications and/or content knowledge or teacher methodology. This highlights the fact that colleges have not necessarily undertaken either appropriate educator development to meet the demands of the new curriculum because of limited budget, or there is weak human resource development planning (South Africa, 2010c).

At college level, the degree of preparedness of college lecturers is questionable. This state of affairs can be ascribed to the fact that numerous lecturers in the FET College sector lack the possession of pedagogical qualifications. This is a great challenge especially, as there is little chance of improving the quality of educational provision unless the curriculum development process is linked to a national strategy of training college lecturers and ensuring that there is a coherent framework of lecturer development (South Africa, 2010d).

d) Learners/Students

The enrolment projections mentioned in Table 4.1 below, intends to reflect the:

1. Recapitalisation investment;
2. Enrolment growth of between 43% and 56% is maintained;
3. Throughput rate is improved to between 60% and 80%;
4. Provinces make funding available to support student enrolment growth;
5. Infrastructure is used efficiently; and

6. Provinces continue to recapitalise colleges' infrastructure expansion (South Africa, 2010c).

It is noteworthy, that technology is continuing to change and therefore, FET College funding has to be on going for effective maintenance and upgrading of equipment and facilities in order to avoid another re-capitalization programme in the near future. The DoHET has set a target, which needs to be achieved in order to address the challenges of skills' shortage in the country. It is a fact that the mentioned target figures below will be achievable based on the available space and funds.

Table 4.1: NATIONAL TARGET ENROLMENT

Year	National Target Enrolment
2007	25 000
2008	60 000
2009	120 000
2010	177 000
2011	256 000
2012	371 000
2013	538 000
2014	800 000

On the other hand, it is acknowledged that the majority of the students are coming from poor socio-economic backgrounds and the support they receive upon making career choices when their selection is limited, does not seem adequate because they rely on advice from parents and families for information. However, due to the poor availability of information or poor understanding of options available, these youths are left to their own devices when making choices. A known fact is also that advice from colleges is weak in preparing students for the workplace or in creating opportunities for learners to access the workplace. This is because academic support is limited. Career guidance and academic support are weakly conceptualized and applied at colleges (South Africa, 2010a).

e) Capacity of management/governance

The transformation of the FET sector brought about many challenges, which need the synergetic involvement of all stakeholders. Failing such a combined commitment, will most

likely result in most people indicating that compared to the new NCV programmes the old NATED proved to be better.

The DoHET extended its National Student Financial Aid Scheme (NSFAS) to include needy and deserving students at FET colleges with a bursary. However, many challenges had to be addressed, especially because NSFAS was initially intended for Higher Education students at Universities and Universities of Technology, when it was initially introduced. Nonetheless, an initial amount of R600 000 000 for a period of three years was budgeted to assist only FET college students in South Africa (Mayatula, 2009). In order to ensure that colleges were able to deal with challenges as brought about by the merging of FET Colleges, in 2006 an amount of R1.9 billion was made available for the recapitalisation of colleges over a period of three years. The recapitalisation funding was of great value to the provinces when it was introduced, but unfortunately, in a few instances it replaced provincial capital funding, whereas the intention was to supplement provincial funds (South Africa, 2010c).

According to the Review Committee, appointed by the Minister of HET, Dr Nzimande, the provincial budget remained low in both absolute and relative terms in the 2003-2008 fiscal years. In addition, the proportion of the provincial education budget was less than 3% because of the nearly R95 billion allocated to education in the provinces in 2008-2009, only R2.8 billion was earmarked for the FET College sector. This allocation is far less, given the challenges, not least of all attracting appropriately skilled lecturers.

The FET sector is expected to increase in its role in the development of scarce skills, but cannot do so with the current low financial resource level, especially when provincial education departments are continuously lowering their budget allocations to the FET College sector as compared to schools. Several provincial departments have removed from their budget all capital expenditure with the arrival of the recapitalisation grant and this is worrying and a grave cause for concern.

Moreover, the transitional processes of the FET College sector produced an uneven governance and management capacity. The transfer of lecturers instigated an exodus of the college lecturers, who did not have confidence in the councils as an employer and preferred to

stay in the employment of the state. This caused a serious, massive loss to the colleges because effective human resource is not a commodity, which can be bought on shop shelves.

In addition, there are tensions in the current dual accountability of college principals, who have performance agreement with the state, but concurrently need to respect the strategic priorities set by the college council. Furthermore, there are symptoms that some of the FET colleges are ill prepared for the management of opportunities and challenges that greater institutional autonomy offers with reference to funding and managing, while simultaneously contesting income generating opportunities. In most cases, college councils cannot distinguish between their governance responsibilities and those of management. Therefore, they are unable to level the ground and reduce tension amongst themselves (South Africa, 2010d).

f) FET funding

Funding for FET colleges is presently governed by the National Norms and Standards with reference to Government Gazette 32010 of March 2009. The norms and standards were promulgated under section 23 of the Further Education and Training Act of 2006, which dictates that the Minister of Education should determine norms and standards for funding of public FET colleges.

These norms and standards seek to apply a programme-funding model, which addresses the actual unit costs of delivering the nationally approved NCV and Report 191 NATED programmes, make provision for capital expenditure and lay the basis for improved planning, management and accountability within the subsystem. As a result, colleges are compelled to plan their enrolments on the programme budget allocations they receive from the DoHET rather than based on the number of staff they have or the number of students they can fit into the college (South Africa, 2010c).

There are challenges in relation to how colleges are able to plan and manage funding.

- Firstly, many colleges appear to be over the budget because they continue to enrol students into the NCV programmes even though their budgets do not allow them to recover the costs of enrolling these additional students. Therefore, many colleges are

forced to draw from their reserves to cover their shortfalls, causing them to operate at a loss.

- Secondly, some colleges do not have sufficient NCV students in order to cover the costs of the lecturing staff that they employ. These colleges, which have fewer enrolled NCV students, have to carry the costs of additional staff outside the allocated budget.
- Thirdly, there are high levels of bad debts in the colleges, which were estimated at R83.6 million in 2008/9 financial year. This was because NCV students expected that they would automatically receive bursaries and additionally such bursaries did not cover a complete tuition fee. As a result students' strikes were the order of the day in almost all the public FET colleges.
- Fourthly, there is concern that the National Student Financial Aid Scheme's funding mechanism is not user friendly, but rather delayed and unpredictable. At certain times, bursary applications of existing students are deferred; awaiting pending results from the previous year, thus colleges end up carrying these students at a risk. There is no guarantee that the fees portion of these costs will be recovered.

g) Transfer of staff

In terms of Educator Labour Relations Council (ELRC) Collective Agreement No 5 (2001), lecturers in the former Technical and Community Colleges were transferred to either the former employer (DoE) or the new employer (College Council). An agreement was entered into by the former employer, new employer, trade unions falling within the registered scope of the ELRC and employees, who are not members of the trade unions but working with the former Technical and Community Colleges (ELRC, 2007). This was done in terms of the choice made by each lecturer.

However, the FET Colleges lost a number of qualified and experienced lecturers. This influenced the low through put rate in 2007, when the NCV programmes were implemented for the first time in the FET Colleges. In certain instances, colleges have employed contract staff to replace these lecturers. The challenge is that colleges are not able to attract quality staff for these programmes due to the poor salaries on offer. In addition, lecturing staff members, who opted to move over to council employment were promised in many cases that

they would receive additional benefits in the form of higher remuneration; unfortunately, this has not been forthcoming. As a result, the lecturing staff members view themselves as undervalued as they are earning less than schoolteachers (South Africa, 2010c). There are managers in acting positions because of provincial delays in filling the positions. Moreover, many managers are employed in educators' positions and acting in management positions, without always having the necessary qualifications and/or experience.

h) FETC's institution of choice

The FET Colleges Act, which was passed in Parliament in 2006, strengthens and support initiative, such as the:

- National Skills Development Strategy,
- Accelerated and Shared Growth Initiative for South Africa (AsgiSA),
- Joint Initiative on Priority Skills Acquisition (JIPSA),
- Recapitalisation process, and
- The NCV curriculum (Pretorius, 2007).

The main aim of the Act is to consolidate colleges' responsiveness, coordination and quality. It positions colleges to teach the skills that are recognised and identified by AsgiSA and JIPSA. In 2004, the then Minister of Education, Naledi Pandor, called for colleges to be institutions of first choice and not the last places of learning. After that, the Minister of HET, Dr Nzimande, indicated that the government would put more measures in place to ensure FET Colleges recruit and retain high skilled and experienced lecturers, provide and support development and ensure that the lecturers of FET institutions link classroom experience with practical and workplace based experience. He continued by indicating that FET Colleges should increase their efforts to guarantee that training and skills development initiatives in the sector, responded to the requirements of the economy as a whole, especially rural development as well as social integration.

The big question is, if FET Colleges are in a position to meet all these objectives and become institutions of first choice. Only time will tell. However, FET Colleges are still burdened by the legacy of providing an inferior technical education and making it difficult to attract

potential students ((Suggested guidelines for implementing FET programmes in the Eastern Cape, 2009).

i) Challenges faced by college and campus management

College management structures are woefully under-developed and under-staffed with a large number of vacancies as well as individuals in acting positions. This has a negative impact, expecting effective management and innovative and entrepreneurial leadership (South Africa, 2010d).

On the other hand, employment policies and practices of college councils and college management sometimes appear to be short sighted. It creates staffing issues in the FET sector, which is a serious concern because the result appears to be an erosion of trust between the college and the government, and among the staff, college councils and management. It really causes staff members in the public FET Colleges to feel demotivated and blame themselves for making a wrong choice for remaining under the employment of the college councils instead of the DoHET.

Another challenge faced by campus and college management is that the facilities were previously really shaped for a technical college model and it becomes difficult to absorb larger student groups easily. This forces them into having undesirably low student groups, which will have a negative impact on staffing as per the norms and standards. The NCV curriculum dictates that colleges should have simulation areas but most colleges do not have the specialised facilities where practical learning can be simulated effectively. In colleges where the simulation areas are available, there are no simulation managers to manage these areas (South Africa, 2010d).

4.3.2 Solutions recommended by task teams addressing the present challenges in the FET

In order to address the infrastructure and human resource challenges brought by the introduction of the NCV, the DoHET provided a provisional grant, which was termed Recapitalisation Grant to the colleges for three-year period beginning in the fiscal year 2006-2007.

The grant was needed urgently at the college levels but it brought a new set of challenges associated with a need for a rapid and effective expenditure plan. There is nevertheless little doubt that recapitalisation funding helped immensely to ensure a relatively smooth transition to the effective implementation of the new NCV curriculum (South Africa, 2010c).

It was evident to all that the FET College institutions were faced many challenges, which needed the intervention of relevant stakeholders. This was brought to light after the round table held on 9 April 2009, hosted by the Education, Training and Development Practices - Sector Education and Training Authority (ETDP SETA) in partnership with the DoHET.

Therefore, the Minister of HET, Dr Nzimande, established five task teams:

- a) Policy and Legislation,
- b) Programmes,
- c) Planning and Funding,
- d) Examinations, and
- e) Planning and support.

The task teams comprised core and resource members nominated by stakeholder organisations as well as senior DoHET training officials and external advisors. These teams were to undertake the necessary investigations as per their terms of reference. Eventually the minister organised the FET College Round Table and Summit at Birchwood Conference Centre on 3-4 September 2010, wherein the appointed five task teams presented their findings and recommendations for discussions. In the light of the FET College sector challenges, the different task teams recommended various suggestions, not only limited to the following (South Africa, 2010a):

a) Policy and Legislation

Policy and legislation should clearly set out the complementary advisory and governance roles of industry and other stakeholders on both systems i.e. national and institutional levels. Furthermore, the DoHET should ensure that stakeholders are effectively represented and that their voices are heard.

An independently funded and resourced interim system of transitional Assistance Units should be established at provincial or regional level to provide structured development

support to colleges over a medium term. This support should be institutionalised over a longer term through the establishment of an FET institute or similar entity.

All colleges should have a core of permanent staff for the on-going delivery of core or flagship programmes. On the other hand, college councils should be empowered to contract other staff from sources of revenue and to negotiate appropriate and equitable conditions of employment with the staff.

The DoHET should develop a clear career path and reward system for all permanent college lecturers. This should recognise their occupational as well as college experience and qualifications, offering progression both within a teaching and instructional route as well as through a management one.

Furthermore, the DoHET needs to ensure that a system of FET College provision is developed. This should be designed to meet and be capable of meeting the needs of the country over the next twenty years and beyond.

b) Programmes

While colleges continue to offer the NCV as their core offering programmes, they should be allowed to offer other occupational programmes as per the demands of the economy and the target market. Colleges should be allowed to offer programmes, with which they could be able to meet the minimum requirements as well as have all the needed resources as per the policy guidelines. The Minister of HET could establish an NCV review committee, which should include individuals with expertise from both education and industry, to review the NCV curriculum.

c) Planning and Funding

The DoHET should address knowledge/data gaps at FET Colleges in relation to lecturers' competencies, actual financial status, mapping of students' needs, assessment, and the employer demand on vocational and occupational programmes in order to develop an effective database. In addition, the DoHET should move to introduce gradual and a realistic target setting for colleges in particular around learner throughput.

Moreover, the DoHET should coordinate a process to stimulate private sector support in providing access for structured workplace learning to the NCV graduates. Furthermore, a collaborative funding model should be developed and this should combine the conditional grant with levy grants for SETAs, while occupational programmes could be funded through as portion of levy funding. This pivotal grant mechanism could be used to provide an incentive grant from SETAs for such workplace learning.

d) Examinations

Lecturer training and support is needed regarding content and teaching as well as learning and assessment pedagogy for implementation of the NCV, because practical and vocational knowledge are not receiving due attention. In addition, this department should revisit curriculum policy and guidelines and provide the scope and developmental structure for content (subject guidelines).

All college question papers should continue to be set nationally for the time being. Decentralised setting of the NCV Level 4 to colleges as a long-term measure, where only one college sets a question paper of a subject and all colleges write that paper to keep public confidence in the sector, can be envisaged. However, the DoHET needs to intensify monitoring and moderation processes to ensure that the integrity of national college examinations remain intact and is conducted within the parameters of the policy.

The DoHET has to revisit qualifications and conduct policies regarding weighting of the NCV assessment components to bring vocational context to the fore. In addition, the department has to review the pass rate and condone the requirements and nature of the NCV qualification to align with other qualifications. The role of provinces in college examinations needs to be clarified and spelt out to ensure that the DoHET knows how to engage with the officials. The department can only deal with a college representative and not several campuses.

Furthermore, the DoHET has to streamline and establish formal communication channels via Chief Executive Officers to campuses. The department needs to establish a formal structure to deal with irregularities at national, provincial and college levels. College CEOs need to be

held accountable for ensuring that campus managers' report and manage irregularities within policy context.

e) Planning and Support

A strategy needs to be developed in order to improve teaching, learning, student support systems and student outcomes. Students' fee portion for programmes needs to be lowered, as poor students cannot afford the current 20% required by colleges because the existing situation results in bad debt, which was estimated at R83 million in 2009. The funding norms should be reviewed taken into consideration the demographic location of colleges. Colleges should receive their conditional grants within legislated timeframes and the use of money cannot deviate from the plan submitted.

The NCV review committee must take into consideration the lecturing staff workload and conditions of service. Permanent appointments should be made on FETC acting positions. The issue of the employer of FETC staff needs to be properly planned, managed and clearly communicated and the role of college councils as the employer must be clarified. Those colleges that have the capacity to offer different programmes should be allowed to do so. Other colleges with less capacity should be supported in order that they can ultimately offer a broader number of programmes.

Colleges must be capacitated to engage SETA. Support mechanisms must be identified and implemented to manage the change process and pro-active support needs to be put in place for colleges that need it.

4.4 CONCLUSION

As the topic for this study was challenges faced by lecturers in the implementation of the NCV curriculum at Mopani South East FET College, the findings have revealed numerous challenges, which face lecturers. Moreover, the college has the mammoth task to handle the college human resource. It has a difficult assignment especially when among the staff members there are those, who do not accept the NCV curriculum, which was introduced in 2007 to meet the current economic needs of the country.

The findings also revealed the importance of continuous staff development and need for proper qualifications of the lecturers. Furthermore, it showed that the NCV curriculum is not completely supported by all relevant stakeholders. As a result, the researcher was tempted to argue that lecturers at Mopani South East FET College have been faced with numerous challenges regarding the implementation of the NCV and this has been supported by the documents analysed within the FET college sector.

As a result, it is clear that the DoHET is aware of the challenges that face the lecturers in all FET Colleges. The documents analysed demonstrated that there is more to be done and eventually there will be light at the end of the tunnel.

CHAPTER FIVE

DISCUSSIONS

5.1 INTRODUCTION

In the previous chapter, data were presented from the interviews and documents that were analysed. In this chapter, discussion around the issues raised by the data is presented. The chapter is arranged as follows:

- An overall summary of the findings is presented;
- A comparison and contrast of research results with other studies is commented upon;
- The implications of the results; and
- The possible areas for further research.

5.2 OVERALL SUMMARY OF THE FINDINGS

The aim of this study was to explore challenges faced by lecturers in the implementation of the NCV curriculum at Mopani South East FET College. The study found that the lecturers were eager to embrace the new curriculum, albeit it is fraught with a number of challenges, which fall within different themes (physical resources, student matters, staff matters and management matters). These challenges can be summarised as follows:

- Lack of adequate physical and human resources;
- Overcrowded classrooms, workshops and laboratories;
- Unprepared students, who come into the programmes;
- Demotivated teaching staff;
- NCV curriculum is unknown to the job market.

5.3 COMPARISON WITH LITERATURE

The results of this study were presented as it emerged from different themes conducted with lecturers and that was compared with literature. The comparison of research results and those of literature are discussed as per the themes below.

5.3.1 Curriculum change should be guided by a social context

The results of this study are comparable with other results elsewhere. Evidence abounded, which proved that curriculum change is a complex phenomenon, because of a number of

underlying factors, context being one of them. The researcher agrees with Makhwathana (2007) when the author states that curriculum re-conceptualisation does not take place in a social vacuum. This source rightly argues that account of the pressures for change coming from diverse educational constituencies and even interested groups must be taken. Normally, as Uiseb (2007) also contends, government decision makers may change curriculum at the top level, but that will not guarantee its success if it ignores the social context where it is to be enacted. Thus understanding the context in which the college lecturers find themselves is of paramount importance to its success. From the results, this appears to have been overlooked. A view of a curriculum, as a contextualised social process, as advocated by Cornbleth (1995), is a very useful conceptual tool in understanding the challenges that the respondents of this study face in their efforts to implement the new curriculum.

5.3.2 Curriculum change takes time to happen

Apart from failure to consider the social context, the results of the present study also seem to suggest that the introduction of the NCV curriculum overlooked the fact that curriculum change should always take time to materialise. Experiences from other countries indicated that where curriculum change had been rushed, there was resistance from those, who were to implement it, namely the teachers. In Romania, the government had a transition from the communist system of education to a new system to prepare students for European Union integration. It became known that changes did not happen as quickly as it was initially thought. Instead, it was found that the process of curriculum reform was slow and tedious, still battling with the effects of communism (Reisz, 2006). This approach led to a chaotic educational system.

China has also been following the Soviet model curriculum for a number of years. In 2001, China launched the most comprehensive curriculum reform in its history. The reform was corresponding to its rapid social, political and economic development due to the significance advances in educational, learning and cognitive research. It was clear that its curriculum reforms was influenced by Western experiences with inputs coming from a series of study tours to developed countries that took place prior to the reform (International Bureau of Education, 2002).

The same problem was experienced in the Middle East, especially the state of Qatar, where curriculum reform aimed at revamping the education system and modernising the curriculum by removing controversial elements from its schools. The old system emphasised religion and memorisation rather than knowledge and thought. Since then the Qatari curriculum includes more maths, science, computer skills and language training (Francona, 2010). The process was long and painful.

5.3.3 Teachers are important role players

When teachers cannot support policy imperatives, backed by the necessary resources, introduced into schools to facilitate curriculum change, authorities labour in vain. Initially when the Hong Kong Government introduced curriculum reform, overall, school heads agreed with the needs, principles, goals and curriculum framework of the curriculum reform. Most of the school heads, curriculum directors, panel heads and teachers also concurred with the learning goals, curriculum framework and the rationale of the curriculum reform. However, the attitudes of the senior management team were more positive than that of frontline teachers (Wong & Cheung, 2009) and it created a problem.

In Australia and New Zealand, tertiary institutions were under pressure to change their curricula. It was caused by the pressure to compete for international students, the response to funding models and the adoption of the new methods for delivery of teaching (Gruba, Moffat, Sondergaard & Zobel, [s.a.]). Unfortunately, because teachers were left out, it was difficult to push for these reforms. The findings of this study indicate that teachers felt side lined.

5.3.4 Lack of proper teacher qualifications

The findings of this study are the opposite as to the different stages of curriculum implementation, such as

- needs assessment,
- identification of the target groups,
- choice of curriculum design and format,
- action planning, and
- stakeholder identification.

Curriculum implementation involves

- pilot testing,
- planning evaluation,
- selection of data,
- data analysis, and
- final implementation.

Curriculum planners and developers need to consider these stages in order to avoid unexpected implementation outcomes. There is no short cut to curriculum implementation or the outcomes are likely to be a calamity, which cannot please everyone, especially where the taxpayers' money has been employed to ensure that financial resources are taken care of (Commonwealth of Learning and South African Development Community Ministries of Education, 2000). In this study, it was very clear that the curriculum planners did not perform a proper planning for effective NCV curriculum implementation.

Before curriculum implementation in China, the Education Ministry started with manager and teacher training. China is a large country and has more than twenty million managers; therefore, they viewed manager and teacher training as paramount. The problem of teacher and manager training is most important when the curriculum standard has been designed. The Chinese Education Ministry established a policy in three levels of training: national, provincial and district levels. The core teachers training was established at the national level, while the other level of training was organised by the local government. Every teacher received training (Wang, 2007). The importance of effective teacher training prior to curriculum implementation has been emphasised. However, the findings of this study prove that curriculum implementers at the college in question were not intensively trained to meet the expectations of the new curriculum.

5.3.5 Ineffective management

To effect successful curriculum implementation proper management is paramount, that will promote successful alignment by linking curriculum implementation to the plans (Early & Bubb, 2004). Hargreaves (2000) approves of the above by indicating that properly managed

curriculum implementation limits potential conflicts among the implementers and encourages partnerships or interactions between implementers.

Personen (2003) observed that commitment from senior school management is an absolute requirement for the effective implementation of the new curriculum. This notion was supported by Naeem and Peach (2011) in their study for promotion of sustainability in postgraduate education in the Asia Pacific Region. It was also mentioned that instead of a bottom-up approach, a top-to-bottom approach was actually more effective in ensuring that the new curricula were implemented effectively.

Since the outcomes of the new curriculum implementation process are unpredictable, Miller (2000) is of the belief that implementers are developed or empowered during the implementation process through the experiences that they have encountered directly or indirectly. Proper management of the implementation can and should therefore lead in an organisational capacity development process (Labane, 2009). The findings of this study indicated that lecturers are blaming the campus management for not taking on an instructional leadership role to bring them together. Therefore, the effective implementation of the NCV curriculum has been compromised.

5.3.6 Performance monitoring promotes role player's accountability

Tomlinson (2004) indicates that the setting of performance targets is the responsibility of management. The targets assist all the role players to perform towards a certain destination. The performances of direct role players need to be managed and monitored by the college and campus management to render provision of feedback to the monitored role players as well as a commitment to improve on the identified gaps. Their monitoring can promote the role players' accountability for their work. It should be done in a structured and well-managed manner (Coleman, et al 2003).

In addition, Early and Bubb (2004) are of the view that data collection instruments, such as questionnaires, observations, participant's portfolios and interviews should be used for progress monitoring. Furthermore, Rhodes, Stokes, and Hampton (2004) promote classroom observation as a form of performance management. Classroom observation should be done by trained mentors, who are able to provide support regarding teaching, learning and classroom

management to the observed teachers or lecturers before, during and after the observation session. Albeit the availability of the tools for performance management in the college under study, the curriculum implementers felt that the campus management has not performed its duties in ensuring that performance monitoring was implemented in all campuses for effective curriculum implementation.

5.3.7 Physical resources play an important role for teaching and learning

According to Rogan and Grayson (2003), the management of the curriculum implementation and resources are interdependent. Such effective management of curriculum implementation depends on the availability, control and monitoring of human and physical resources (Early & Bubb, 2004).

The physical resources play an important role because the nature and availability of these resources directly affect the lecturers and students' ability to engage in the effective teaching and learning process. These resources include but are not limited to the following:

- a) campus classrooms;
- b) offices;
- c) toilets;
- d) furniture;
- e) electricity;
- f) water;
- g) security;
- h) apparatus;
- i) laboratories or workshops or simulation areas;
- j) library;
- k) computer labs; and
- l) photocopying (Rogan & Grayson, 2003).

However, the findings in this study indicated that resources are not enough to support their teaching.

5.4 IMPLICATIONS OF THE RESULTS

The implications of these results revealed that a huge assignment lies at the door of all stakeholders involved in the NCV policy development and implementation process. The implications are:

- a) Admission requirements for NCV has to be reviewed instead of admitting learners with the minimum pass of Grade 9, or there has to be an introductory or bridging programme for those with language or mathematics challenges or gaps.
- b) The NCV has to be vigorously exposed to all stakeholders; in particular, to communities and the business sector to stress its importance in the economic development of a country, hence any country builds its development on vocational education.
- c) Adequate physical resources need to be provided for the academic staff in order to allow them to meet the expectations of the curriculum and their well-being.
- d) Adequate student resources, such as a library, simulation centres, just to mention but a few shortcomings, need to be provided for the students, to allow them to meet the demands of the curriculum in completing certain projects.
- e) A review has to be taken to analyse whether lecturers could be remunerated for marking external papers. If not, a policy has to be developed to avoid any negativity or misunderstanding on the part of the lecturers on this issue, which seems to lie outside their college duties.
- f) Capacity building of lecturers has to be an ongoing process, considering the rapid changes that are taking place in the education system. The college management has to convince the staff members to develop themselves individually and an incentive for individual development should be introduced to motivate them.
- g) Students' leadership in particular the Student Representative Council (SRC) must be involved regarding the poor class attendance; and incentives should be introduced for students, who meet the requirements in terms of non-absenteeism.
- h) The college has to build effective partnerships with businesses relevant to the programmes offered within the college to ensure future absorption of the students as either employees or trainees in-service.
- i) The college management has to forge partnerships with Universities or Universities of Technology in order to have lecturer development courses relevant to the FET sector. The DoHET should start discussions with universities and other role players to agree

on a long-term training of college lecturers, immediately. In the interim, the training of college lecturers has to be fast-tracked.

- j) The provincial FET Directorate and national DoHET officials need to have a monitoring and support strategy, which is continuous in order to assist the FET Colleges in addressing on-going challenges. This has to be done because the consequences of the implementation of the NCV curriculum or maybe any other curricula in the future, are always unpredictable.

The benefits of the NCV curriculum are not meant only to be those of the lecturers, students and college management, but also the business sector and government. Therefore, all the direct and indirect stakeholders from all levels need to be encouraged and informed about the unavoidability of the challenges emanating from any curriculum implementation, hence the reviewing at all times by policy makers.

The policy makers and instructional managers need to note that lecturers in particular, have to be encouraged and motivated at all times to ensure that there is an effective curriculum implementation practice of the NCV. The lecturers and management have to be engaged through their structures not to work against one another, but together in order to find common solutions themselves to change everything around with the few resources at their disposal.

In conclusion, the researcher was able to explore the challenges faced by lecturers at Mopani South East FET College in the implementation of the new NCV curriculum. In addition, the obstacles hindered the implementation of NCV were also established while the causes of these obstacles which hindered the implementation of NCV were explored and the description of an extent did these obstacles affected the implementation of the NCV was outlined.

5.5 AREAS FOR FURTHER RESESEACRCH

After considering the findings and results from the interviews and documents' analyses, the researcher is convinced that further research can be done in line with the relevant lecturer qualifications, academic and staff development for the FET sector. This is also the case with articulation of the NCV curriculum by businesses, monitoring and evaluation of the NCV curriculum implementation by campus, college management, and relevant provincial as well as national officials.

In conclusion, the researcher believes that this study could play a very significant role in assisting lecturers teaching or lecturing the NCV programmes. In addition, it should add to the body of knowledge in curriculum implementation and be of use to policy makers. Eventually, it might assist in bringing the desired expectations of the Mopani South East FET College and the DoHET to fruition.

REFERENCES

- Altrichter, H. 2010. *Curriculum Implementation*, Linz-Austria: Johannes Kepler University Press.
- BAH, [s.a.]. 'Ten guiding principles of change management', *Booz*. From: www.booz.com/media (accessed on 21 March 2011).
- Barnett, M. 2006. *Vocational Knowledge and Vocational Pedagogy*, Pretoria: HSRC Press.
- Bless, C & Smith, CH. 2000. *Fundamentals of Social Research Methods: An African Perspective*, 3rd edition, Lansdowne: Juta education (Pty) Ltd.
- Bogdan, RC & Biklen, SK. *Qualitative Research in Education*, Boston: Ellyn & Bacon.
- Breier, M, Gardiner, M & Ralphs, A. 2008. *Conundrum, Compromise and Practical Wisdom: Recognition of Prior Learning in Teacher Upgrading Programme*, Cape Town: HSRC Press.
- Bruce, G & Schoenfeld, G. 2006. 'Marketers with MBAs: bridging the thinking-doing divide', *Marketing Intelligence & Planning* 24 (3): 257-82.
- Chapman, A. 2005. 'Change management', *Businessballs*. From: <http://www.businessballs.com> (accessed on 21 March 2011).
- Chen, L. 2006. *Analysis on the Effective Development System of Curriculum Resources*, Finland: Tampere University.
- Cheung, ACK & Wong, PM. 'Effects of school heads and teachers' agreement with the curriculum development progress and student learning in Hong Kong', *International Journal of Educational Management* 25(5): 543-473.
- Chhem, RC & Eng, KH. 2007. *Curriculum Design and Implementation*, NP: UCDEL Publication.
- Cohen, LM & Morrison, K. 2000. *Research Methods in Education*, 5th edition, London: Routledge Falmer.
- Coleman, M, Graham-Jolly, M & Middlewood, D. (eds). 2003. *Managing the Curriculum in South African Schools*, London: Commonwealth Secretariat.
- Commonwealth of Learning and South African Development Community Ministries of Education. 2000. *Curriculum Management*. From: peoplelearn.homestead.com (accessed on 10 August 2011).
- Cornbleth, C. 1995. *The Great Speckled Bird: Multicultural Policies and Education*, St. Martin's/Erlbaum, Policy Making.

- Creswell, JW. 2009. *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, 3rd edition, Los Angeles: SAGE Publications.
- Creswell, JW. 2007. *Qualitative inquiry and research design*, Thousand Oaks, CA: Sage.
- Curriculum implementation. 2011. *African Economic Outlook*, From: <http://www.africaneconomicoutlook.org> (accessed on 24 March 2011).
- Cutshall, S. 2003. 'Building 21st century schools, designing smarter high- tech facilities', *Association for Career and Technical Education*.
- Danowitz, MA, Hanappi-Egger, E & Hofmann, R. 2009. 'The development and implementation of a diversity management curriculum: Organisational change through exploration and exploitation', *International Journal of Educational Management* 23(7): 590-603.
- David, M. & Sutton, CD. 2004. *Social Research - The Basics*, London: Sage Publishers.
- De Vos, AS. 2001. *Research at Grass Roots Level. A Prime for Caring Profession*, Pretoria: Van Schaik Publishers.
- De Waal, TG. 2004. 'Curriculum 2005: Challenges facing teachers in historically disadvantaged schools in the Western Cape', *MA (Public Administration) Dissertation*, Cape Town: University of Western Cape.
- DoHET, 2008. *Further Education and Training: A Guide to Opportunities for Further Learning FET College first*, Pretoria: Government Press.
- DoHET, 2011. *Further Education and Training, 3rd edition: A Guide to Opportunities for Further Learning FET College first*, Pretoria: Government Press.
- DoE 2000. *Revised National Curriculum statement Grades R-9 (Schools)*, Pretoria: Government Publication.
- DoE, 2009. *Curriculum Implementation Review Report 2009*, Pretoria: Government Publication.
- Early, P & Bubb, S. 2004. *Leading and Managing Continuing Professional Development: Developing People, Developing Schools*, London: Paul Chapman.
- Education Labour Relations Council, 2003. *Education Labour Relations Council manual*, Centurion: ELRC.
- Educational Labour Relations Council. 2007. *Collective agreement No. 5 of 2001*, Centurion: ELRC.
- England. 2006. *Joint Special Committee: Designing Spaces for Effective Learning: A Guide for 21st Century Learning Space Design*, Bristol: Higher Education Funding Council.

- Ezine Articles: [s.a.]. *Ezine Articles*. From: <http://ezinearticles.com> (accessed on 23 March 2011).
- Fagilde, SAM. 2001. *Towards a Characterisation of Communication Specialists*, New York: Macmillan.
- Francona, R. 2010. 'Qatar revamps curriculum-indoctrination to education', *Middle East Perspective*. From: <http://francona.blogspot.com> (accessed on 25 May 2011).
- Free Dictionary [s.a.]. *Farlex*. From: www.thefreedictionary.com (accessed on 21 October 2010).
- Fullan, M. 2001a. *Leading in a Culture of Change*, San Francisco: John Wiley & Sons Inc.
- Fullan, M. 2001b. *The New Meaning of Educational Change*, 3rd edition, New York: Teachers' College Press.
- Gibb, J. 2003. *What Impact is Implementing a Quality System having on Vocational Education and Training Classroom?* Adelaide: National Centre on Research on Vocation Education.
- Gillham, B. 2000. *The Research Interview*, London: Continuum.
- Glatthorn, AA, Boschee, F & Whitehead, BM. 2006. *Curriculum Leadership and Development and Implementation*, Thousand Oaks: Sage.
- Graven, M. 2009. *The Effect of the South African Curriculum Change Process on Mathematics Teachers' role*, Johannesburg: University of Witwatersrand.
- Grobler, B. 2003. *Effective Management Series, Module 2: Management of Schools in Context*, Sandown: Heinemann.
- Grubb, WN. 2006. *Vocational Education and Training: Issues for Thematic Review*, London: OECD.
- Gruba. P, Moffat, A, Sondergaard, H & Zobel, J. [s.a.]. 'What drives curriculum change?' *University of Melbourne and RMIT University*. From: <http://www.cs.mu.oz.au/> and <http://www.cs.rmit.ud.au/> (accessed on 21 March 2011).
- Gultig, J, Hoadley, U & Jansen, J. 2002. *Curriculum from Plans to Practices*. Cape Town: Oxford University Press Southern Africa.
- Hall, GE, Heck, S, Stiegelbauer, SM & Loucks, SF 1981. *Measuring Innovation Configurations: Procedures and Applications*, Austin: University of Texas at Austin.
- Hargreaves, A. 2000. *Pushing the Boundaries of Educational Change*, Dordrecht: Kluwet.
- Heffernan, C. 2007. 'The Irish media and the lack of public debate on new reproduction technologies (NRTs) in Ireland', *Health* 5 (3):35.

- Henning, E, Van Rensburg, W and Smith, B 2004. *Finding your way in qualitative research*, Pretoria: Van Schaik.
- History and Origin of words. 2011. Word Origin.com. From: <http://www.word-origins.com> (accessed on 23 March 2011).
- Hord, SM. 1995. *From Policy to Classroom Practice: Beyond the Mandates*, London: The Falmer Press.
- Howard, J. 2007. *Curriculum Development*, Elon University: Centre for the Advancement of Teaching and Learning.
- Independent Dispute Resolution. 2006. IDRC. From: <http://www.idrc.co.za> (accessed on 21 October 2011).
- International Bureau of Education, 2002. *China-Europe Exchange Curriculum Reform*, Geneva: United Nations.
- Introduction to Design. [s.a.]. From: www.socialresearchmethods.net (accessed on 27 November 2009).
- Jamieson, P, Dane, J & Lippman, P. 2005. *Moving Beyond the Classroom: Accommodating Changing Pedagogy*, Victorian: Australasian Association for Institutional Research.
- Jacobs, M, Vakalisa, N & Gawe, N. 2004. *Teaching Learning Dynamics: A Perspective Approach for OBE*, 3rd edition, Sandown: Heinemann.
- Kigongo-Bukenya, IMN & Kaddu, S. 2011. 'Enhancing democracy and good governance', *A Curriculum Proposal for Information/Knowledge Management Professionals (IKMPs) in the CSECSAL Region* 60 (5): 362-369.
- Labane, N. 2009. 'Planning and managing curriculum implementation in rural schools', *MA (Educational studies) dissertation*, Nelson Mandela Metropolitan University: University Press.
- Lidgren, A, Rodhe, H & Huisingsh, D. 2006. 'A systematic approach to incorporate sustainability into university courses and curricula', *Journal of Cleaner Production* 14: 137-52.
- Learning Spaces. [s.a.]. *Architect's Knowledge Resource*. From: <http://www.aia.org> (accessed on 23 March 2011).
- Leithwood, KA. 1982. *Studies in Curriculum Decision-making*, Toronto: IOSE Press.
- Leithwood, KA & Montgomery, DJ. 1980. 'Evaluating program implementation', *Evaluating Review* 4(2):193-214.

- Leedy, PD & Oromrod, JE. 2005. *Practical Research: Planning and Design*, 8th edition, New Jersey: Pearson Merrill.
- Lovat, TJ & Smith, DL. 2003. *Action on Reflection*, Australia, Sydney: Social Sciences Press.
- MacMillan. JH & Schumacher. S. *Research in Education*, New Jersey: Pearson.
- Make It Happen. [s.a.]. 'Implementation processes, *MIH*. From: <http://www2.edc.org/FSC> (accessed on 14 July 2011).
- Makhwathana, RM. 2007. 'Effects of curriculum changes on primary schools educators at Vhumbedzi Circuit in Limpopo', *MTech (Faculty of Humanities) dissertation*, Pretoria: Tshwane University of Technology.
- Managing my career. [s.a.]. *The Careersportal*. From: www.thecareersportal.co.za (accessed on 24 October 2010).
- Marlow, S & Minehira N. 2006. *Principals as Curriculum Leaders: New Perspective for the 21st Century*, Honolulu: Marlow & Minehira.
- Mayatula, S. 2009. 'Further Education and Training (FET) Colleges: Government Interventions', *Parliamentary Monitoring Group*. From: <http://www.pmg.org.za/report> (accessed on 27 November 2009).
- Mbingo, SJ. 2006. 'An investigation into the implementation of the new curriculum by foundation phase teacher', *MA (Curriculum Studies) Mini dissertation*, Johannesburg: University of Johannesburg.
- McKimm, J. 2003. *Curriculum Design and Development*, London: Imperial College Centre.
- Michael, Y. 2006. *FET College Teachers: A Knowledge-based Profession of the Future*, Benoni: Young.
- Miller, L. 2002. *Redefining Teachers, Resulting Schools: Connections, Commitments and Changes*, Dordrecht: Kluwet.
- Mgandela, LL. 2008. 'An evaluation of the implementation of the new history curriculum', *MA (Education) dissertation*, Nelson Mandela Metropolitan University.
- Naeem, MA & Peach, NW. 2011. 'Promotion of sustainability in postgraduate education in the Asia Pacific region', *International Journal of Sustainability in Higher Education* 12(3) 280-290.
- Nag, R, Corley, K & Gioia, DA. 2007. 'Interaction of organisational identity, knowledge and practice: attempting strategic change via knowledge grafting', *Academy of Journal Management Journal* 50 (4): 821-47.

- National Certificate Vocational. 2011. Flavius Mareka FET College. From: <http://www.flaviusmareka.net> (accessed on 23 March 2011).
- National Certificate Vocational, [s.a.]. *College of Cape Town*. From: www.cct.ed.za/content (accessed on 21 October 2010).
- Neilsen, H. 2001. 'The role of donors: How to combine sector programme support with devolution? A comment from a practitioner to James Wusch', *Decentralised, Local Governance and Recentralisation in Africa in Public Administration and Development* 21 (5): 415-418.
- New Concise Oxford Dictionary. 2004. 11th edition, Oxford: Oxford University Press.
- Ntarangwi, M. 2003. 'The challenges of education and development in post-colonial Kenya', *Africa Development* 28 (3&4) 211-228.
- OECD, 2005. *Helping Worker to Navigate in Globalised Labour Market*, Paris: OECD.
- OECD, 2001. *Education Policy Analysis: Education and Skills*, Paris: OECD.
- OFSTED. 2004. *Increased Flexibility Programme: Improving Work Experience*. London: HMI.
- Organisation Royal Arcade, 2009. *Problems Inherent in the Implementation of Secondary School Fine Arts Curriculum and Suggested Solutions*, Ikeya: Culture and Division of Tysog Ventures Ltd.
- Ornstein, AC & Hunkins, F. 2004. *Curriculum: Foundations, Principles and Issues*, 3rd edition, Boston: Ally and Bacon.
- Paglin, C. 2004. *Schools that Work*, Portland: Northwest Regional Educational Laboratory.
- Personen, HL. 2003. 'Challenges of integrating environmental sustainability issues into business school curriculum: a case study from University of Jyväskylä', Finland: *Journal of Management Education* 27 (2) 158-71.
- Plattner, I. 2004. 'Psyched up for change: the psychology of change management and its role in transformation', *People Dynamics* 22 (1&2) 20.
- Powell, L & Hall, G. 2000. *Qualitative Overview of South African Technical Colleges*, Johannesburg: Colleges Collaboration Fund, National Initiative.
- Pretorius, C. 2007. *FET Colleges, Institutions of Choice*, Pretoria: Rainbow.
- Qualitative Research: Case Study Guidelines [s.a.]. *Testol*. From <http://www.testol.org> (accessed on 29 November 2011).
- Reddy, J. 2009. *Further Education and Training*, Rosebank: M&G.

- Reisz, R. 2006. 'Romania is oscillating between centralism and autonomy', *European Education* 38 (1) 73-84.
- Resistance to change, [s.a.]. Tutor2u. From: <http://tutor2u.net/business/strategy/change-management-resistence-barriers.html> (accessed on 21 March 2011).
- Rhodes, C, Stokes, M & Hampton, G. 2004. *A Practical Guide to Mentoring, Coaching and Peer Networking: Teacher Professional Development in Schools and Colleges*, London: Routledge.
- Rogan, JM & Aldous C. 2005. *Relationship between the construct of theory of curriculum implementation* 42 (3): 313-336.
- Rogan, JM & Grayson, DJ. 2003. 'Towards a theory of curriculum implementation with particular reference to science education in developing countries', *International Journal of Science Education* 25(10): 100-14.
- Rossouw, D. 2005. *Intellectual tools - Skills for Human Sciences*, 2nd edition, Pretoria: Van Schaik.
- SADC, 2000. 'Curriculum theory, design and assessment', South Africa. *The Commonwealth of Learning*.
- Sahlberg, P. 2005. *Education Reform and Economic Competiveness*, South Africa: International Convention of Principals.
- Seale, C. 2004. *Social Research Methods: A Reader*, London: Routledge.
- Smit, PJ & Cronje G. 2000. *Management Principles: a Contemporary Edition for Africa*, Kenwyn: Juta.
- South Africa, 2010a *Further Education and Training Summit*, Birchwood: Government Publication.
- South Africa. 2010b. SACPO. Pretoria: SACPO. Chairman: JJ Mbana.
- South Africa. 2010c. *Report of the Ministerial Committee on review of the National Student Financial Aid Scheme*, Chairperson: M Balintulo, Cape Town: Government Press.
- South Africa. 2010d. *South African Principal Organisation Conference, Ideal College Conference*, Chairperson: JJ Mbana, Pretoria: SACPO.
- South Africa. 2009. Address by the Minister of Higher Education and Training to Delegates of the SACPO Financial Workshop, Cape Town: Government Press.
- South Africa. 2007. *Address by Minister of Education to the South African College Principals Organisation Conference*, Pretoria: DoE.

- South Africa, 2007. *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational*, Pretoria: Government Printer.
- South Africa, 2000. *Guides for School Management Teams: Towards Effective School Management and Governance*, Pretoria: Government Printers.
- South Africa, 2009a. *Government Gazette, 16 March 2009*, Pretoria: Government Printers.
- South Africa, 2009b. *Government Gazette, 16 March 2009*, Pretoria: Government Printers.
- South Africa, 2011c. *South African Qualification Authority: Information provision manual*, Pretoria: Government Printers.
- South African Concise Oxford Dictionary, 2003. 'context', Oxford University: Dictionary Unit.
- South African Student's Dictionary, 2003. 'context', Northlands: Macmillan.
- Special Education. [s.a.]. *Research Special Education*. From: www.wested.org (accessed on 24 March 2011).
- Stake, RE. 2008. Qualitative case studies, *Strategies of qualitative inquiry*:119-150.
- Struwing, FW & Stead, GB. 2001. *Planning, Designing and Reporting Research*, Cape Town: Maskew Miller Longman.
- Suggested guidelines for implementing FET programme in the Eastern Cape. 2009. *Eastern Cape Province*. From: www.ecprov.gov.za (accessed on 27 November 2009).
- Team Building Adventures & Corporate Training Workshops. 2000. *Adventure Associates*. From: <http://www.adventureassoc.com> (accessed on 24 March 2011).
- Temple, P. 2007. *Learning Spaces for 21st Century: A Review of Literature*, London: Higher Education Academy.
- Temtime, ZT & Mmereki, RB. 2010. 'Challenges faced by Graduate Business Education in Southern Africa', *Quality Assurance in Education* 19 (2): 110-129.
- Thagwana, MP & Lithole, KD. 2003. The Mopani Worm – Indigenous Knowledge in the Classroom. *Science in Africa*. From: www.scienceinafrica.co.za (accessed on 21 October 2010).
- Tisani, N. 2004. 'African indigenous knowledge systems: another challenge for curriculum development in higher education', *Perspective on Higher Education* volume 18 (3).
- Tomlinson, H. 2004. *Educational Leadership: Personal Growth for Professional Development*, London: Sage.
- Uiseb, I. 2007. *Strength and weaknesses of Previous Century Influencing the Curriculum Reforms of the 21st Century*, volume 29 (1 & 2): 69-82.

- UNESCO, 2000. *Dakar Framework of Action*, Paris: UNESCO.
- Van den Berg, R. 1981. *Large-scale Strategies for Supporting Complex Innovations in Participating Schools*, Netherlands: Katholiek Pedagogisch Centrum.
- Van de Vegt, R & Knip, H. 1988. 'The role of the principal in school improvement: steering functions for implementation at school level', *Journal of Research and Development in Education* 22(1): 60-62.
- Van Deventer, I & Kruger, AG. 2007. *An Educator's Guide to School Management Skills*, Pretoria: Van Schaik.
- Young, M. 2005. 'National Qualification Frameworks: Their feasibility and effective implementation in developing countries', *Skills Working Paper No 2*, Geneva: International Labour Office.
- Wang, S. 2007. *Research Process, Changes and Implementation of Mathematics Curriculum Standard in China*, Beijing: Capital Normal University.
- Wang, MC, Nojan, M, Strom, CD & Walberg, HJ. 1984. 'The utility of the degree of implementation measures in program implementation and evaluation research', *Curriculum Inquiry* 14(3): 259-260.
- What can be done? [s.a.]. *FAO*. From: <http://www.fao.org> (accessed on 24 October 2010).
- Welland, T & Pugsley, L. 2002: *Ethical Dilemmas in Qualitative Research*, Burlington: Ashgate.
- Wong, PM & Cheung, A. 2009. 'Managing the process of an educational change: a study of school heads' support for Hong Kong's curriculum reform', *International Journal of Educational Management* 23 (1).

ANNEXURE A

REQUEST TO CONDUCT RESEARCH

MOPANI South
East
FET **COLLEGE**

C/O Combretum & Haarlem, Private Bag X01038, Phalaborwa, 1390
015 781 5721/5 (tel) 015 781 5346 (fax)
principal@mopanisefet.co.za

Enq: Ngobeni T.F

Ref.: 13/1/p

Date: 4 December 2009

Mr M.B Mabale

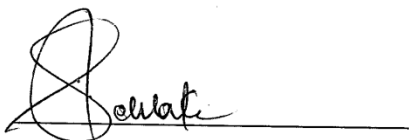
P.O. Box 1486

TZANEEN

0850

REQUEST TO CONDUCT RESEARCH AT PHALABORWA CAMPUS AND SIR VAL DUNCAN CAMPUS

1. I hereby acknowledge receipt of your letter dated 2 December 2009.
2. Your request to conduct research at the above mentioned Campuses regarding the implementation of the new NCV has been approved on condition you provide College with your Plan of engagement and statement indicating how you will deal with information received i.e. protection of College image and individual rights.
3. Hope you find this in order.



Ms Sehlake sc

CHIEF EXECUTIVE OFFICER

/tfn

PHALABORWA CAMPUS

Private Bag X01038
PHALABORWA, 1390
015 781 1377/8 (tel)
015 781 1379 (fax)
phalaborwa@mopani-college.edu.za



SIR VAL DUNCAN CAMPUS

Private Bag X11001
NAMAKGALE, 1391
015 769 1529 / 1314 (tel)
015 769 3746 (fax)
sirvalduncan@xsinet.co.za

ANNEXURE B
REQUEST TO ENTER AND CONDUCT RESEARCH

3/CE/2011 15 SEP 14

(FAX)

P 002/032



TO : CAMPUS MANAGER
FROM : OFFICE OF THE CEO
DATE : 8 JUNE 2011
SUBJECT : CONDUCTING OF RESEARCH FOR OUR CAMPUSES

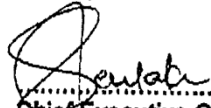
The abovementioned subject refers. This serves as notification that Mr Mabale MB who requested permission from management to do research in December 2009 will be conducting that research on our Campuses based on the topic: Curriculum Studies. The research will be based on NC (V) programmes.

He will be interviewing the Campus Manager and 3 NC (V) lecturers per Campus. The interview will be conducted from Thursday, 9 June 2011 to Monday, 13 June 2011.

Kindly provide Mr Mabaie MB with the support.

Hope for the positive co-operation.

Thank you.


.....
Chief Executive Officer
Sehlake SC (Ms)

ANNEXURE C

1. INTERVIEW GUIDE FOR MASTERS IN EDUCATIONAL STUDIES: LECTURER/S

- a. Where you trained before the implementation of the NCV programmes that you are lecturing and if yes was the training beneficial and if no what are you or is the college doing to make sure that you are able to lecture the given subject/s?
- b. What is your contribution in terms of promoting teaching and learning at your campus with reference to new NCV curriculum?
- c. What successes have you achieved so far in implementing the new NCV curriculum?
- d. What are the challenges facing your section or area/s of specialisation in implementing the new National Certificate Vocational? Please elaborate.
- e. Is the relationship between you and your colleagues conducive for effective implementation of the NCV curriculum? Please elaborate.
- f. Are the lecturers having positive or negative attitudes towards the new curriculum? What makes you to arrive at that conclusion?
- g. Are the resources available for effective facilitation and implementation of the NCV curriculum?
- h. Are you using supporting documents like lesson plan, PoEs, Assessment Schedule, references and student PoEs, when you are lecturing the NCV subject/s? How do they support your lecturing, or why are you not making use of them?
- i. Is there academic support that you receive from your seniors (management) in order to implement the NCV curriculum effectively?
- j. Is there performance management, which is done within the college in relation to the academic staff members and how is it implemented?
- k. What are the strengths and weaknesses of the new NCV curriculum?
- l. What are your recommendations to address these challenges faced by your institution?

ANNEXURE D

**SOLI DEO GLORIA
EDITOR'S CONFIRMATION LETTER
TO WHOM IT MAY CONCERN**

I hereby state that I have edited the document:

**CHALLENGES FACED BY LECTURERS IN THE IMPLEMENTATION OF NATIONAL
CERTIFICATE VOCATIONAL CURRICULUM AT MOPANI SOUTH EAST FET**

COLLEGE

by

MABALE MOSHE BEDWIN

(9405 008)

RESEARCH DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTERS IN EDUCATION

in

EDUCATIONAL STUDIES

in the

FACULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO (TURFLOOP CAMPUS)

SUPERVISOR: Prof. MJ Themane

SEPTEMBER 2012

Disclaimer

At time of submission to student, language editing and technical care was attended to as requested by student and supervisor. Any corrections and technical care required after submission is the sole responsibility of the student.

Kind Regards

Dr J.P. Sammons

D.Litt.et Phil (University of Johannesburg)

SOLI DEO GLORIA

Language Editing

Cell: +61406014560

Email: sdgproofed@gmail.com

DATE: 17 August 2012