

Human Capacity Challenges Facing the Vhembe Further Education and Training College in the Limpopo Province

by

RAPHULU RUTH MATEVHUTEVHU

MINI- DISSERTATION
Submitted in (partial) fulfilment of the
requirements for the degree of

MASTERS IN PUBLIC ADMINISTRATION

in
(PUBA 820)

in the

FACULTY OF MANAGEMENT AND LAW

at the

UNIVERSITY OF LIMPOPO

Supervisor: Prof. Frederick Ahwireng-Obeng

09 May 2011

TABLE OF CONTENT

Content	i
List of Table, Figures and Appendix	iii
Declaration	iv
Acknowledg	v
Abstract	vi
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background.....	1
1.3 Statement of the Problem	3
1.4 Research Questions.....	4
1.5 Aim of the Study.....	4
1.6 Objectives	5
1.7 Significance of the Study.....	5
1.8 Definitions of Concepts	6
1.9 Outline of the Study.....	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Nature and Magnitude of Capacity Challenges on Further Education and Training College.....	8
2.3 Human Resources Development in Pre and Post Apartheid South Africa.....	10
2.3.1 Profile of Human Resource Development	11
2.3.2 International experiences	11
2.3.3 Financial implications.....	13
2.3.4 Human Resource Development, particularly in South Africa	15
2.3.5 Training and Development of FET college lecturers in South Africa.....	15
2.4 Training Techniques	17
2.5 Human Resource Development Policy.....	19
2.6 Human Resource Development Strategy.....	21
2.7 Human Resource Function	22
2.8 Detailed Research Questions	23

CHAPTER THREE: RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Choice and Rationale of Design	25
3.3 Study Area	26
3.4 Population and Sample Size	27
3.5 Methods for Data Collection	28
3.6 Analysis of Data	29
3.7 Delimitation of the Study	29
3.8 Ethical Considerations.....	30
3.8.1 Permission to carry out the research.....	30
3.8.2 Right of Self-determination	30
3.8.3 Informed Consent	30
3.8.4 Right to Anonymity	30
 CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION	 32
4.1 Introduction	32
4.2 The Vhembe FET College Institutional Arrangement	32
4.2.1 Categories of employees sample selection	32
4.2.2 The respondents' qualification.....	33
4.2.3 The race and gender split of respondents.....	34
4.3 Human Resource Development.....	36
4.4 Effectiveness of the Human Resource Development (HRD) Function.....	40
4.4.1 Accessibility of the Human Resource Development (HRD) programme.....	40
4.4.2 Effectiveness of the human resource development (HRD) initiatives.....	42
4.5 The Main HRD 'Concerns' and 'Challenges' Towards Enhancing Effective Teaching and Learning.....	46
4.6 Major Problems Affecting Human Resource Development.....	47
4.7 Assessment of the Human Resource Development (HRD) System	48
4.8 Suggestions for a Better Designed and Managed System	50

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS51

5.1 Conclusion 51
5.2 Recommendations 54
5.3 Implications 57

REFERENCES..... 58

LIST OF TABLES

Table 1: Summary Details of the Employee Sample Selection and the Actual Coverage 27
Table 2: The Summary Details of the Categories of Employees Sample Selection at Institutional Sites33
Table 3: The Summary Details of the Categories of the Race and Gender of the Delivery Sites Respondent 35
Table 4: HRD Policy Awareness37
Table 5: Advocacy of the HRDFunction38
Table 6: Staff Development per Campus 41
Table 7: General rating of staff job performance following training 42
Table 8: FTE Enrolments for NCV Programmes and Student Performance 45
Table 9: Staff rating of the HRD College’s Performance 46

LIST OF FIGURES

Fig 1: Summary Details of the Sources of Data, the Organizations Covered, the Employee Sample Selection and the Actual Coverage 26
Fig2: The Summary Details of the Qualifications of the Respondents 34
Fig 3: The graphic analysis of the HRD policies awareness 37
Fig 4: The graphic analysis of the advocacy of the human resources development function 39
Fig 5: The graphic analysis of the performance of the human resources function 47
Fig 6: The graphic analysis of Training Challenges 48

APPENDIX

APPENDIX A: Consistency Matrix62
APPENDIX B: Questionnaire 65

DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Masters in Public Administration has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

RAPHULU R.M (Mrs)

26 JANUARY 2011



ACKNOWLEDGEMENTS

There are number of people whose efforts were helpful in the completion of this dissertation. I would like to thank them. My supervisor Prof. Frederick Ahwireng-Obeng, for encouragement and the assistance he rendered in the technical aspects of this work. His insightful guidance and his remarkable patience made it possible for me to see my way through this research. Many thanks also go to the college management of Vhembe FET College, who co-operated in this study and to the employees that participated whole –heartedly in the data collection exercise.

I would also like to thank Wilson Chivenge who in one way or another contributed to the success of this study. A special word of appreciation goes to my Husband, Nnzimeni, and children, Lusani, Hulisani and Tshiphiri for their understanding and patience, which provided me with a supportive family environment required for completion of this dissertation.

ABSTRACT

Purpose: The research report seeks to investigate and analyse the performance of the Vhembe FET College as compared to the national objectives for Human Resource Development and the formulation of a meaningful policy and practice of effective human resources development practice.

Design/methodology/approach: The research report is based on an in-depth literature of review of human resources development (HRD) and primary sources of data. Primary data generated from self-completing questionnaire and interview schedule tools covering small distinct group of fifty employees selected from three campuses and the central office of Vhembe FET College.

Findings: Amongst others, it was found that Vhembe FET College indeed has human capacity challenges which manifest by at least four major issues. These pertain to the level of the personnel's awareness and knowledge about the college's human resources development function, selection of personnel for human resources development training courses, the relevance of the HRD training courses to the nature of specific job performance, and the quality of post-training support system.

Practical implications: Addressing the human resource capacity challenges has enormous strategic and financial resource implications for policy makers in transition and developing economies, due to their over-reliance on external donors for funding.

Originality/value: The research report provides an answer to the need to develop processes which is linked to a national strategy of training college lecturers and ensuring that there is a coherent framework of lecturer development. Of much value is that the results were from the perspective of the selected employees whose day-to-day inputs are critical for efficiency and effectiveness of college management and planning,

Keywords: *Further Education and Training College, Human resource development and Training.*

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The public Further Education and Training (FET) college sector is a new phenomenon and comprises 50 merged, multi-campus institutions, distributed across the nine provinces in South Africa. Vhembe Further Education and Training College is one of the seven FET colleges situated on the far North of the Limpopo Province. The college is named after the Limpopo River known as Vhembe in Venda. The river links three countries, Botswana, Zimbabwe and Mozambique. The college is the result of the merger of three campuses: Makwarela campus (previously known as Techniven), Mavhoi and Mashamba campuses which maintained their old names.

1.2 Background

Within the framework of the current South African labour dispensation, the major determinations of economic, political successes are, undoubtedly, education, training and development. South Africa is not yet sufficiently endowed with the human skill capacity that it needs to achieve the desired type and rate of economic and employment growth and social development.

South African FET college lecturers have faced a streamline of policy changes in thirteen years since 1994. A government White Paper in 1998 set out a rationale for transformation of the vocational college sector and a development path similar to that undertaken by colleges in England in the 1970's. Worst (2008) states that there are a number of developmental interventions introduced by the South African government in transforming the FET college landscape; these include the rationalisation and merging of an inequitable assortment of 152 technical colleges in 2000, to 50 multi-site and diverse FET colleges intended to cater for the wide ranging needs of those seeking employment, returning to learning, re-training, vocational preparation and access to higher education.

Allais (2004) maintains that there has been much energy, both from the policy community and the public, focused on the new Further Education and Training (FET) colleges, in order to find ways of improving the quality of educational provision, as well as of encouraging more learners into vocational programmes which are seen as more ‘relevant’ in South Africa”. In the process, college lecturers were required to transfer their contracts to College Councils, a move towards giving public colleges more autonomy and public accountability.

At the institutional level, in order to create greater institutional responsiveness and flexibility, College Councils have been made the employer of all academic and administrative staff who were previously in the employ of Provincial Education Departments. This change has major implications for conditions of service. The capacity to support the employer function is not universal across colleges in the sector. College Councils are presently contemplating the implications with regard to conditions of service and related employer responsibilities. College lecturers in the old dispensation were not required to have specific teaching qualifications. Their technical qualifications and years of experience were given equivalence for remuneration purposes, using pay-scales applicable to school-teachers. Where provincial departments of education made it a requirement for lecturers to obtain a teaching qualification, a few higher education institutions offered diploma programmes which have since become outdated. The assessment revealed that the FET college sector was beset by a variety of challenges and constraints, which includes poor co-ordination of the FET college sector, low graduation and throughput rates arising out of high failure rates and low retention rates, dearth of managerial skills and capacity and shortage of suitably qualified lecturers to drive vocational education (Department of Education 2009).

For effective service delivery in the public Further Education and Training (FET) college sector, human capacity development should pre-occupy South African government. The FET college sector should be seen as a central component of the government’s strategy to address the chronic skills shortage facing the country and which is acting as a serious constraint to achieving higher levels of economic growth. Moreover re-skilling staff to offer responsive programmes was regarded as one of the interventions to support teaching and learning in FET colleges. Consistent with this, the government also formulated the Skills Development Strategy 2005 – 2010, which has been prepared in support of the HRD strategy.

This has created a growing awareness of the crucial role Further Education and Training (FET) colleges have to play in response to the HRD needs of the country. Powel and Hall (2000: 13) suggest that FET colleges have a major role to play in developing the knowledge and skills that South Africa needs. This new vision for FET colleges is shaped by policies contained in the Department of Education's "Further Education and Training Act", and the Department of Labour's "Skill Development Strategy". Together these policies present FET colleges with a unique opportunity to become centres of innovation and development. The FET colleges should be able to design more innovative and effective policies to attract and retain high quality academic staff.

1.3 Statement of the Problem

Due to the historical legacy of vocational education and training in South Africa, the public Further Education and Training (FET) colleges sector has potentially serious shortfalls in qualification. In some instances where staff have some technical qualification, they do not have pedagogical qualifications, and where they have both there are no clear discipline-specific career paths and incentives for professional development and rewards for improved teaching competence.

This inadequate combination of skills amongst FET college employees has failed to support the new National Certificate (Vocational) curriculum that is set to address the failings of the Nated programme (N courses) system including its lack of responsiveness to the changing, globalised economy and has resulted in poor success and completion rates.

It is evident that the Vhembe FET college practices of supporting effective teaching and learning are inadequate; therefore the study is designed to provide informed advice for policies in the making.

1.4 Research Questions

This research has given rise to the following questions:

- a. To what extent have the institutional management and the employees accommodated the ideals and requirements of the Human Resource Development functions?
- b. What specific importance has been given to strengthen the administration for the college and to curb human capacity challenges?
- c. What are the main challenges hindering the effective implementation of human capacity development?
- d. What are the employees' perception on the human capacity development towards enhancing an effective teaching and learning environment?
- e. What are the mechanisms put in place to ensure that the skills development objectives are achieved?

1.5 Aim of the Study

The main aim of this study is to identify, investigate and analyze human capacity challenges in the Vhembe FET College as compared to the national objectives for Human Resource Development in order to give management and staff members an opportunity to reflect on the efficiency and effectiveness of college management and planning and to agree on what needs to be done in the future to support staff capacity to function as high quality that can respond to national education and training challenges.

1.6 Objectives

The objectives are to:

- a. Identify challenges faced by Vhembe FET College with regard to Human Resource Development.
- b. Determine institutional factor that might impact either positively or negatively on the quality of teaching and learning that takes place.
- c. Examine the objectives of national skills development strategy and specific legislation for improved quality education and training.
- d. Investigate the application of the Human Resource Development function within the Vhembe FET College.
- e. Investigate and analyse the problems with the application of the skills development strategy and the impact these have on employees attitudes and service delivery.

1.7 Significance of the Study

The significance of the study is that it sought to establish the extent to which the public Further Education and Training (FET) colleges were meeting government expectations of skills development, service delivery and knowledge about institutional experience with regard to the Human Resource Development policy.

It is also envisaged that the implementation of the Human Resource Development policy within the college will increase the productivity and improve the performance of the staff to be more effective and efficient which will lead to the improvement of service delivery. As such the findings will have significance in institutional performance in a dynamic environment that current South Africa represents, to serve both academic and social interest.

1.8 Definitions of Concepts

The concepts that are critical to this study are *Further Education and Training College*, *Human resource development* and *Training*.

Further Education and Training College

Further Education and Training College refers to a college sector which provides all learning and training programmes leading to qualifications at level 2 to 4 of the National Qualification Framework or such further education and training levels determined by SAQA and contemplated in the South African Qualifications Authority Act, 1995 (Act No.58 of 1995), which levels are above general education but below higher education (Further Education and Training Colleges Act No 16 of 2006).

Human Resources Development

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. It includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance and organization.

Swanepoel, Schenk, van Wyk and Erasmus (2000:494) define *human resource development* as “a learning experience organized mainly by an employer, usually within a specific period of time, to bring about the performance improvement or personal growth”.

Carson, Ranzijn, Winefield and Marsden (2004) define *Human Capacity* as the capabilities of individuals who are the source of innovation and renewal within companies. Saasa (2004) takes the view that *human resource capacity development* relates to the provision of a trained work force, to the promotion of knowledge and skills that are required by a society to acquire greater prosperity through the building of productive capabilities.

Training

Training can be perceived as the systematic process to modify the knowledge, skills and behaviour of employees to enable them to achieve their objectives. It is 'task oriented' because it focuses on the 'work' performed in an enterprise based on job or task descriptions. The job or task requirements will determine the training standards for a particular job (Erasmus, Loedolff, Mda and Nel 2007).

Thomas (1992:10) reiterates this by maintaining that training is the process of equipping people with specific attitudes, skills and knowledge needed to carry out their responsibilities. Training, therefore, refers to the acquisition of specific skills and knowledge applicable to the environment

1.9 Outline of the Study

The research study is organized into FIVE chapters, as follows:

Chapter 2: Provides an overview of literature related to the subject matter of human capacity and challenges of skills development.

Chapter 3: Describes research methodology, study area, population and sampling methods, data collection method and analysis of data and ends by delimiting the study as well as explaining ethical considerations.

Chapter 4: Presents analyses and interprets the research data deriving answers to the critical research question.

Chapter 5: Summarises challenges facing the Vhembe FET College with regard to human capacity and gives recommendations for a more effective system of human skills development in Further Education Training Colleges, implications as well as the conclusion of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter looks at the key issues underlying the context of human capacity development, particularly as it applies to South Africa. It commences with a definition of further education and training and the main elements of capacity building at human resource levels. Secondly, it lays out the main challenges in further education and training that continue to compromise the improvement of sector performance. It then looks at Human Resource Development and some of the capacity building initiatives in South Africa. In terms of the latter, the chapter provides a brief historical background and an outline of the key policy instruments primarily on the National skills development strategy and the Human Resources Development strategy.

2.2 Nature and Magnitude of Capacity Challenges on Further Education and Training (FET) Colleges

South Africa's current economic and social development process is underpinned by an approach that regards 'the people of South Africa [as] our country's most important asset' (Department of Labour 1997). The quality of vocational education will be determined by the quality of the employees at the FET colleges.

The expectations on the colleges sector are at the highest levels of government, including the Presidency and the Ministry of Education. The FET colleges sector is seen as a central component of the government's strategy to address the chronic skills shortage facing the country which is acting as a serious constraint to achieving higher levels of economic growth.

The role of a further education college in England and Wales differ considerably from colleges in the USA and Europe in the students/learners for whom they aim to cater and the courses they offer in order to do so. Leaders of further education institutions in England and Wales face a challenging, demanding and constantly changing environment, particularly because they are expected to respond to national government requirements, demands from learning and skills councils, local councils their governing bodies, employers, parents and learners/students (Hooton, 2004).

Gill, et al. (1999), correctly argues that governments often expect their vocational education and training (VET) systems to perform acts that they would not expect from other systems such as general education. Governments have perceived an increased demand for training if the labour supply shows rapid growth, if employment grows quickly or if unemployment increases significantly. They have called upon vocational education and training systems to help unemployed young people and older workers get jobs, to reduce the burden on higher education, attract foreign investment, ensure rapid growth of earnings and employment and to reduce the inequality of earnings between the rich and the poor.

The FET colleges are directed towards the development of a differentiated but coordinated education and training system that has its central features as a new governance framework, a new framework for programmes and qualification and new funding mechanisms (Department of Education 1998). This is intended to support both the development challenges facing South Africa and the increasing knowledge and information driven character of modern economies. On the other hand one should not underestimate the challenges facing the FET college sector as it moves to address the skills shortages. These challenges are both exciting and daunting. They are exciting because they provide the public FET colleges with an opportunity to make a significant contribution to national Human Resource Development, through the provision of high quality vocational education to sufficiently large numbers of students and are also somewhat daunting because this is the sub-sector of education that was probably the most distorted and underdeveloped during the period of apartheid and hence the challenges of transformation have been overwhelming (Worst, 2008).

The employees in the public FET college sector have suffered from poor job satisfaction and the accompanying low morale, principally a function of being poorly paid and overburdened. As a result, the college sector has increasingly become an employer of last resort for qualified/able personnel and a haven for the unemployable. Saasa (2004) mistakenly argues that the public sector's low salaries, poor conditions of service, is due to professionals who have either devoted less time to their official duties and undertook moonlighting activities, or have opted to become part of the brain drain away from the public sector to either the private sector or abroad altogether in search of 'greener pastures'.

The issue of human capacity in the public Further Education and Training (FET) college sector reforms should be understood in the context of its ability to train and utilise as well as retain their human resources. Saasa (2004) correctly argues that most human resources remain grossly under-utilised or unutilised due to lack of data on training needs, uncoordinated training programmes, lack of sectoral and organizational training guidelines/policies, inadequate linkages between training output and the labour market requirements, inadequate support for training by end users, wastage and misplacement of personnel, and lack of monitoring mechanisms to determine the capacity and productivity of the trained personnel to contribute meaningfully to national development and an uncoordinated and fragmented approaches to Human Resources Development exist in this sector. Furthermore, the over-centralised decision-making systems by those at the very top in the management hierarchy are often over-burdened while lower level managers remain largely under-utilised, a phenomenon that has resulted in severe frustration at both the senior and lower level ranks.

The ability of colleges in the changing requirements of the labour market is in question. One needs to ask, not only whether college staff are appropriately trained, qualified and experienced but whether the post structures, management arrangements, conditions of employment, reward systems and support structures are in place to enable the effective utilisation of the colleges own human resources (Kraak 2003:314). Similarly, Antwi and Analoui (2008:603) argues that an effective HRD function as a sub-system of an organization should have a highly trained professional staff, demonstrate close working relationships with line and staff management, and develop a track record of delivering high quality products and/or services. Khamseh and Jolly (2008) takes the view that knowledge is certainly one of the best resources and the only sustainable competitive advantage.

The essence of HRD management is that employees are valued assets and that their value should be increased by a systematic and coherent approach to investing in their training and development .

2.3 Human Resources Development in Pre and Post Apartheid South Africa

2.3.1 Profile of Human Resource Development

The Human Resource Development profession has undergone tremendous change over the past 20 - 30 years. Many years ago, large organizations looked to the 'Personnel Department' mostly to manage the paperwork around hiring and paying people. More recently, organizations consider the "Human Resource Department" as playing a major role in staffing, training and helping to manage people so that they (people) and the organization are performing at maximum capability in a highly fulfilling manner.

The goal of HRD is to help an organization to meet strategic goals by attracting, and maintaining employees and also to manage them effectively. The key word here perhaps is "fit", i.e. an HRD approach seeks to ensure a fit between the management of an organization's employees, and the overall strategic direction of the company.

2.3.2 International experiences

Throughout the 1990's, there has been widespread consensus in national debates, such as in the United Kingdom, that higher levels of training lead to greater productivity and, thereby, contribute to economic growth (Storey, 2001:165). This idea was strengthened by the findings of a survey of HRD education systems in various countries. The sample countries were classified into three groups in Africa, East Asia and United Kingdom. Its aims were to monitor the performance of the system, to identify those principles and practices, which had proved successful and to assess whether they could be applied in South Africa.

According to Young (2006), colleges in the United Kingdom (UK) became autonomous in 1992, which is the stage at which colleges in South Africa were in their development. Generally, Further Education (FE) in England exhibits many of the trends seen in South Africa regarding corporate governance, flexibility and responsiveness, professionalisation and certification of college staff.

Reform in FE has taken place over a period of about fifteen years, with frequent reflection and revision of systems and policy. Some colleges are now sufficiently capacitated and have earned the confidence of universities to be able to offer initial teacher education for college staff. Whereas previously there were no entry requirements for lecturers in FE colleges, lecturers now have to be qualified and have

literacy and numeracy to at least Level 2. Awards in teacher education exist at Levels 3-7 of the qualifications framework. While upgrading of subject knowledge and pedagogical skills are understood to be developed separately and incrementally, there is the acknowledgement of the importance of mentoring in subject specialisms. Entry requirements for Further Education college teacher's qualifications are fairly open and flexible. There are separate qualification standards for those intending to teach in schools and those teaching in colleges, which manifest some tensions within the system (Simmons and Thompson, 2007).

Since 1992, there has been a growth of leadership, governance, management and support cadres all requiring staff development. The challenge to staff development is that of the huge diversity within single providers and systems. This has contributed to the development of increasingly ambitious and sophisticated staff training functions that articulate between Initial Teacher Education, Continuous Professional Development, Human Resources and quality functions including performance management (Spencely, 2007).

Lecturers in different subject areas are clustered into 'learning sets', it being impracticable to work with each of the specialisation areas individually. Lecturers then have to apply pedagogy and theory within their own subject areas. However, each learning set has a subject specific mentor who is a specialist in that field and who has to conduct observation of the lecturer's practice lessons and support their learning. Subject specific mentors have to have both a teaching qualification and be qualified in the field of vocational specialisation. Continuous professional development units are offered to lecturers throughout the year. These courses are funded by the local authorities and lecturers are not required to pay for courses or for diplomas. The head of the School for Teacher Training within New College has a Directorate of Quality which looks after staff development, quality and teacher training (Young, 2006).

Vocational systems of education and training in Europe and Scandinavia are well established and have respected traditions. Vocational education and training (VET) teachers, as they are called can be either 'general subject' teachers with tertiary qualifications who teach in vocational colleges, or vocational subject teachers who have the requisite vocational qualification and relevant work experience. The latter then acquire teaching qualifications as a 'top up' in-service qualification, though in some European countries like Germany, France and the Netherlands there are also pre-service vocational teaching qualifications. Specialist VET teachers choose teaching in vocational settings already at the outset of their career, much like a school teacher might do, and their qualifications include integrated

vocational subjects and pedagogy or more general education subjects. Much attention is paid to the subject specialisms that vocational teachers will teach (Simmons and Thompson, 2007).

In Germany, there are examples of a four year university programme that combines vocational subjects, pedagogy and workplace exposure through industry internships. A strong element of mentoring or coaching by more experienced colleagues is also evident in this system. Some disparities do arise though, between significant numbers of professional craftsmen who are employed directly into colleges and whose pay scales may be lower than their counterparts who are academically qualified as teachers as well (Nielsen, 2002).

In the Swedish system, potential vocational teachers are required to have three years of work experience although it is reported that there are sometimes difficulties in recruiting candidates who satisfy this requirement for particular trade areas. The obvious reason for this is that such persons can obtain higher salaries in the workplace and are not attracted to the lower salaries in the education sector. Mentoring and supervision by specifically trained mentors is regarded as an integral part of the development of competent VET teachers. Mentoring has been associated with developing good management-employee relations and thus improves overall job performance (Burgess and Dyer, 2009).

2.3.3 Financial implications

Human Resource Development is not managed exactly the same way in all countries. With regard to the finance of training, it was found that most countries had government initiatives to increase in-service training, which generally take the form of levy-grant schemes, tax credits, and training subsidies. The objectives of these initiatives were to encourage firms to pay for investments in their workers' general skills and to help workers acquire job-specific skills that are currently needed (Swanepoel et al. 2000). The World Bank's observation is underscored by the reality that the most valuable and crucial organizational resources are people. In this context, the success or failure of development will depend on the skills of the people engaged in this task.

Studies reveal that Brazil and South Korea relied heavily on levy systems. While Mauritius and Malaysia also operated levy systems, they tended to rely heavily on state expenditure. Chile discontinued its levy-rebate scheme in 1980, opting to subsidize training instead through a tax credit scheme. Levy-rebate schemes that are run very efficiently (with quick processing of claims and simple administrative procedures) may lead to increased in-service training by some firms. New Zealand relied

equally on state and private sector expenditure, while the United Kingdom relied mostly on volunteers in the private sector while Australia was alone in relying largely on government expenditure from general tax revenue. Malaysia's human resource development fund, a levy-rebate scheme initiated in 1992, appears to have increased the incidence of training modestly. The double deduction incentive for training has had little success in encouraging training by firms that otherwise would not have trained their workers. Governments have used various forms of coercion and financial incentives, with varying degrees of success, to attain these objectives. Few rigorous evaluations of the effectiveness of these initiatives exist. The scattered evidence suggests that mandatory requirements, levy-rebate schemes, and tax incentives have at best a mixed record in increasing in-service training (Gill, Dar and Fluitman, 1999).

Erasmus et al. (2007) correctly argue that countries such as South Africa and France have specific legislation that governs expenditure on training as a percentage of their labour costs. Other countries do not prescribe at all. Training and development are managed in accordance with who should receive the training.

These studies revealed that there are common patterns in the manner in which countries react to these pressures, but some countries have resorted to more innovative measures. Organisations' data from Indonesia, Malaysia and Mexico show that organisations are more likely to train workers when they employ an educated work force, and invest in technological change. In Eastern Europe, where scientific evaluations do exist, the findings suggest that if public training programmes are found to be even moderately effective for job seekers who can be classified as the poorest members of society, tightly targeted programmes should be employed to those already in jobs. In Hungary evaluations of retraining programmes reveal that some workers do benefit from training, and reform process has resulted in better worker-firm matches, but not all mismatches can be rectified (Gill, et al. 1999). In Ghana reform efforts have resulted in major changes in policy, processes and practices aimed at processes that strengthen the capacity of Ghana's system of public administration (Antwi and Analoui, 2008:514).

In cases where public employment growth is no longer feasible, policy review is necessary and organisations should be persuaded, forced or encouraged to provide even more in-service training to workers.

2.3.4 Human Resource Development, particularly in South Africa

Conventional approaches to Human Resource Development in South Africa have been heavily dependent on ‘manpower’ planning, a process which assumed that it could predict future occupational requirements with a significant degree of accuracy. These approaches also assumed that skill shortages could be adequately corrected by the education and training system alone. Both of these assumptions have been found to be problematic (Angelis, 2001).

South Africa’s Apartheid-driven industrial development path had led to an intense polarization of skill between high skill and low skill elements; with a serious underdevelopment of the intermediate skill segment, which is seen as essential to successful industrialization and competitiveness internationally. The human resources capacity is not yet adequately addressed. The Department of Labour 2005 suggests that official data on the implementation of the National Skills Development Strategy has serious problems. This includes a huge sectoral variation in performance across most indicators of training activity, which cannot simply be explained by the internal dynamics of individual sectors.

According to McGrath and Akoojee (2007:422), skills had been profoundly racialised and gendered black (especially female). South Africans had been denied access to skills development or had received no certification or recognition for their real levels of skills and knowledge learned on the job. Moreover, provider institutions and delivery systems were fragmented and dysfunctional. The absence of consensus and cooperation around skills development was not simply about issues of access. The state had abandoned much of its responsibility for building skills and the business community seemed incapable of developing a strategic position.

2.3.5 Training and Development of FET college lecturers in South Africa

The National Skills Development Strategy (NSDS) 2004 - 2010 has been prepared in support of the Human Resource Development strategy which is operationalised through specific legislative instruments that are perceived as important in the South African education and training system.

According to Erasmus et al. (2007:62), the National Skills Development Strategy sets out five objectives for skills development in South Africa so that the economy can grow and quality of life of citizens can be improved through prioritising and communicating critical skills for sustainable growth, development and equity; promoting and accelerating quality training for all in the workplace;

promoting employability and sustainable livelihoods through skills development; assisting designated groups, including new entrants to participate in accredited work; integrate learning and work-based programmes to acquire critical skill to enter the labour market and self employment and improve the quality and relevance of provision.

In South Africa, teacher education is the responsibility of higher education, and takes place in faculties/departments of education in Universities or Universities of Technology. College lecturers in technical fields have through the years been recruited from industry and usually possessed technical qualifications and wide workplace experience and knowledge. Many lecturers in academic subjects like Language, Mathematics, Economics or Science entered colleges with school teaching qualifications but little industry experience. Since the Skills Development Act, no 97 of 1998, creates Sector Education and Training Authorities (SETA's) to reimburse a payroll levy and to quality assure education and training within their jurisdiction, college lecturers have also been acquiring Assessor and Moderator qualifications offered by private providers. A Seta fall under the Department of labour, a body consisting of representatives from labour employers (including small business), key government departments, any professional body with a reason to be there and any bargaining council from the sector of industry involved. (SETA's) ensure that effective training and education for that particular sector is being implemented by government bodies, companies and unions in accordance with market-driven needs and in the best long-term interests of the country.

According to the Skills Development Act No. 97 of 1998, every sector must develop its own workplace skills plan, which should be drawn by the employer and employees in a process. This would describe skills that are needed, who need them, how they will be acquired and at what cost. Organisations are encouraged to use skills levy collected every month through the South African Revenue service both as an incentive to companies to perform quality assured training and education as a means of training and educating people who would otherwise be excluded from becoming fully economically productive (Skills Development Levies Act No. 9 of 1999).

Prior to the new set of teacher qualifications registered on the National Qualifications Framework, some higher education institutions offered Diploma courses to FET college lecturers, but these largely fell away once new qualifications were designed against the Norms and Standards documents of 1998

and 2000. The South African Qualifications Authority Act No. 58 of 1995 (SAQA), is the body which registers qualifications and standards, and take decisions on the qualifications in the FET Band.

It therefore provides for the development and implementation of the National Qualifications Framework (NQF) and is responsible for the structures and principles assuring the quality of education and training. Since then, college lecturers have either taken qualifications intended for school teachers, or some universities and universities of technology have adapted their teacher qualifications to the more vocational context of FET colleges. By and large, there is little uniformity in how college sector teachers are prepared.

To date, education sectors have little knowledge of the needs, imperatives and concerns of the other; hence little experience of vocational teaching exists in traditional university faculties of education. Although the Department of Education (2004) has engaged in research on human resource needs in the FET college sector, there has not really been a coherent strategy for addressing the development of college staff, the latest HRD Review (2008) states that to say that lack of strong system-wide data for the more recent period exists is based on statistics (HRD Reviews, 2003) dating back to 2002.

Research done by a Danish-South African project in 2007 investigated identifiable training programmes in public higher education institutions for FET college lecturers and showed that there is a growing awareness of the need for such programmes, but also for guidance with regard to appropriate offerings. Where FET lecturer training is offered by universities this exists as an 'add-on' to the traditional teacher education programmes that these institutions provide, and has to be made viable.

The imperative to train teachers for schools, and the successive policy changes that have affected the school sector, have compelled teacher training institutions to focus heavily on the needs of schools, while FET colleges have remained in the background, something of an 'unknown quantity' in many higher education faculties. Given the limited options for obtaining relevant teaching qualifications (upon which promotion and remuneration is based for college lecturers), colleges have approached universities and requested that they construct qualifications for their sector.

2.4 Training Techniques

There are a variety of training techniques that exist, which may be in the form of on and off-the-job training. The kind of training being offered by South African universities are regarded as the off the job training. The FET college lecturers who need teaching qualifications are those currently teaching in colleges, the most appropriate nationally recognised qualification at the present time which acknowledges the vocational sector as a possible target, is the National Professional Diploma in Education (NPDE). An undergraduate in-service programme, this qualification was designed for upgrading of school teacher qualifications, using the Norms and Standards for Educators published by the Ministry of Education.

The focus in university education programmes is on the pedagogical/theoretical skills which lecturers need to acquire to become competent teachers in a vocational context. However, college lecturers with various subject specialisms enter the programme and expect to be taught pedagogy and methodologies which are contextualized and relevant to their specific field. Wood in Antwi and Analoui (2008:514) maintain that lack of trained and competent technical people as well as generalists' human resources has been a significant contributory factor in the public service in the past. Schiuma and Lerro (2008:127) argue that better educated people with more extensive work experience and a keenness to invest more time, energy and resources into sharpening up their skills, are more able to secure higher benefits for themselves, and at the same time better able to contribute to the overall well-being of the society in this regard. Kilkeny *et al.* in Schiuma and Lerro (2008:128) suggests that business success is positively related to people's level of training, overall business experience and total income.

On-the-job training is job instruction normally given by an employee's supervisor or experienced employee. It takes many forms, ranging from apprenticeship programmes, coaching, internship, job rotation, special assignments to job instruction. It focuses on the actual job. According to Beach (1975:151) in theory, the supervisor delegates most of the actual training to senior subordinates, a practice that is sometimes referred to as 'learning by doing'. Storey (1988) argues that the day-to-day experience of the job is so much more powerful that it tends to overshadow what the individual may learn in other settings, and that most training is desired by the employee's immediate supervisor.

An on-the-job programme should be designed to form part of the total training effort in an organization. Although certain training interventions can improve the organisation's financial performance, one would not understand why, how, and when, training translates into better organisational-level functioning. Baker and Henson (2010) strongly argues that the finding programmes that are aimed at evaluation of skills audits at the beginning and end of the on job training can either have a "positive" or a "very positive" impact on the skills level of an employee or participants. Chen and Klimoski (2007:188) takes the view that besides the evaluation of training, specifically in relation to learning processes and training and transfer outcomes, there are contextual factors, such as compensation and leadership practices, that facilitate transfer through their impact on post-training motivation. Similarly, there are credible arguments that post-training performance of individuals and teams can have a powerful and beneficial impact on the organisation as it tends to create and sustain learning oriented organisational climate and culture.

2.5 Human Resource Development Policy

According to Antwi and Analoui (2008) human resources capacity challenges manifest themselves in three-dimensions, as challenges for policy development and related matters, task orientation and workforce skill levels in organisations and performance motivation. Confronting these challenges has far-reaching implications for policy development as well as development of best practices in both human resources management and development.

There are a number of competing theoretical explanations as to what determines human resources management policy and practice. Kane and Palmer (1995) suggests that there are many factors beyond the direct control of individual employees and employers, which seem to affect strongly and even direct their actions.

A potential internal influence on human resource management policies and practices includes the structure and size adopted by the organization which is seen as a significant source of influence on human resource management policies and practices. Horwitz, et al. (1996) increasingly acknowledged that sound human resource practices, and the systematic investment in human resource development, have long term organizational and national economic benefits. Although most progressive organisations in South Africa appear to accept this relationship, history, traditions and past practices that tend to generate resistance to change in most organisations still exists.

In South Africa, strategic human resource planning is severely undermined by the lack of reliable information. The effects are that human resource strategy and policy is often formulated in an ad hoc manner, internal practices are not properly evaluated and meaningful external benchmarking is not possible. Organizational effectiveness cannot be measured and monitored and repositioned without the capacity to acquire process and communicate information relevant for decision-making. The values and skills of top management are regarded as the most important variables effecting the adoption of human resource management policies. Novicevic and Harvey (2004) suggests that developing competent global managers is the critical linking factor of the organisation level strategic relevance because global leadership and teamwork development are increasingly becoming the primary means of the organisation to differentiate itself based on its human capital involved in knowledge creation, sharing, transfer, and protection across borders. The line managers at different levels should undertake different human resource management activities because of their different agendas.

The influence of power and politics is noted frequently, especially when considering why new policies and procedures are not implemented. Kane and Palmer (1995) takes the view that human resource management policies and practices are decided upon on the basis of the power, motives and knowledge of those involved in the decision-making process. Human resource management staff are often among those involved in such decisions, so that their knowledge of and beliefs about alternative human resource management policies and practices may represent important variables in their own right and many of the organisations where maladministration occurs, there are often improper and inadequate human resource planning and development policies and practices.

Potential external influences on human resource management policies and practice includes international and national economic changes which impact of the recent worldwide recession on recruitment, training and staffing levels. These are found to be unsustainable in the face of continuing competitive pressures and depressed earnings. Technological changes have an effect on human resource management policies and practices. Changes in the staffing, level of knowledge and skills as well as the attitudes needed in the workforce lead to a reduction in staffing levels. The impact of trade union activities, particularly in relation to pay and benefits and working conditions appear to vary in relation to government philosophy and economic conditions (Kane and Palmer, 1995).

Legislation and regulations enacted by governments have a direct impact on the area of human resource management policy and practice with which they are concerned. Zhou and Chuah (2000:34) point out that in China, human resource policies are rigid and bureaucratic resulting in a total lack of flexibility in the utilization of human resources. Under such circumstances people cannot fully play their roles and enterprises cannot reap the best benefits from their employees. To complement reform of the political system in China, it is necessary to change human resource policies and enterprise management policies.

2.6 Human Resource Development Strategy

Human resource development strategy pertains to the means as to how to implement the specific functions of human resource management. An organisation's human resource function may possess recruitment and selection policies, disciplinary procedures, reward/recognition policies, a human resource plan or learning and development policies. However all of these functional areas of human resource management need to be aligned and correlated, in order to correspond with the overall business strategy.

According to Oxtoby (1999) colleges had to pay much greater attention to positioning themselves in the market place, to develop policies and sophisticated systems to underpin their activities and to do all this with a rapidly weakening resource. The college capacity can be affected by policies and programmes initiated by the college itself and by external agencies, especially the district, the government and reform projects of independent organizations such as foundations, universities, or professional associations. These organizations affect the capacity, for example, through policies and programmes dealing with teacher certification (which affect teachers, knowledge, skills, dispositions), standards for curriculum and student assessment (which affect programme coherence), college management (which affect teacher, professional community) and, of course, professional development which can affect all aspects of capacity (King and Newmann, 2001).

The human resource development strategy should ensure that there is "best fit" and "best practice" - meaning that there is correlation between the human resource development strategy and the overall corporate strategy. Close co-operation (at least in theory) between human resource and the top/senior management, in the development of the corporate strategy and continual monitoring of the strategy, via employee feedback.

Human resource development strategy should represent an integral part of achieving the broader organisational strategy, with strategies in the various sub-fields or areas of human resource management supporting the overall human resource development strategy. In South Africa, one of the strategic priorities was to increase the supply of skilled personnel in areas of Science, Engineering and Technology and improve South Africa's performance in areas of teaching, research, innovation and the commercial application of high-level science, engineering and technology knowledge. Furthermore another strategic priority was to improve the credibility and impact of training in the public sector on improving service delivery and to leverage the Sector Education and Training Authorities to contribute optimally to capacity development in the Public Sector.

2.7 Human Resource Function

Human resource function within each organisation is unique to that organisation and the activities included in the human resource department will vary from organisation to organisation. The need to adopt a human resources development strategy has increased the responsibility of the Further Education and Training College in relation to human resource management. According to Ulrich, Dave theory in Grobler, Warnich, Carrell, Elbert and Hatfield (2002) the basic premise of the academic theory of human resource management is that humans are not machines; therefore we need to have an interdisciplinary examination of people in the workplace.

David Ulrich defines four fields for the human resource function. The model is well known for introducing mainly the aspects of human resources with the highest value added namely: Strategic business partner is aimed at the alignment of human resource activities and initiatives with the global business strategy and it is the task of the human resource management and human resource business partners. Sometimes, it sounds easy to implement strategic partnerships, but it needs a lot of effort from human resources. Stone and Lukaszewski (2009) takes the view that a firm's strategic business partner in many companies recognizes that the associated roles of the human resource function, department, and management need to be redefined in the context of meeting the demand for global leadership.

Change management is about supporting the change and transition of business in the area of human capital in the organisation. The role of human resources is the support for change activities in the change effort area and ensuring the capacity for the changes.

In view of the fact that information in human resource systems is often tied to outcomes in organisations, for example performance appraisals are typically linked to pay raises, individuals may develop negative attitudes towards systems that interfere with their ability to gain valued outcomes (Stone and Lukaszewski, 2009). Employee champion is a very important model of human resources to advocate what employees need and human resources management should know. The employee advocate is able to take care about the interests of employees and to protect them during the process of the change in the organization.

Administration process must ensure that there is maximum possible quality of delivered services, at the lowest possible costs to the organisation. Many contributors to the human resource development literature are of the view that the development dimension of human resource development literature is conceptualized as a sub-system of human resource management which is embedded in a larger organisational system. Antwi, and Analoui (2008:603) reiterates this by maintaining that the “choice” model of human resource management, in the context of open system organizations, views the human resources policies, including the human resource development literature, as input to the process which will be expected to result in “change” as a planned and desired output.

2.8 Detailed Research Questions

1. What contribution to human resource development does the Vhembe FET College currently make?
2. Does the college have a human resource development policy and plans?
3. Which factors appear to have major direct effects on HRM policies and practices at the Vhembe FET College?
4. How well positioned is the Vhembe FET College to respond to the human resource development demands and expectations placed upon them?
5. Is there a post structure?
6. What kind of reward system and support structures are in place?
7. Does the college / campus staff have the necessary expertise to perform their roles?
8. Is the effective communication and information sharing across the campus advocating for employee’s rights?
9. Are college staff members appropriately trained, qualified and experienced?

10. Does the Vhembe FET College provide equal opportunity to the training of all staff?
11. What are the mechanisms put in place to ensure that staff members are exposed on an ongoing basis to changing technologies and processes in the workplace?
12. What support system is given in respect of addressing immediate methodological issues, with particular reference to newly appointed personnel teaching NCV subjects?
13. Does the Vhembe FET College have its own skills development strategy?
14. Is it in line with the National Skills Development Strategy?
15. Does the College have a training section?
16. What training interventions does the Vhembe FET College intend making and whether the interventions will be external or by the college itself.
17. Which list of SETAs the Vhembe FET College belong (responsible) to?
18. Is the Vhembe FET College currently paying towards skills levy?
19. Are there adequate funds for Training and Development of staff?
20. Does the college management spend time and money to ensure the development of all staff?
21. What are strategic priorities of the Vhembe FET College?
22. Has the college developed and implemented a Quality Management System (QMS)?
23. Is ongoing staff development and appraisal an integral part of institutional activity?

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes research methods applied for the study. The description includes research site description (study area), research procedure (sampling techniques), procedural design (methods for data collection) and data analysis.

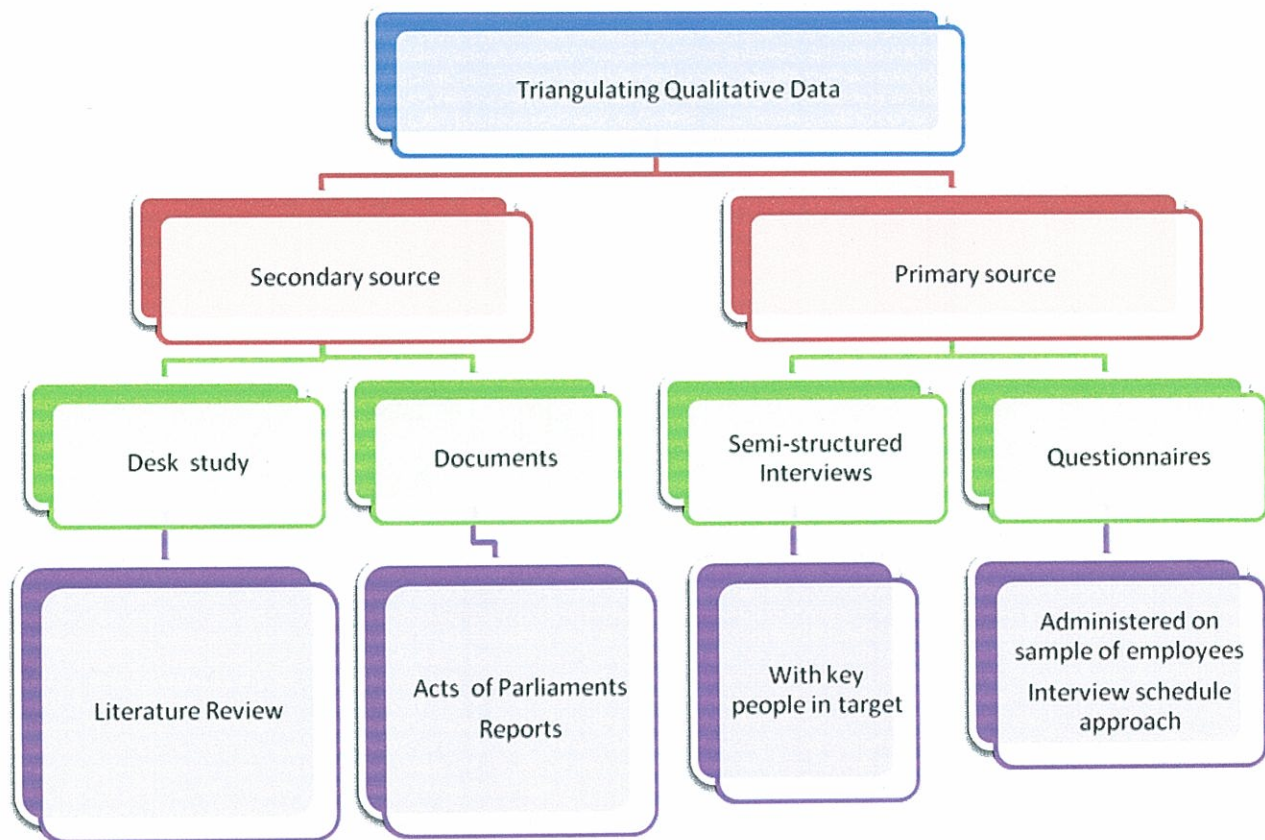
It was considered that this study could benefit from a combination of three main methods of data collection: the interview, the questionnaire (both of which involved a sample of respondents) and documentary analysis. The sections that follow provide an elaboration of those processes together with other methodological functions.

3.2 Choice and Rationale of Design

Since data collected through a variety of techniques could be more reliable, a qualitative approach was preferred in this research project as it supports and accommodates triangulation. According to Denzin and Lincoln (1998:73), triangulation allows the researcher to use several methods in different combinations, so that one method may complement another. In this qualitative research approach the researcher used multi-methods strategies and the main source of data was interactive strategies (questionnaire and interview) and non-interactive strategy (review of documents).

In order to find the solutions to the problem and to achieve the objectives of this study, the researcher viewed human (teaching staff and non teaching staff) behaviours and experiences, listened to what people said and questioned people in the setting under investigation as an attempt to see things from participants' points of view. Welman and Kruger (1999:188) indicate that what the researcher observes is not the reality as such but an interpreted reality. Fig 1 below puts together the summary details of the sources of data, the organizations covered, the employee sample selection and the actual coverage.

Fig 1: Summary Details of the Sources of Data, the Organizations Covered, the Employee Sample Selection and the Actual Coverage



3.3 Study Area

Limpopo Province is demarcated into five sub-regions for the purposes of regional planning. Vhembe FET College which is the study area is located in the Vhembe District which forms part of the Northern Region. The college is named after the Limpopo River known as Vhembe in Venda. The river links three countries Botswana, Zimbabwe and Mozambique. It spans four local municipality areas namely, Makhado, Musina, Mutale and Thulamela.

Vhembe FET College came about through the merging in 2002 of the Techniven, Mavhoi Technical College and Mashamba Technical College. Techniven is currently known as Makwarela Campus while the others retain their original names. The College has a Central office situated in Thohoyandou about 2km from the Makwarela campus, about 52km from Mavhoi Campus and about 80km from Mashamba Campus. The campuses are found in areas regarded as follows: the peri-urban, Makwarela location and rural villages namely Nzhelele and Mashamba.

This positioning is regarded as ‘both advantageous and limiting’ as it presents an opportunity for the college to position the college as geared for excellence due to less competition whilst on the other hand, rural communities priorities are much more focused on their survival needs rather than investment in education and training. The learners and potential learners struggle to finance their studies and for some, financial constraints are the main reason for not attending school.

3.4 Population and Sample Size

The choice of methodology for the study was influenced by the presence of multiple actors in the Vhembe FET College setting. The research study looks at a portion of the population rather than the entire college population. It focuses particularly on college management, administration staff and lecturing staff of Vhembe FET College who were regarded as intended beneficiaries or victims and the intervention forces (thus those who receive and those that provide or influence the type of intervention). These were applied to respondents within specific categories thus comprised of fifty respondents, divided respectively of (8) (management), (12) (administration staff), (30) (lecturing staff). Table 1 shows the summary details of the employee sample selection and the actual coverage.

Table 1: Summary Details of the Employee Sample Selection and the Actual Coverage

Location	Employees	No. of Staff	Target population %	Actual Target population
Central Office	Management	16	50%	8
	Administration Staff	57	10%	6
Makwarela Campus	Academic Staff	103	20%	21
	Administration Staff	26	10%	3
Mavhoi Campus	Academic Staff	31	20%	6
	Administration Staff	17	10%	2
Mashamba Campus	Academic Staff	15	20%	3
	Administration Staff	11	10%	1
COLLEGE TOTAL		276		50

(Source: Vhembe FET College Strategic Plan, 2009-2011)

3.5 Methods for Data Collection

For this research, both primary and secondary sources of data were employed. Self-completing questionnaire and interview schedule tools were used to elicit data from a small distinct group of fifty employees selected from three campuses and the central office of Vhembe FET College.

Data was collected from the small distinct group of fifty participants from three campuses and the central office of Vhembe FET College using multi-methods strategies. The main source of data was interactive strategies (questionnaire and interview) and non-interactive strategy (review of documents).

The research questionnaire was designed to produce the results that are as objective as possible. The questionnaire consisting of both open and closed ended questions (Appendix B) was pre-tested with three college staff member who were then working at Vhembe FET College. The researcher pre-tested the questionnaire in order to determine the following: Time spent when completing the questionnaire; Validity and reliability of the questionnaire; Ethical standards such as sensitive questions and Respondents' understanding of the questions asked.

A semi-structured interview guide was also employed to seek the views of "key persons" in three campuses and the central office, reaching eight (8) senior college officials and managers. This has enabled the researcher to search for information rich from key participants, understand the problem in depth and draw meaningful conclusions. Leedy (1993:197) maintains that preference is given to key informants who on account of their positions or experience have more information than regular group members or are better able to articulate this information.

Face-to-face interview with open ended questions were conducted. This enabled the researcher to gain knowledge, interpret and describe the actions of the study population as depicted and to explore in greater depth issues and experiences relevant to answering the research questions. Each successive person was nominated by a prior person as appropriate for participation because they had attributes or special knowledge and skills about the college and are considered to be influential, prominent and well informed in an organization. Appropriate and relevant secondary documents complemented the two primary data sources.

The review of documents was used to supplement other methods. The data collected through in-depth open ended interview were matched against written records, namely text books and journal documents obtained from the library. These have become reliable and dependent sources to enlarge and supplement data obtained from primary sources since this research project relies on sources that were used to augment and supplement data obtained from primary sources.

3.6 Analysis of Data

Qualitative methods were used to analyse the data. These qualitative approaches had the potential to supplement and re-orient the current understanding of challenges faced by the Vhembe FET College with regard to Human Resource Development. The researcher had read through all the data to gain a sense of the whole, writing complete ideas, words and phrases and patterns of behaviour.

The analysis of data was conducted by comparing the responses of the various respondents. The data collected using questionnaires were captured in Microsoft excel on the computer for analysis. The conclusion on averages and frequencies of occurrence of responses to questions were observed and used to identify challenges in the Vhembe FET.

The interview questions were set to identify what knowledge was needed in order to better understand the nature of these challenges, and to agree on a process towards acquiring this knowledge and making sense of it. The summary results of questionnaires, interview and document review were written to synthesize and focus the study.

3.7 Delimitation of the Study

This study is limited to an investigation of the experiences of respondents with the application of the Human Resource Development (HRD) function in the Vhembe FET College. The HRD strategy is a national programme and it is hoped that this regional experience applied to the Vhembe FET College only, to a significant extent, reflects processes at provincial level and can be limited if placed at a national level.

The research was carried out over a wide geographic location and the researcher faced a limitation of distance and time. Thus, in the conclusions the research can be said to be limited by environmental

application, unless complemented by further research in other regions and provinces, and involving a larger number of Further Education and Training colleges.

3.8 Ethical Considerations

Since research ethics refers to personal morality, the nature of this research was not considered to be particularly harmful to the physical and emotional health of the participant. Nevertheless, there were few areas of ethical issues that needed to be considered, at least to ensure that the research process achieved its intended objectives. They included the following:

3.8.1 Permission to carry out the research

It was considered important to seek prior permission to conduct the research from relevant personnel of the Vhembe FET College management. A letter to seek access to the setting was written to the Vhembe FET College management asking for permission to conduct the research. The letter of application had information about the researcher's identity, the study and its purposes were disclosed and sought their co-operation. This had the additional purpose of ensuring that respondents were made aware about the research, and that they had the official permission to participate freely in it.

3.8.2 Right of Self-determination

Participants were told that they had the right to voluntarily participate in the study. Specifically, they could seek clarification about the purposes of the study or the nature of the question; they could withhold any information they felt uncomfortable about giving, or withdraw from participation at any stage of the enquiry.

3.8.3 Informed Consent

Participants were told the full information about the nature and purposes of the research, to provide a basis for their deciding whether or not, or to what extent, they could voluntarily participate in the research.

3.8.4 Right to Anonymity

Participants were assured that they had the right to remain anonymous, and that the purposes of the research were not designed to specifically use names of individuals providing specific information. They were also assured that the analyzed information would be accessible only to the researcher and

the examiners. To further encourage provision of full and truthful information, the participants were assured that the information they would provide might assist in a better design and management of systems for an HRD that could directly benefit them and their contributions were to be kept confidential.

The researcher gave the participants assurance of confidentiality and anonymity and described the intended use of data. The whole process takes the view that the personal experience methods involve 'real people' and not just text Denzin and Lincoln (1998:169). Therefore closest attention should be paid to the aftermath (results) of the research. Frankness and honesty are required to build up a position of trust with the prospective participants.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the research findings and their analysis towards deriving answers to the critical research questions. It focuses on the manner in which the Vhembe FET College has sought to implement the National Human Resource Development framework to achieve its objectives. Since the number of Mashamba campus' respondents was too little to quantify the respondents, results' analysis was combined with Mavhoi campus respondents.

The critical elements examined include the extent to and manner, in which the college has facilitated the personnel's knowledge about the national framework, developed and communicated an appropriate HRD policy and programme, selected personnel for the training courses and provided a support system for the post-training processes. These issues are considered to be critical to the effectiveness of the human resource development initiatives. Therefore, the chapter also analyses the main practical problems faced and challenges implied in this context.

4.2 The Vhembe FET College Institutional Arrangement

4.2.1 Categories of employees sample selection

The study established three categories of employees, comprising of top management and at the central office, academic staff at the campus level and administrative staff at both central office and campus level. The top management forms part of academic staff and the ratio of academic staff to administration staff were 76:24. The research respondents were drawn from these staff categories per institution site. The total of college respondents was 50, divided into institutional sites which were fourteen (14) at central office, twenty four (24) at Makwarela campus, eight (8) at Mavhoi campus and four (4) at Mashamba campus.

The percentages of academic staff respondents found at Makwarela campus, Mavhoi campus and Mashamba campus were 70%, 20% and 10% respectively. Most of academic staff appointees had opted for placement with the college and this persistent state of affairs has impacted profoundly on human

resource capacity levels at the college in terms of expertise and experience required to teach the new curriculum for National Certificate Vocational (NCV). Table 2: below bring together the summary details of the categories of employees sample selection at delivery sites.

Tables 2: The Summary Details of the Categories of Employees Sample Selection at Institutional Sites

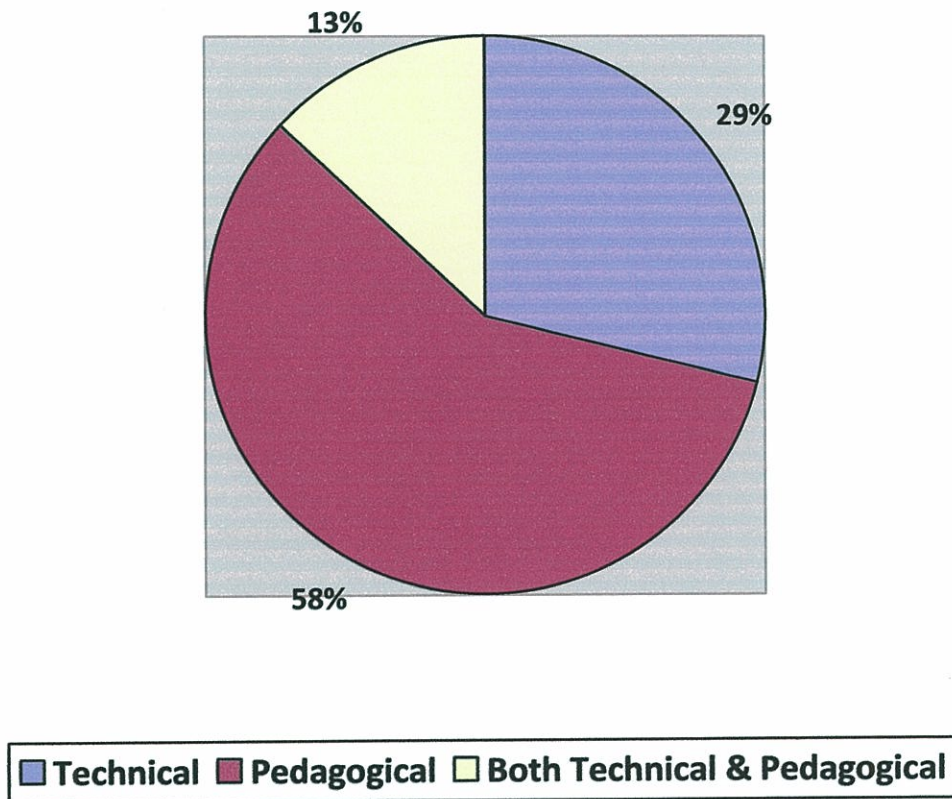
Category	Number of actual respondents per delivery site				Total
	Central Office	Makwarela campus	Mavhoi campus	Mashamba campus	
Top management	8	-	-	-	8
Academic Staff	-	21	6	3	30
Administration Staff	6	3	2	1	12
COLLEGE TOTAL	14	24	8	4	50

4.2.2 The respondents' qualification

Respondents either had technical qualifications, pedagogical qualifications or both across the three campuses and central office. The highest (38%) proportion of respondents with relevant technical qualifications was found among respondents in Makwarela followed by Mavhoi and Mashamba (33%) and then Central (14%). The fewer proportion of the respondents who possessed pedagogical qualifications at NQF levels 5-8 were from Makwarela (46%), followed by Mavhoi and Mashamba (58%) and then Central (71%). The respondents from the college with both technical qualifications and any pedagogical qualifications are below 20%.

The overall majority of respondents who had pedagogical qualifications at (NQF levels 5-8) were (58%) and 29% had technical qualifications at (NQF levels 2-5) and the respondents had both technical and pedagogical qualifications were (13%). The graphic structure below, *Fig2* is a summary of the qualification of the college respondents.

Fig2: The Summary Details of the Qualifications of the Respondents



4.2.3 The race and gender split of respondents

With regard to delivery sites, the minority (2%) of White staff respondents were based at Mavhoi campus and 98% were African, 0% Indian and 0% Coloured. The gender split for the respondents was 62:38 in favour of male staff. Makwarela campus proportionately had the highest number of female staff (42%) of the total female population for the respondents. The gender split at this campus was at a ratio of 67:33 in favour of male staff. The respondents' distribution tended to represent the traditional gender distribution across vocational fields with engineering teaching staff being mainly male and teaching staff for vocational fields such as business studies and hospitality being predominantly female. Tables 3 below bring together the summary details of the categories of the race and gender of the college respondents.

Table 3: The Summary Details of the Categories of the Race and Gender of the Delivery Sites Respondent.

Delivery Sites	Category	Gender		Total Respondents	Race			
		Male	Female		African	Coloured	Indian	White
Central Office	Management	5	3	8	14	0	0	0
	Administrati on Staff	3	3	6				
Makwarela	Academic Staff	14	7	21	24	0	0	0
	Administrati on Staff	2	1	3				
Mavhoi	Academic Staff	4	2	6	7	0	0	1
	Administrati on Staff	1	1	2				
Mashamba	Academic Staff	2	1	3	4	0	0	0
	Administrati on Staff	0	1	1				
COLLEGE TOTAL		31	19	50	49	0	0	1
Percentage %		62%	38%	100%	98%	0	0	2%

4.3 Human Resource Development

The study commenced its in-depth analysis to provide information regarding performance in Human Resource Development function across delivery sites of the Vhembe FET College with establishing the respondents' perceptions. A number of questions were posed to them and these addressed such issues as whether the function existed, whether it is operationalised into a specific staff development plan and training programmes with associated training structures and personnel.

The researcher explored current Human Resource Development (HRD) policies and programme with the view of establishing the respondent's awareness and knowledge about it and to understand the level of top management support for HRD. The significance of this "awareness and knowledge" issue among the staff lies mainly in the expectations, among the staff and management, about the opportunities available for professional development through knowledge and skills development, leading to transform the college into a high performance institution focused on student results.

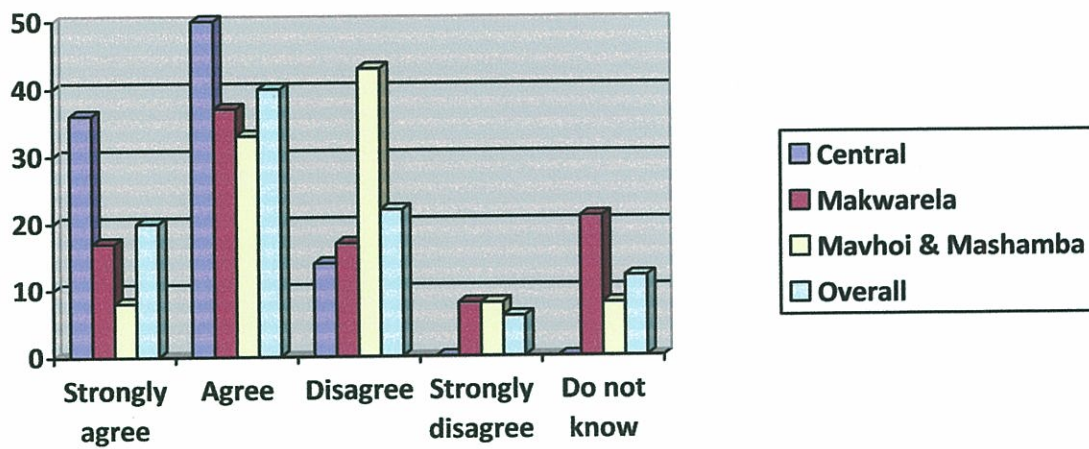
Table 4 below provides a summary of the views of the respondents with regard to policy awareness from the perspective of their delivery sites. For the purpose of analysis the respondents' results for Mashamba were combined with the respondents' analysis of Mavhoi campus as they were too little to quantify.

The responses suggest that the overall 40% of the respondents agreed that all members of staff were aware of the HRD policy of the college, and 20% strongly agreed with this perception. For the central office, 50% of respondents agreed with the perception, this percentage (50%) contribute to the 40% which was the overall agreement. It is significant that the majority of the college's respondents (60%) claimed to be aware of human resources development function. However 28% of the overall majority of the college respondents disagreed with the perception and 12% claimed that they were not aware of the attempt to implement the HRD policy.

Table 4: HRD Policy Awareness

Perceptions	Campus sites	Do not know	Strongly disagree	Disagree	Agree	Strongly agree	Total
		0	1	2	3	4	
All members of staff are aware of the HRD policy of the college	Central	0	0	2(14%)	7(50%)	5(36%)	14
	Makwarela	5(21%)	2(8%)	4(17%)	9(38%)	4(17%)	24
	Mavhoi & Mashamba	1 (8%)	1 (8%)	5(43%)	4(33%)	1 (8%)	12
Total		6	3	11	20	10	50
Percentage%		12%	6%	22%	40%	20%	100

Fig 3: below provides the graphic analysis of the HRD policies awareness.



Notes: Survey scale: (1) strongly disagree; (2) disagree; (3) agree; (4) strongly agree; (0) do not know

Source: Data analysis

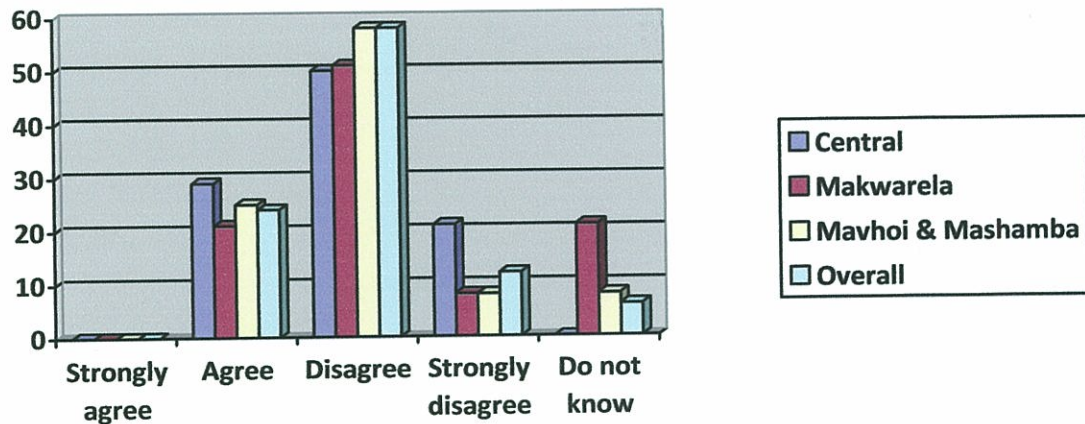
The research also sought to establish whether the college had made any provisions for implementation of the HRD function. The basis for testing this is to see if there is a continuous or occasional briefing to staff HRD policy, plans and programmes. Table 5 provides a summary of the views of the respondents with regard to advocacy from the perspective of their delivery sites.

A significant number of the respondents (76%) claimed that they were not exposed to any briefings on the HRD policy. Those who did not offer any response to these questions were less than (12%) and assumed to be among those that were not aware about such functions. Both Mavhoi and Mashamba Campus had the greatest percentage (58%) of respondents that disagreed with the perception. However, 24% agreed with the perception that the human resource department advocated employee's rights.

Table 5: Advocacy of the HRD Function.

Perceptions	Campus sites	Do not know	Strongly disagree	Disagree	Agree	Strongly agree	Total
		0	1	2	3	4	
Human Resource Department advocates employee's rights	Central	0	3 (21%)	7 (50%)	4(29%)	0	14
	Makwarela	2 (8%)	2 (8%)	15 (51%)	5(21%)	0	24
	Mavhoi & Mashamba	1 (8%)	1 (8%)	7 (58%)	3(25%)	0	12
Total		3	6	29	12	0	50
Percentage%		6%	12%	58%	24%	0%	100

Fig 4: below provides the graphic analysis of the advocacy of the human resources development function:



Consistent with the above, questions were also posed to establish the respondents' knowledge about the Human Resources Development programme's policies being formulated with line managers. The majority of the college's respondents (54%) disagreed with the perception. By far the majority of Makwarela (66%) respondents disagreed with the claim as they could not state what the college HRD programme policy or specific objectives were.

Of the rest who thought they knew about the programme's policy, about a third of them thought that the HRD programme was directed at imparting knowledge and skills to the staff. About 60% of these thought that the programme was aimed at instilling the new skills to staff, 20% thought it focused on increasing the competitiveness of employees within the professions, whether within the college or widely. The other 20% thought the focus was towards the development and better performance of employees. Nevertheless, there is significance in the fact that some members of the college seemed to be not aware about such aspects of the Human Resource Development function.

In regard of the issue that individuals have personal interests in jobs with financial gains, the majority of college respondents agreed with the claim. The respondents of Makwarela (71%) agree with the claim that individuals had personal interest in jobs with financial gains, (63%) of Mavhoi respondents and (50%) of Mashamba respondents agreed with the claim. This finding can be interpreted as emphasising the challenge of poor salaries for public FET college employees in an economy. One may argue that this perception probably holds some amount of water because subjective evidence suggests that academic staff only offered extra classes if the college provided some kind of financial incentives.

4.4 Effectiveness of the Human Resource Development (HRD) Function

There are several bases for assessing an institution's effectiveness in achieving the objectives of the Human Resource Development function. In the case of the Vhembe FET College, various criteria were considered. The criteria comprises (1) the proportion of staff that had so far been selected for and had undergone an HRD training programme (2) staff rating of the relevance of the training based upon improvement in job performance and (3) the quality of the post-training support system.

4.4.1 Accessibility of the Human Resource Development (HRD) programme

During an interview session with top management the researcher found that the college was part of a governance transition. A well planned and well managed transition was expanded and resources were deployed in targeted areas with sound evidence-based priorities. The college had created an HRD unit at the central office since 2003. The unit was headed by a trained human resource professional. The newly created HRD unit formulated a human resource capacity development plan for the entire college. These were supported by the external source (SETAs) whose mandate was to train both the teaching staff and non-teaching staff of the Limpopo Provincial Department of Education.

Table 6 below suggests that the responses given during the interview session with top management indicates the number of staff that had undergone an HRD training programme for NCV Level 2 to Level 4 programme during 2006 to 2008 and gave results for the performance of students on those levels in 2008. (The quantitative data trends of programme offerings, student enrolment and performance, and staffing presented in this section brings a range of key institutional realities, issues and concerns). These issues are significant in assessing the extent to which college staff had acquired appropriate levels and types of knowledge and skills required for job performance, both for the post filled and for career development and effective teaching and learning.

Table 6 below suggests that (31%) of the total Makwarela academic staff had undergone Level 2 training, 42% at Mavhoi campus and Mashamba campus at 53%. The proportion percentage of Level 3 and Level 4 did not differ much with that of Level 2 because the respondents indicates that same members of the staff had been undertaken for HRD training during the past three years.

Table 6: Staff Development per Campus

PROGRAMME	Makwarela			Mavhoi			Mashamba		
	Number of staff trained			Number of staff trained			Number of staff trained		
	L2	L3	L4	L2	L3	L4	L2	L3	L4
Civil Engineering and Construction	08	09	0	4	13	1			
Electrical Infrastructure Construction	1	3	4	4	4	1			
Engineering and Related Design	2	7	7						
Marketing	3	3	4						
Finance Economic and Accounting	3	3	4						
Generic Management	5	5	5						
Office Administration	4	4	5						
Hospitality	3	2	4						
Information Technology	3	3	3	5	5	4			
Primary Agriculture							8	7	7
Total	32	30	36	13	22	6	8	7	7
Percentage %	31%	29%	35%	42%	71%	19%	53%	47%	47%
College overall Total	53	59	49						
Overall %	36%	40%	33%						

Notes: The staffing presented in this section brings a range of key institutional realities, issues and concerns.

(Source: Extracted from Vhembe FET College portfolio of evidence file, 2009)

The responses suggest that there was indeed training work being conducted at Vhembe FET college. However, they also suggest that insufficient efforts were made by the college (through the training section and training facilitator) to ensure that all the staff were aware about these aspects of the HRD function.

The respondents suggest that although a significant proportion of staff has received skills development training, the college was still facing staff development problems. The respondents suggested that the principle of coverage of staff for training benefits was compromised by having particular staff members being selected to undergo skills development courses repeatedly. Thus, while the majority of personnel did not benefit from any HRD training provision, quite a number did so several times. The components of the HRD training provided to staff covered a wide scope of knowledge and competency development ranging from learning material development, teaching and learning methodologies, assessor training and moderation training.

4.4.2 Effectiveness of the human resource development (HRD) initiatives

Respondents were asked to comment on the effectiveness of the HRD training undergone with respect to a number of performance bases. Table 7 provides a picture of this, based on views about own performance and the performance of colleagues.

Table 7: General rating of staff job performance following training

Performance Area	Significantly improved		Mildly improved		Hardly improved		Unable to judge		Total respondents
	NO.	%	NO.	%	NO.	%	NO.	%	
Competence	25	50%	22	44%	2	4%	1	4%	49
Overall efficiency	19	38%	24	48%	4	8%	3	6%	47
Completion of job task	7	14%	15	30%	24	48%	4	8%	46
Dedication & Motivation	6	12%	12	24%	32	64%	-	0	50
Overall	28.5%		36.5%		31%		4.5%		

Almost all respondents were able to comment on the outcomes of the HRD training that the staff had undergone. The one or two that had not responded were assumed to have been “unable to judge”. Overall, half of the respondents (about 65%) felt that the training undergone had led to some improvement in job performance by staff, across the four selected performance areas. This was whether such improvement was viewed as “significant” or “mild”. With respect to competence, half of the respondents (50%) felt that the improvement had been “significant”, while in terms of overall efficiency, the view was reserved (with 48, % of them thinking there was “mild improvement). It was in the areas of dedication and motivation and completion of job tasks that a fewer proportion of these respondents felt that improvement had been “significant” rather than “mild” (14% and 12% respectively).

The other was the post- training support system that the trainees received. The respondents were seen as generally not well motivated particularly with the provision of necessary tools or equipment applying the new skills that they might have acquired. This, together with a professional attitude and quality of job supervision, was considered to have contributed to a lower level of job dedication and task completion.

Table 8 brings a range of quantitative data trends of programme offerings, student enrolment and performance results. In 2008, the second year of National Certificate (Vocational) NC (V) curriculum implementation, most of the offerings were primarily confined to the Makwarela campus (67, 8%) of college enrolment. Only Electrical Infrastructure Construction and Civil Construction was offered at Mavhoi campus (18.8% of college enrolment), and Agriculture was offered at Mashamba accounting for 13.4% of college enrolment for NC (V) programmes. These figures for throughput rates bring a range of key institutional realities attached to the performance improvements of training to the requirements of the job which they saw as making poor attempts to target, identify and address the required skill shortage.

Figures for throughput rates indicate that 93% of the college enrolment wrote the examination and the overall pass rate for NC (V) programmes was 8%. The NC (V) Level 2 pass rate was 8% and 10% Level 3. NC (V) students had to pass all seven subjects, as dictated by policy. Most of students registered for NCV Level 3, as the concessions were made in terms of which students could be promoted to Level 3 if they passed three or more subjects. The ‘majority’ was reportedly registered to

rewrite one or two subjects as students achieved five to six (5-6) subjects and the ensuing 'promotion rate' was 46%.

These general negative rating, respondents felt that performance improvement could have been higher if issues in some areas had been attended to. Some respondents (about 50%) felt that service providers were less competent than they ought to be. About 13% of them felt that generally, the training was not well related to job requirements.

With respect to the quality of post-training system, the respondents cited lack of facilities necessary to enable them to demonstrate the acquired skills as a major obstacle. They also felt that divisional heads lacked performance management skills, which tended to compromise staff motivation.

Table 8: FTE Enrolments for NCV Programmes and Student Performance in the 2008 Examination

Learning Field	Level	Makwela Enrolment	Mavhoi Enrolment	Mashamba Enrolment	Total	No. Wrote	No. student who passed all 7 subjects	Pass Average rate %	Average promotional %
Civil Engineering Construction	L2	231	72		303	280	31	11%	55.4%
	L3	26	03		29	24	-	0%	4.2%
Electrical Infrastructure Construction	L2	81	75		156	139	4	2.8%	28.8%
	L3	39	03		42	39	2	5.1%	51.3%
Engineering & Related Design	L2	151			151	137	2	1.4%	43.1%
	L3	28			28	28	-	0%	53.6%
Marketing	L2	76			76	76	2	2.6%	69.7%
	L3	09			09	9	-	0%	33.3%
Finance , Economic & Accounting	L2	61			61	61	11	18%	63.9%
	L3	-			-	-	-	-	-
Management	L2	93			93	91	15	16.4%	67.0%
	L3	03			03	2	-	0%	100%
Office Administration	L2	51			51	45	12	26.6%	93.3%
	L3	09			09	9	-	0%	44.4%
Hospitality	L2	41			41	37	0	0%	40.5%
	L3	02			02	2	-	0%	0%
Information Technology & Computer	L2	49	97		146	124	6	4.8%	50.8%
	L3	12	16		28	27	1	3.7%	51.8
Primary Agriculture	L2			158	158	149	8	5.3%	57.7%
	L3			32	32	32	14	43.7%	93.8%
Total	L2	834	244	158	1236	1139	91	8%	
	L3	128	22	32	182	172	17	10%	
Overall Total		962	266	190	1418	1311	108	8%	

Notes: The quantitative data trends of programme offerings, student enrolment and performance, presented in this section brings a range of key institutional realities, issues and concerns.

(Source: Extracted from Vhembe FET College portfolio of evidence file, 2009)

4.5 The Main HRD ‘Concerns’ and ‘Challenges’ Towards Enhancing Effective Teaching and Learning.

Table 9 below reflects the views that were generated by a category of respondents at central office and at the campus levels with regard to the performance of the human resources function or departments.

The respondents were asked to evaluate five key functions in relation to effectiveness of human resources function. A careful observation of the overall percentage of the five functions in Table 9 suggests that the performance of the human resources departments were rated as generally fair (42.4%).

This implies that whenever a particular function is rated poor (below 22%), a proportion of the respondents come from the all campus sites. Second, where the rating is good, less of the overall contribution came from the Makwarela campus (25%). These observations have a lot of implications for the need to foster the HRD function at all campus levels.

Table 9: Staff Rating of the HRD College’s Performance

HRD function	Poor	Fair	Good	Very good	Excellent
	1	2	3	4	5
Central Office	20%	36%	36%	4%	4%
Makwarela Campus	21%	49%	25%	5%	0%
Mavhoi and Mashamba	17%	37%	36%	10%	0%
Overall rating	19.6%	42.4%	30.8%	6%	1.2%

Notes: Survey scale: (1) poor; (2) fair; (3) good; (4) very good; (5) excellent

Source: Data analysis

Fig 5: below provides the graphic analysis of the performance of the human resources function or departments.

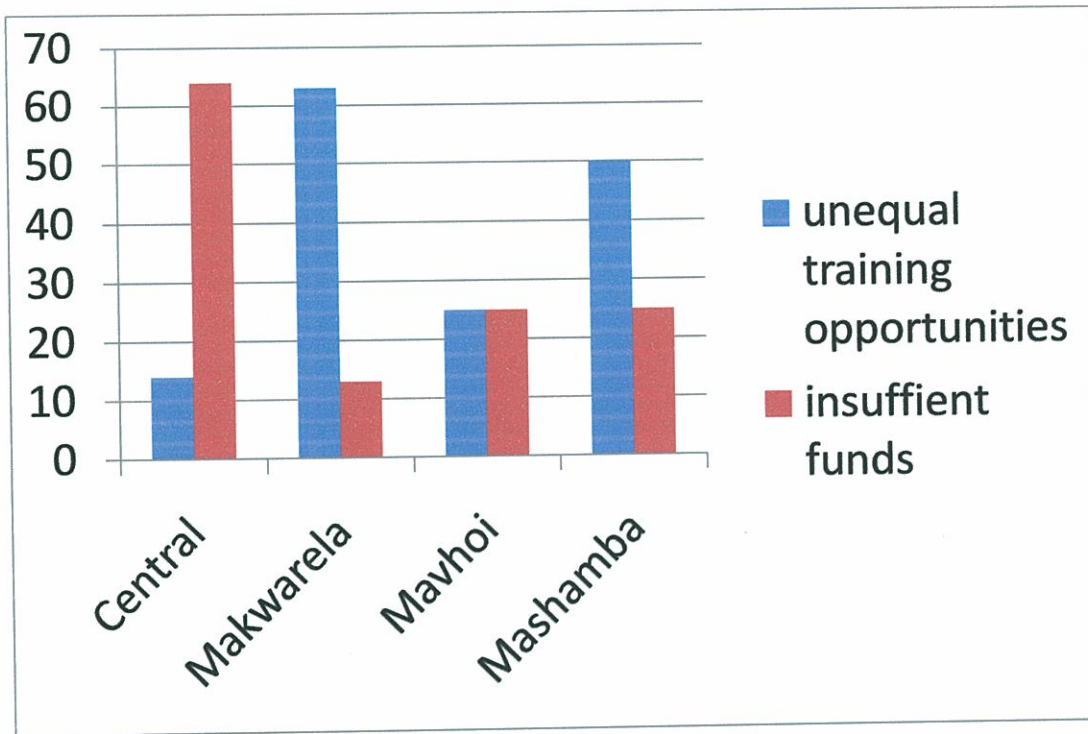


4.6 Major Problems Affecting Human Resource Development

To understand the nature of the problems in the context of human resource development the respondents stated two major problems that affected the development of human resources in their college. These include the inadequate funds for training and development and unequal training and development opportunities for all employees.

The results have been presented in the form of a likert scale depending on which concern or challenge was identified by most of the respondents. The top challenge identified by Makwarela campus (63%) was that an unequal training and development opportunities for all employees existed while the central office (64%) perceived inadequate funds for training and development as a training challenge. Mavhoi (25%) viewed both the inadequate funds for training and development and unequal training and development opportunities for all employees as major challenges. Nevertheless, this picture must be evaluated against the tendency for favouring particular members of staff. *Fig 6* below provides the graphic analysis of the major problems that affected the of human resources development.

Fig 6: Training Challenges



Notes: Survey scale: (1) strongly disagree; (2) disagree; (3) agree; (4) strongly agree; (0) do not know

Source: Data analysis

4.7 Assessment of the Human Resource Development (HRD) System

There are common concerns about the respondents' views and experiences which indicate that despite significant efforts made by the college, staff perceived significant imperfections in the management of the human resources development process that tended to divert from its effectiveness. There are a number of areas of imperfections in the system that the respondents identified. Most respondents complained about the high turnover and the disruptive implications for teaching and learning as well as for systematic staff development strategies and plans.

The management of human resources is considered 'totally ineffective', with particular reference to staff files reportedly not being updated and training interventions not correlating with actual staff needs. The specific needs of individual staff members are not met, due to lack of sustained systematic assessment of training needs. The 'wrong' people in some instances are sent on training due to reported nepotism in the selection of individuals for course attendance.

Nevertheless, with regards to the recruitment of new and replacement staff, central office and campus managements expressed frustration about the difficulty in recruiting appropriately qualified and experienced staff during 2008 which reportedly resulted in appointees invariably offering a 'mixed bag' in respect of relevant or appropriate expertise. However the situation changed in July 2009 when the fluctuating nature of enrolment made planning for and the recruitment staff possible, as these processes are dependent on actual student numbers.

The other concern relates to the quality or work-relevance of the training. Some respondents felt that the training offered was somewhat either below standard or was not always consistent with the work functions (or facilities) of the staff, in terms of direct utilization of the knowledge and/or skills gained. For instance, training in simulation rooms would have no direct or immediate functional benefit if staff members do not have access to, or do not normally make use of the knowledge and skills gained by staff during the training.

In light of the above impressions, the respondents felt the problems might significantly emanate from some structural imperfections of the redeployment and rationalisation process when the colleges merged. Most senior position posts were transferred from the colleges of education to technical colleges with a job description that was unrelated to aspects of the training received. All these issues, together with insufficient funding for the HRD function, resulted in a level of effectiveness for HRD function that was significantly lower than it was required to be.

4.8 Suggestions for a Better Designed and Managed System

Although about a quarter of the respondents did not offer any recommendations for improvement in the HRD system, for reasons ranging from ignorance about the HRD function and its processes to lack of interest for what it stands for, the majority did provide a picture about how the system could be better managed. Such recommendation comprises the following:

That effort should be made at college level to ensure that the entire workforce is aware and knowledgeable about the national framework and issues relating to the HRD function, such as policy applicable legislation, purposes and objectives. The criteria for selection of staff for training (within appropriate functional categories) should be made clear and be sufficiently publicized, so that individual staff know about how and when to be selected. The training courses should be designed in such a way that it enables personnel to keep up to date with developments in management knowledge and technology, and to enable them to remain competitive on the wide job market.

The formulation of the training programme, including its post training implementation process should involve input from the wider range of stakeholders, including representatives of the staff and the labour unions. The formulation and the implementation of the training programme and its implementation principles and practices should be subjected to periodic review, and that those charged with implementation should be held accountable for its performance. Lastly the HRD programme should be allocated sufficient funds to meet its objectives, and that the utilization of such funds should be properly accounted for.

CHAPTER FIVE

CONCLUSION, RECOMMENDATION AND IMPLICATIONS

5.1 Conclusion

The research findings indicated that the Vhembe FET College indeed was facing human capacity challenges and at least four major issues arise from the research findings concerning the management of the Human Resources Development (HRD) function. These pertain to the level of the personnel's awareness and knowledge about the college's human resources development function, selection of personnel for human resources development training courses, the relevance of the HRD training courses to the nature of specific job performance, and the quality of post-training support system. The analysis summarises these issues in terms of their implementation of functions and its implications.

In terms of their implementation of policies, the Vhembe FET College has indeed undertaken measures to implement the national policy on HRD, as determined within the framework of the provisions of the national Constitution and specific legislation and strategies pertaining to skills development.

In attempt to do this it appears that they were problems that emanates from lack of college attempts to involve active consultation and involvement of various stakeholders, whether directly or through their representatives, such as the labour unions and departmental staff category representatives. Even though majority of the respondents indicated that they were aware about the existence of the HRD policy, most were, apparently, not quite knowledgeable about it, since they could not confidently state what it actually involved. This implies that the staff, generally, did not have sufficient understanding of the college HRD programme and the policy behind it. This view is supported by the fact that the majority of respondents claimed to have no briefing on such policy or plans, which leads to inconsistency in understanding of this function and its implementation mechanisms among the staff.

The other human capacity challenges facing management of the Human Resources Development (HRD) function is an attempt to cover all categories of staff with training benefits. The Vhembe FET College has attempted to do this by formulating and implementing a series of skills development training courses for its personnel of all categories. Such courses cover a variety of areas, involving generic management principles, functional competencies as well as specific job knowledge and skills.

The range of the training courses suggested that they were designed and organized to apply to relevant functional categories of staff within the college, in both its hierarchical and functional configuration.

The current systemic setup was experienced as subjective, as opposed to allowing a coordinated and systematised approach. Particular grievances noted by respondents include the following:

- (i) Training being too generic rather than being focused on subject content or specific needs, for example, special needs education.
- (ii) Choices being submitted but not responded to.
- (iii) Wrong people are trained.
- (iv) Staff members receive training not requested.

The selection of employees for training seems to leave many employees ignorant about how exactly this is done, particularly when they are left out. This seems to indicate that the selection of the trainers is not as transparent as it ought to be. Considering that a significant proportion of staff have not been selected for any training course at all, while others have attended multiple training courses, this explains why those that have not been given the opportunity to undergo training believe that favouritism is a significant factor in the selection process even though the management perceived inadequate funds for training and development as a training challenge.

A further consideration is the educational level of the personnel as candidates for selection for training, and the proportional composition of personnel in the various hierarchical categories of the organisation as a third factor. The National Professional Diploma in Education (NPDE) and B.Ed programmes comprised the established routes for formal development interventions. Whilst a staff appraisal system was reportedly in place (IQMS and PMDS) and a workplace skills plan (WSP) was annually compiled, these measures are experienced to lack the capacity to timeously pick up on needs to be addressed.

Most of the beneficiaries were drawn those personnel within the higher institutional status categories tend to exercise higher influence on the selection process, whether applying to the types of training courses or to the selection of individual staff for training. In other words, those who are at the bottom of the status ladder are basically voiceless, and therefore, dependent upon informed leadership and guardianship at the top for consideration of the skills development needs and career development prospects. This implies that the selection is overwhelmingly determined by the ability to manage the

learning process and its work application. This situation points to the very criteria used for the formulation and selection of training courses and the policy governing the HRD programme. This means that the HRD policy tends to focus more on quantitative management (and technical) issues of service delivery than on social-bases objective of improving the career prospects of personnel, especially at the bottom of the functional ladder.

Fourthly, these findings suggest that the content of some of the training courses are not consistent with the specific functional requirement within the framework. This implies that either there is consistency in the selection process or simply imperfections in training course design. The former may imply two situations. One could be that there are deliberate attempts on the part of the selectors to benefit preferred candidates for purposes of giving them an edge in opportunities for career advancement (either within the Department or elsewhere). This possibility is one that tends to strengthen the belief among those who do not get selected that there is favouritism in the selection process. The other could be a matter of sheer incompetence on the part of the selectors.

The last issue concerns the imperfections in the post-training support system. The findings indicate that although in their attitudes the management staff is generally supportive of staff attempting to apply their newly acquired knowledge and skills, there is no institutionalised system for monitoring, assessing and evaluating such application. The trainers seem to consider their job as having ended at the end of the training course. Yet, there are no provisions for allocation of specific personnel to take over at the knowledge and skills application stage of the process to take the training to an effective end.

The training process does not end at the classroom stage. It extends to, and finds its meaning in, the application of its principles and content within a functional environment. Thus, where staff are not systematically monitored and guided in their application of such principles, they tend to relax and go to their old ways of doing their work. This is particularly so, as the findings suggest, where the training is not well aligned with the specific job responsibilities.

5.2 Recommendations

The research findings, as outlined above, reveal a number of problem areas within the Vhembe FET college human resource development (HRD) process that tend to detract from its expected effectiveness. These occur at all the major stages of the implementation process. They range from issues of information dissemination, through equity of access to training opportunities, to technical issues of the formulation and management of training programmes. The following recommendations for greater effectiveness of the HRD function apply to specific issues identified in the HRD process.

The first issue applies to inadequate or inconsistent knowledge among the personnel about the department's HRD function. This applies to all aspects, such as the national legislative and policy framework, the departmental programme involving policy, planning and specific training courses, as well as any changes to these aspects. It is recommended that the college develop a clear framework for information dissemination to ensure that all personnel have awareness about the HRD function generally and knowledge about the nature and application of the department's HRD function. To facilitate this process, it is recommended, further, to make use of specific institutional provisions. These include wide and active consultation with internal stakeholder formations, such as labour unions, sectional representatives, as well as working directly with all personnel, and the provision of an effective reporting/feedback system on performance. A combination of relevant mechanism, methods and media of communication should be used, such as workshops, group meetings, briefings, electronic mail, brochures, circulars and posters placed in accessible places like office walls and notice-boards, supported by active campaign efforts. Further, considering that personnel in the lower hierarchical categories are most likely to be ignorant about this function, it is recommended that policy should be such that it particularly targets such personnel towards increased awareness and knowledge development in this respect.

A related problem area pertains to confusion among the personnel regarding how the selection for training is done, which tends to generate perceptions and complaints about favouritism. This suggests a lack of transparency in the selection process, further implying inadequate information dissemination.

It is recommended that the college develop a mechanism for ensuring that all personnel know about the training courses being mounted, by advertising the training course widely and explaining the nature of the training together with the eligibility criteria for candidates, and instituting a competitive selection process (within applicable functional categories). In a related dimension, it is recommended that the HRD programme should be formulated in such a manner as to provide equitable coverage of training opportunities across all hierarchical and functional categories of staff. This could be done with significant affirmative action policy element, favouring the larger sections of personnel that are at the bottom of the organizational ladder.

The research findings indicated that the knowledge and skills gained during training were not always directly relevant to the kind of work that the personnel did or the equipment that they used. It is recommended that in its formation of the training courses, the department should ensure that such training should be directed at addressing aspects of functional deficiency of the personnel in the workplace. On the other hand, efforts should be made to ensure that the work environment accommodates the application of acquired knowledge and skills, with respect to new technology, equipment, tools and internal management support system. Training in general HRD issues should be considered in the context of addressing additional, long-term personnel development objectives.

The research findings indicated that the management perceived inadequate funds for training and development as a training challenge. This challenge can be addressed by designing a system-wide partnership framework with the SETAs, who have a countrywide network of firms and grant levers. The current situation whereby each SETA must formulate individual relationships with each college is clearly inefficient. Careful planning by Vhembe FET College will make it possible to use levy funds (including possibly a portion of those historically committed to Workplace Skills Plan grants). It is also possible that together new vehicles can be designed to energize the partnerships between college and the world of work in other areas too – such as the upgrading of lecturer skills and the equipping of college workshops. A carefully targeted investment strategy should be implemented to ensure that weaknesses in lecturer development are identified and prioritized. Funding for higher education institutions that can provide relevant lecturer training with a disciplinary focus should be ring fenced to ensure maximum benefits for the Vhembe FET College.

The other major issue concerns inefficiencies in the post-training, follow-up support system. To ensure that the training objectives are met to an effective level, it is recommended that the college provide an institutionalized systematic post-training support system that involves:

- Monitoring, assessing and evaluating the appropriate application of the knowledge and skills acquired during the training course;
- Training course trainers, or appointed skill development facilitators or officers who will undertake the above function;
- College Management and Head of department providing a supportive working environment for the application of acquired knowledge and skills by the attendees, and ensuring that the attendees demonstrate the benefits of their acquired knowledge and skills; and
- Making provision for post-training workshops to evaluate progress, identify obstacles and debate and suggest solutions to such problems.

Further, one of the problem areas in the post-training support system pertains to the problem occasioned by the redeployment and rationalization exercise. In this respect, it is recommended that selection of personnel for training should be located within the framework of possible redeployment of the particular members of staff. Thus, selection should be done on the basis that the selected members would be placed in posts or positions for which the knowledge and skills acquired would be applicable for some time.

Given that there are identifiable problem areas in the process of undertaking the HRD function, which occur at all the major stages of its implementation, it is recommended that designing and implementing strategies across the campuses of the Vhembe FET College be taken into consideration. What is commonly referred to as the “organisation human resource strategy”. This strategy would be related to:

- (i) Organisational culture – beliefs, values, norms and management styles
- (ii) Organisation – structures, job roles and reporting lines
- (iii) People – skill levels, staff potential and management capability
- (iv) Systems to support human resource – designing people-focused mechanisms that deliver these strategic initiatives.

5.3 Implications

There is little chance of improving the human capacity to function as high quality that can respond to national education and training challenges unless a clear guidelines for the governance and management of the colleges is developed, and programmes to strengthen college management, governance and leadership to deliver on the basis of these guidelines. Mechanisms for sharing best practice among college managers and governors must also be created to sustain the impact of these challenges.

Human Resource Development as an institutional function whose value in personnel and organizational performance cannot be underrated. This is particularly so in the context of South Africa whose legacy of knowledge and skill level inequalities among the workforce has made an imperative policy on skill development. However, the implementation of such a policy requires that both the managers and the personnel in specific work environments are made aware and knowledgeable about such a policy and its specific obligations, rights and mechanisms to meet its objectives.

By virtue of the fact that developmental opportunities is not sufficient to all staff member it would appear that the current status of staff development systems and practices effectively fall on the border between 'poor' and 'fair'. Nevertheless, given the tangible sense of renewed focus on this critical area of college performance on the part of management and the fact that systemic developments are underway, a fair rating can be accorded on balance of all considerations.

The curriculum development process should be linked to a national strategy of training college lecturers to ensure that there is a coherent framework of lecturer development. The study of lecturer supply, utilization and demand to support the Vhembe FET College through detailed research should include consideration of the age and qualifications of the current lecturer population and their training needs per discipline, as well as how to ensure future recruitment of competent lecturers into the sector.

There is a need for staff development to be costed and funded for different types of employees at college level and define norms and standards for conditions of service for each type of employee to fast-track deficiencies the human capacity challenges.

REFERENCES

- Allias, SM. (2004). The FETC: Unresolved problems, *The Journal of education and work* , vol.16 (3), pp.305-324.
- Angelis, D. (2001). Human resources development, In D. Angelis, P. Lolwana, C. Marock, P. Matlhaela, G. Mercorio, S. Tsolo & S. Xulu, *The Further Education and Training Institutional Readiness Handbook*. Cape Town: Juta and Company.
- Antwi, KB. & Analoui, F. (2008). Challenges in building the capacity of human resource development in decentralized local government evidence from Ghana. *Management Research News* , vol.31 (7), pp.504-517.
- Antwi, KB. & Analoui, F. (2008). Reforming public sector Facing the challenges of effective human resource development policy in Ghana. *Journal of Management Development*, vol. 27 (6), pp.600-612.
- Armstrong, M. (1992). *Human resource management: Strategy and action*, London: Kogan Page.
- Baker, G. & Henson, D. (2010). Promoting employability skills development in a research-intensive university. *Education + Training* , vol.52 (1), pp.62-75.
- Beach, DS. (1975). *Managing people at Work*. New York: McGraw-Hill.
- Burgess, J. & Dyer, S. (2009). Workplace mentoring for indigenous Australians: A case study. *Equal Opportunities International* , vol. 28 (6), pp. 465-485.
- Carson, E. & Ranzijn, R. & Winefield, A. & Marsden, H. (2004). Intellectual capital: Mapping employee and work group attributes. *Journal of Intellectual Capital* , vol.5 (3), pp.443-463.
- Chen, G. & Klimoski, RJ. (2007). Training and development of human resources at work: Is the state of our science strong? *Human Resource Management Review* vol. 17, pp.180 - 190.
- Denzin, NK. & Linkoln, YS. (1998). *Colleting and interpreting qualitative materials: Thousand Oaks*. California: Sage Publications.
- Erasmus, BJ. & Loedolff, PvZ. & Mda, T. & Nel, PS. (2007). *Managing Training and Development in South Africa*. Cape Town: Oxford University Press.
- Gill, SI. & Dar, A. & Fluitman, F. (1999). Constraints and innovation in reforming national training systems Cross-country comparisons. *International Journal of Manpower* , vol.20 (7), pp.405 - 431.
- Giovanni, S. & Antonio, L. (2008). Knowledge-based capital in building regional innovation capacity. *Journal of Knowledge Management* , vol.12 (5), pp.121 - 136.
- Grobler, PA. Warnich, S. & Carrell, MR. & Elbert, NF. & Hatfield RD. (2002). *Human Resource Management in South Africa*. London: Thomson Learning.

- Hooton, SA. (2004). Using a retreat for leadership development. *Development and Learning in Organizations* , vol.18 (1), pp.12 - 14.
- Horwitz, FM. & Falconer, AB. & Searll, P. (1996). Human resource development and managing diversity in South Africa. *International Journal of Manpower* , vol.17 (4/5), pp. 134-151.
- Kane, B. & Palmer, I. (1995). Strategic HRM or managing the employment relationship? *International Journal of Manpower* , vol.16 (5/6), pp.6 - 21.
- Khamseh, HM. & Jolly, DR. (2008). Knowledge transfer in alliances: determinant factors. *Journal of Knowledge Management* , vol.12 (1), pp.37-50.
- King, MB. & Newmann, FM. (2001). Building school capacity through professional development: conceptual and empirical considerations. *International Journal of Educational Management* , vol.15(2), pp.86-93.
- Kraak, A. (2003). *HRD and joined-up policy in HSRC (Ed.): Human Resource Development Review*. Pretoria: HSRC and Michigan State University Press.
- Leedy, PD. (1993). *Practical research planning and design*. New York: Macmillan Publishing.
- McGrath, S. & Akoojee, S. (2007). Education and skills for development in South Africa: Reflections on the Accelerated and Shared Growth Initiative for South Africa. *International Journal for Educational Development* , vol.27 (4), pp.421 - 434.
- Nielsen, SP. (2002). *The experience of the Nordic Countries and Germany: Joint Cedefop-ETF Conference*. Aalborg: European Training Foundation.
- Novicevic, MM, & Harvey, MG. (2004). The political role of corporate human resource management in strategic global leadership development. *The Leadership Quarterly* , vol.15, pp.569 - 588.
- Owen, RG. (1987). *Organizational Behavior in Education*. Englewood cliffs: Prentice-hall.
- Oxtoby, B. (1999). Viewpoint: what will FE colleges be like in 2015? *Education + Training* , vol.41, (9), pp.396 - 402.
- Powel, L. & Hall, G. (2000). *Quantitative overview of South African Technical Colleges*. Johannesburg: Colleges Collaboration Fund.
- Saasa, OS. (2004). *Enhancing Institutional and Human Capacity for Improved Public Sector Performance, Building the capable State in Africa*. New York: Oxford University Press.
- Schiama, G. & Lerro, A. (2008). Knowledge-based capital in building regional innovation capacity. *Journal of Knowledge Management* , vol.12 (5), pp.121 - 136.
- Simmons, R. & Thompson, R. (2007). Aiming higher: how will universities respond to changes in initial teacher training for the post-compulsory sector in England? *Journal of Further and Higher Education* , vol.31 (2), pp.171-182.

Smith, DJ. & Morgan, R. (1989). *Coming to terms with policing: A perspective on policy*. London: Routledge.

Spencely, L. (2007). Walking into a dark room: The initial impressions of learner-educators in further education and training. *Journal of Further and Higher Education* , vol.31 (2), pp.87 - 96.

Stone, DL. & Lukaszewski, KM. (2009). An expanded model of the factors affecting the acceptance and effectiveness of electronic human resource management systems. *Human Resource Management Review* , vol.19, pp.134 - 143.

Storey, J. (2001). *Human Resource Management: A critical text*. London: Boston.

Swanepoel, B. & Schenk, H. & van Wyk, M. & Erasmus, B. (2000), *South Africa Human Resource Management, Theory and Practice*, Cape Town: Juta & Company,

Thomas, B. (1992). *Total Quality Culture Trainer*. Sydney: Merrill Publishing Company.

Webb, LD. & Greer, JT. & Norton, MS. (1987). *Personnel Administration in Education New Issues: Human Resource Management*. Columbus (Ohio): Merrill Publishing Company.

Welman, JC & Kruger, SJ. (1999). *Research methodology for business and administrative sciences*. South Africa: Oxford University Press.

Worst, H. (2008). *The New Negotiator: ELRC Engages in New Workplace Programme*. South Africa: Cira.

Young, M. (2006). FET college teachers: A knowledge-based profession of the future. *Perspectives in Education* , vol.24 (3), pp.153 - 160.

Zhou, Y. & Chuah, KB. (2000). Human intelligence: the key factor for successful intelligent manufacturing, *Integrated Manufacturing Systems* , vol.11 (1), pp.30 - 41.

Official Publications

Department of Education. (2009). *Human Resource Development Strategy for South Africa: Annual Public Service Training forum Conference*. Pretoria: Government Printer.

Department of Education. (2004). *Further education and training colleges: The new FET professional - The challenge of staffing and responsiveness in FET colleges*. Pretoria: Government Printer.

Department of Labour. (2005). *National Skills Development Strategy 2005-2010*. Pretoria: Government Printers.

Department of Labour. (1997). *National Skills Development Strategy: Strategy for Economic and Employment Growth in South Africa*. Pretoria: Government Printers.

Department of Labour. (2001). *Human Resource Development Strategy for South Africa 2001-2005*. Pretoria: Government Printer.

Human Sciences Research Council. (2008). *Danida Support to Education and Skills Development: Baseline Evaluation of the Mnambithi Further Education and Training College*. Cape Town: HSRC Press.

Human Sciences Research Council. (2009). *Human Resources Development Review 2008: Education, Employment and Skills in South Africa*. Cape Town: HSRC Press.

Republic of South Africa. (2006). *Further Education and Training Colleges Act 2006 (Act 16 of 2006)*. Cape Town: Government Gazette.

Republic of South Africa. (1988). *Skills Development Act 1998 (Act No. 97 of 1998)*. Pretoria: Government Printers.

Republic of South Africa. (1999). *Skills Development levies Act 1999 (Act No. 9 of 1999)*. Pretoria: Government Printers.

Republic of South Africa. (1995). *South Africa Qualification Authority Act 1995 (Act 58 of 1995)*. Pretoria: Government Printers.

APPENDIX A

CONSISTENCY MATRIX

Topic: Human Capacity Challenges Facing the Vhembe Further Education and Training College in the Limpopo Province

The purpose of this research is to determine the extent to which the institutional management and the employees of the Vhembe FET College have accommodated the ideals and requirements of the Human Resource Development functions and establish the mechanisms to ensure that weakness in Human Resource Development are identified and prioritised and put in place.

Sub-problem	Hypotheses/Propositions/Research questions	Source of theory	Source of data	Type of data	Analysis
To determine the extent to which the institutional management and the employees have accommodated the ideals and requirements of the human resource development functions.	Research Question 1 To what extent have the institutional management and the employees accommodated the ideals and requirements of the human resource development functions?	Allias 2004; Antwi and Analoui 2008; Baker and Henson (2010); Chen and Klimoski 2007; Erasmus et al. 2007; Gill et al. 1999; Grobler et al 2002; Hooton 2004; Kane and Palmer 1995; Kraak 2003 Oxtoby 1999; Saasa 2004; Stone and Lukaszewski 2009; Worst 2008; Zhou and Chuah 2000;	Secondary data research on the ideals and requirements of the human resource development functions. Semi-structured interview with HRD manager. Questionnaires administered on sample of employees.	Primary and secondary.	Interpretive analysis and in-depth interviews.

The purpose of this research is to determine the extent to which institutional management and the employees of the Vhembe FET College have accommodated the ideals and requirements of the Human Resource Development functions and establish the mechanisms to ensure that weaknesses in human resources development are identified, prioritised and put in place.

Hypotheses/Propositions/Research questions	Source of theory	Source of data	Type of data	Analysis	
	<p>Research Question 2 : What specific importance has been given to the “development of human resources” towards strengthening the administration for the college?</p>	<p>Angelis 2001; Antwi and Analoui 2008; Burgess and Dyer 2009; Chen and Klimoski 2007; Gill et al. 1999 Horwitz et al. 1996; McGrath and Akoojee 2007; Nielsen 2002; Young 2006; Simmons and Thompson 2007; Spencely 2007; Swanepoel et al. 2000; Worst 2008;</p>	<p>Secondary data on the current human resource development (HRD) policies and program. Questionnaires administered on sample of employees.</p>	<p>Primary and secondary.</p>	<p>Analytical and interpretive</p>
	<p>Research Question 3 What are the major Human Resource Development issues of common concern facing effective implementation to these functions?</p>	<p>Antwi and Analoui 2008; Carson et al. 2004; King and Newmann 2001; Novicevic and Harvey 2004; Oxtoby 1999; Powel and Hall 2000; Saasa 2004; Schiuma and Lerro 2008; Zhou and Chuah 2000;</p>	<p>Semi-structured interview session with top management. Questionnaires administered on sample of employees.</p>	<p>Primary</p>	<p>Analytical and Interpretive analysis and in-depth interviews</p>

The purpose of this research is to determine the extent to which the institutional management and the employees of the Vhembe FET College have accommodated the ideals and requirements of the Human Resource Development functions and establish the mechanisms to ensure that weaknesses in Human Resources Development are identified, prioritised and put in place.

Hypotheses/Propositions/Research questions	Source of theory	Source of data	Type of data	Analysis	
	<p>Research Question 4: How do the employees perceive the main HRD “concerns” and “challenges” towards enhancing an effective teaching and learning?</p>	<p>Antwi and Analoui 2008; Baker and Henson (2010); Chen and Klimoski 2007; Erasmus et al. 2007; Gill et al. 1999; Hooton 2004; Kane and Palmer 1995; Khamseh and Jolly 2008; Kraak 2003; Oxtoby 1999; Saasa 2004; Stone and Lukaszewski 2009; Worst 2008;</p>	<p>Secondary data on the current human resource development (HRD) policies. In depth interview will also contribute to this sections of research to confirm the concern challenges of HRD. Questionnaires administered on sample of employees.</p>	<p>Primary and secondary.</p>	<p>Interpretive analysis and in-depth interviews.</p>
	<p>Research question 5 : What are the mechanisms put in place to ensure that the skills development objectives are achieved?</p>	<p>Beach 1975; Davis and Davis 1998; Dunn and Stephens 1972; Erasmus et al. 2007; Gill et al. 1999; Kane and Palmer 1995; McGrath and Akoojee 2007; Saasa 2004; Schiuma and Lerro 2008; Thomas 1992; Storey 2001;</p>	<p>Secondary data on the current Human Resource Development Strategy (HRDS). One on one interview with respondent and key official.</p>	<p>Primary and secondary.</p>	<p>Interpretive analysis and in-depth interviews.</p>

APPENDIX B

QUESTIONNAIRE

**UNIVERSITY OF LIMPOPO:
TURFLOOP GRADUATE SCHOOL OF LEADERSHIP**

Topic: Human Capacity Challenges Facing the Vhembe Further Education and Training College in the Limpopo Province

Note: Please be advised that this information is confidential and will be handled with integrity and anonymously. Please feel free to give your honest answers as this questionnaire will not reveal the respondent's identity.

Instructions

- There is no wrong or right answer.
- Please mark with the cross (x) where it is applicable.

PERSONAL INFORMATION OF THE MANAGEMENT, ADMINISTRATION STAFF AND TEACHING STAFF

1. Age

15 – 25 yrs		26 – 35 yrs		<36 yrs	
-------------	--	-------------	--	---------	--

2. Race

African black		White		Coloured		Indian		Other	
---------------	--	-------	--	----------	--	--------	--	-------	--

3. Gender

Male		Female		Other	
------	--	--------	--	-------	--

4. Do you think it is worth it to study in the FET College?

Yes		No	
-----	--	----	--

5. What is the highest qualification?

Pedagogical qualification		Technical qualification		Both Pedagogical qualification and Technical qualification	
---------------------------	--	-------------------------	--	--	--

6. Would you recommend someone to pursue studies at the FET colleges? Give reason for answer.

7. How do you perceive the main Human Resources Development (HRD) policies and programmes towards enhancing effective teaching and learning at the FET sector?

Perceptions	Strongly disagree	Disagree	Agree	Strongly agree	Do not know
	1	2	3	4	0
a. All members of staff are aware of the HRD policy of this organization					
b. HRD policies are formulated with other line managers					
c. Current HRD policies are relevant to my work					
d. Management see people as the most important resource					
e. Management communicates plan and policy programmes					
f. Poor interpersonal relationship among staff					
g. Management spends time and money to ensure the development of all staff					
h. Lack of people with required skills and competence					
i. Inadequate funds for training and development of people					
j. Individual interest in jobs with financial gains					
k. Low job satisfaction due to poor salaries					

8. Does college/campus staff have the necessary expertise to perform their roles? Motivate

9. Is staff development processes functioning well? Motivate

10. Is staff confident that they will be trained on new processes before they are implemented? Give reasons for answer.

11. What are the major problems affecting HRD?

12. What are the major Human Resources Development (HRD) issues of common concern facing effective teaching and learning at Vhembe FET College?

Perceptions	Poor	Fair	Good	Very good	Excellent
	1	2	3	4	5
a. Keeping of employees records					
b. Advocating for employee's rights					
c. Helping staff to manage change					
d. Planning and organization of staff training					
e. Providing equal opportunities to the training of all staff					

-----**Thank you for your participation**-----