

**THE IMPACT OF THE INTRODUCTION OF THE
NEW FET SYSTEM AT COLLEGES IN THE
FREE STATE
WITH SPECIAL REFERENCE TO
MOTHEO FET COLLEGE**

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DECLARATION

I, Thandeka Judith Mosholi, declare that the dissertation hereby submitted by me for the **Magister Technologiae Degree: Education** at the Central University of Technology: Free State is my own independent work and has not previously been submitted by me at any other University/Faculty. I furthermore cede copyright of the dissertation in favour of the Central University of Technology, Free State.

SIGNED: _____

THANDEKA JUDITH MOSHOLI

DEDICATION

I dedicate this research project to my parents and my in-laws and especially my late grandmother (Nobengazi Lephumani), my guiding angel, for her constant support and trust in me and my studies.

To my husband, Kennedy and my two daughters, Realeboga and Oratile, I thank them for making my life so full of love and happiness.

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Finally, to the Almighty, under whose auspices everything was possible.

ABSTRACT

This study provides an analysis of the impact of the introduction of the FET system at Colleges in the Free State, with reference to Motheo FET College.

The aim of the research was to explore the perceptions of Motheo FET staff on the implementation of the FET system. It is believed that these perceptions have far-reaching implications on aspirations of the stakeholders with regard to the implementation and success of the FET system at Motheo FET College.

The literature has revealed that legislation, namely, the FET Act 98 of 1998, the SAQA Act 58 of 1995 and the Skills Development Act 97 of 1998, form an indispensable part of the FET sector and also provide all stakeholders with a frame of reference and guidelines to manage the new FET system for Motheo FET College effectively and efficiently.

The study also has revealed that success in the FET sector will be achieved by closing the gap between “education and training” and also “theory and practice”.

Removal of the fragmentations in education through a co-ordinated, flexible and high-quality FET system will result in employability and employment opportunities for FET learners. It has become clear that the above objective may be best achieved by strengthening co-operation between the Department of Education and the Department of Labour, in which case a new system of learnership should be identified as a mechanism to enhance collaboration between the aforementioned departments.

A literature study, interviews, observations and site analysis were used as data collection methods.

Four major themes were formulated from the analysis of data, namely, transformation of the FET sector, ensuring equity in all respects regarding FET matters and ensuring equality in all aspects within the FET sector.

The important findings were discussed at length and thereafter, the summary, discussions, conclusions and recommendations were drawn from the findings.

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LIST OF ABBREVIATIONS:

NQF	-	National Qualifications Framework
OBE	-	Outcomes Based Education
FET	-	Further Education and Training
HE	-	Higher Education
SAQA	-	South African Qualifications Authority
DoE	-	Department of Education
HoD	-	Head of Department
SETA	-	Sector Education and Training Authority
SGB	-	School Governing Body
ETQA	-	Education and training Quality Assurance

CHAPTER 1

INTRODUCTION

1.1 Introduction

The Government before 1994 left a fragmented and unequal provision of technical and vocational training that needed to be transformed to provide new, integrated and responsive learning programmes which would broaden access to a range of career options for young and adult learners.

A successful Further Education and Training (FET) system would provide diversified programmes offering knowledge, skills, attitudes and values South Africans require as individuals and citizens, as lifelong learners and as economically productive members of society.

This study intends to investigate the impact of the introduction of the FET System in the Free State Province, with special reference to Motheo FET College.

1.2 Significance of the study

It is envisaged that the results of this study will shed more light and provide a better insight into the impact of the introduction of the FET Training System at Motheo FET College.

1.3 Statement of the problem

The problem that the present study is addressing is : The impact the introduction of the FET System will have at Motheo FET College, with regard to its staff, the students, the administration, its governance and the subsidy from the government.

1.4 Research question

The research question of the study is the following:

- ♦ What impact, will the introduction of the FET System have at Motheo FET College?

1.5 Research aim

The aim of the study is to investigate the impact of the implementation of the FET System at Motheo FET College.

1.6. Research objective

The objective of the study is to identify challenges and fears of stakeholders involved in the New FET System and specifically how the change is going to affect the students, the academic staff and management.

1.7 Hypotheses

The study have tested the following hypotheses:

1. There is no significant difference between experienced and inexperienced managers as far as the introduction of the FET system at Motheo FET College is concerned.
2. There is no significant difference between experienced and inexperienced lecturers as far as the introduction of the FET System is concerned.

1.8 Definition of terms

It is very appropriate that some of the terms used in this study be defined:

1.8.1 Further Education and Training: FET means Further Education and Training which consists of all learning and training programmes from NQF Levels 2 to 4, or the equivalent of Grades 10 to 12 in the school system. It is a band within the NQF which follows directly on General Education and Training and precedes Higher Education. Learners enter FET after the completion of the compulsory phase of education at Grade 9 or Level 1 of the NQF (Green Paper on Further Education and Training, issued by the Department of Education, 15 April 1998: Pretoria).

1.8.2 National Qualification Framework (NQF): National Qualifications Framework provides a framework for the registration and accreditation of standard qualifications and providers respectively (Green Paper on FET: 15 April 1998).

1.8.3 College: College is an establishment for Further or Higher

Education (Cresswell; 1994: 25).

1.8.4 Curriculum: Pillay (1999:190) defines curriculum “as the total provision of an educational institution. Curriculum can also refer to the subject matter of a particular course of study or even to the learning that is intended.”

1.8.5 South African Qualification Authority (SAQA): South African Qualifications Authority is a body of 29 members appointed by the Minister of Education and Labour. These members have to oversee the development of the NQF by formulating and publishing policies and criteria for the registration of qualifications (Angelis,Lolwana, Marock, Matlhaela, Mercotio, Tsolo, Xulu, 2001:185)

1.9 Theoretical Rationale

The concept of FET is broad and inclusive. It is designed to promote the integration of Education and Training, and to enhance learner mobility and progression, which are at the heart of the NQF.

When fully developed, the new FET system will provide access to high quality education and training within a differentiated system, which will offer a wider range of learning options to a diverse range of learners, including school-going young people, out of school youth, young adults and the larger adult population.

FET is thus at the centre of educational and national socio-economic change and development. This system provides opportunities for learners in FET institutions and workers in industries.

It is worth reflecting that the South African priorities resonate with developments abroad. The Further Education Unit in the United Kingdom suggests a range of societal issues that should be addressed by FET (Carter and O'Neil, 1995: 85). These include:

- The requirements for appropriate learning opportunities regardless of race, gender, age and ability.
- Opportunities for all learners to establish and develop a recognized competence (knowledge, skills, and experience)
- Understanding of economic and social environment
- Increase self awareness for learners

According to the FET Act of 1998, the mission of Further Education and Training is to foster mid-level skills, lay the foundation for Higher Education, facilitate the transition from school to the world of work, develop well-educated autonomous citizens and to provide opportunities for continuing learning through the articulation of education and training programmes.

The restructuring of the Technical College sector which reduced from 152 colleges into 50 multi-site FET colleges was partly to address the colleges' duplication of programmes and to refocus on their mission,

which is to balance the imbalances of the past in the education system (FET Act 1998).

The new FET curriculum offers multiple entry and exit points and a diversity of learning programmes and qualifications to meet the varied needs of learners in different fields. Linked to the new curriculum was a need to develop a framework for the recognition of prior learning (FET Act 1998).

Outcomes Based Education (OBE) was introduced in South Africa at the end of December 1995 as an attempt in the curriculum to overcome the problems in the National system of Education and Training, inherited from the apartheid regime. The present curriculum framework is built on an outcomes based system. This means that the outcomes of a learning programme are specified upfront, thus the learning programme is developed from the learning outcomes and forms part of the overall curriculum (Angelis,etal, 2001:180).

1.10 Research design

1.10.1 Research Approach

The research approaches used in this study are qualitative and to a lesser degree, the quantitative.

Quantitative research is a study that assumes an objective of social reality and studies the population or sample that represents the population (Anderson, 2002:111).

According to Cresswell (1994:36) a qualitative study can be regarded as “an enquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting”.

These research approaches have helped the researcher to present an argument which establishes the validity of the interpretations.

1.10.2 Research method

Data gathering was conducted through a literature study as well as the survey method which utilized the following instruments for the collection of data, namely: questionnaires and interviews. Both closed and open-ended questions were used. And, alternatively, a brief interview focusing on those aspects of the questionnaire which were not fully addressed.

Survey is attractive as a means of probing research questions for two major reasons. First it is much more efficient in cost benefit than would be a study of the whole population and secondly, survey is sometimes more effective in that it would take too long and require too many researchers to contact the whole population.

Questionnaire can be used with the specific intention of gaining feedback from the respondents concerning their interpretation of the question (Anderson; 2002:170).

Questionnaires are less expensive and less time consuming and can be used for the collection of data from larger samples, whereas interviews are used to provide an in-depth understanding of the research problem,

and can be used to obtain more balanced information than a questionnaire.

1.10.3 Population and sampling

1.10.3.1 Population:

Population is a group of individuals to which the results can be generalized from the sample that participated in the study (Anderson, .;2002: 152). The population of this study includes colleges in the Free State with special reference to Motheo FET College.

1.10.3.2 Sample:

The sample of a study is the representative of the target population (Anderson, 2002:150). The sample of this study consisted of 70 academic staff, 50 students and 10 general staff from the Motheo FET College sector.

1.10.3.3 Sampling Technique

This study made use of random sampling because it is a strategy for achieving a representative sample. The production of a random sample involves attempting to ensure that each member of the population that you are sampling has an equal chance or probability of being selected as a subject (Anderson, 2002: 163).

1.10.4 Data analysis

Data analysis is a stage at which the information which has been gathered is transformed into data via the process of analysis.

The researcher utilized the SPSS computer programme to analyse data. The choice of this programme for analysis of data is because information can be derived on aspects such as the standard deviation, mean and mode which are helpful in the final interpretation of data.

1.11 Limitations

Results of this study cannot be generalized to other provinces because of the following:

- ◆ Different courses that are offered
- ◆ Infrastructure
- ◆ Management policies

1.12 Conclusion

This chapter orientated the reader on the impact of the introduction of the FET system at Motheo FET College. It also highlighted the aim of the research, research question, limitations of the study and the demarcation of research. The next chapter will look into the review of literature in FET Sector.

1.13 Division of chapters

As the problem and aim have been stated, the rest of the study will unfold as follows:

- ◆ Chapter 2 : Review of Literature
- ◆ Chapter 3: Historical Background on the FET System
- ◆ Chapter 4: Methodology

- ◆ Chapter 5: Results of the Study
- ◆ Chapter 6: Summary, discussion, conclusions and recommendations.

CHAPTER 2

THE REVIEW OF LITERATURE

2.1 Introduction

The purpose of this chapter is to explore all the literature that or which exist with regard to FET institutions or Colleges. As the concept of FET College was established by the Department of Education (Doe), information on Motheo FET College will provide the foundation for the literature study which follows. Although the meaning of the term FET may be interpreted differently by different colleges, there is nevertheless a shared vision of what FET colleges should accomplish.

2.2 Historical Background

When considering the development of technical/vocational education and training in South Africa, it is clear that the issue of whether it resides with FET or HE, has always been a bone of contention.

The vision of the Doe in introducing the FET system is a commitment to be a unit of government that steers a high-quality, coordinated system of FET at national, provincial and institutional levels that is responsive, flexible and also meets the needs of a learning society. As a mission, the DOE intends to operate an effective and efficient education and training service that is focused

on the development of intermediate to high-level skills and competencies in order to improve the quality of the citizens through responsive, flexible and high-quality learners' programmes (Department of education and training, 1999-2001:2).

The need for technical/vocational training came from the demand of the South African Railways that, with the event of the discovery of diamonds and gold during the second half of the 19th century, South Africa needed technical support. In 1884, the railway system in Natal established technical/vocational training (Report on the recommendations of the task team on the phasing out of N4 to N6 programmes, 2002:2).

As early as 1897, the School of Mines in Kimberley made the attendance of apprentices compulsory, setting the stage for future technical education. With time and as the need arose, various technical schools and institutes were established. By 1916, centralized syllabi, examination and certification systems in technical education were established. (Report on the recommendations of the phasing out of N4 to N6 programmes at technical colleges, 2002:2)

Although the curriculum, examination and certification were national competencies, the provision was mainly provincial. With the provision of *Section 85 of the South African Act of 1909*, any form of education, except higher education, was transferred to the provinces. Problems arose as the term "higher education" was not clearly defined and issues of financing, responsibility, etcetera. continued to be raised. Certain institutions such as the Natal Technical College, the Cape Town Technical College and the SA Native

College (later to become the University of Fort Hare) initially were the only institutions that fell under the *Higher Education Act 1923 (No 30 of 1923)*.

An Education Administration Commission was appointed in 1923 and recommended that the National Department should assume responsibility for all vocational education. This resulted in technical colleges and technical institutes, under the *Higher Education Act*, to be established in East London, Bloemfontein, Uitenhage, Pietermaritzburg, Port Elizabeth, Pretoria and Johannesburg.

The range of programmes offered varied from continuation of day schools (from Grade 7, Standard six) to post matriculation. The highest level was for membership of various institutions such as the Institutes for Bankers, Transport, Insurance, Chartered Secretaries, Mechanical, Electrical and Civil Engineers as well as preparation for the Government Certificates of Competency and degrees courses in engineering, fine art and commerce that was offered at the Natal Technical College, in conjunction with the Natal University College.

All technical colleges, as full state institutions, were taken over by the DOE, Arts and Science. The courses offered, in consultation with industry, were namely designed in chemical, electrical and mechanical engineering. New courses were introduced, mainly in Art and Design, and Secretarial and Commercial Studies.

The recommendations of a 1964 report by Prof. H.O. Monning that arose from the United Kingdom based Venables Report of 1956, stated that the training of universities and technical colleges did not provide for the area of technology sufficiently and that the more advanced technical colleges should be lifted as a kind of technological college that could function between universities and technical colleges. (Report on recommendations of the task team, on the phasing out of the N4 to N6 programmes; 2002:7)

This resulted in the promulgation of the *Advanced Technical Education Act (No 40 of 1967)* for the provision of advanced technical education and other education.

Four colleges became Colleges for Advanced Technical Education and other institutes followed. The name was changed to *Technikon* and became official with the promulgation of the *Advanced Technical Education Amendment Act (No 43 of 1979)*.

The promulgated Technical Colleges Act of 1981 (Act No. 104 of 1981) was based on the original Act of 1967 and under this Act the 42 existing technical institutes as well as the 29 existing technical colleges were declared State-aided institutions

Technical colleges, like the rest of the education system, experienced the entrenched legacies of apartheid from being divided into state and state-aided colleges. Institutions were established along racial lines and were saturated with the doctrines of apartheid, entrenched inequalities and racial segregation. These differences were enforced by means of different Acts and regulations.

The Bantu Education Act of 1953 introduced inferior education, unequal distribution of resources, poor teacher training and unacceptable teacher/learner ratios.

Technical colleges were also regulated by various laws, namely the Correspondence College Act and the Technical College Act of 1981, amended in 1989 (Report on the recommendation of the task team on the phasing out of N4 to N6 programmes, 2000:3)

The formerly white state-aided colleges had their roots in a response to the profound changes in the structures of the South African economy that took place in the late 1920s and early 1930. State-aided colleges were reserved for the exclusive use of whites learners. These were well-resourced institutions staffed with quality educators and supported heavily by the private sector. State colleges, on the other hand, catered for black learners and were poorly resourced, poorly staffed and received little or no private sector support.

South Africa experienced an economic boom period from the early sixties to the late seventies. The economic sanctions starting in the late seventies against South Africa caused large companies not to invest in South Africa and a number of companies pulled out of South Africa, causing a decline in apprenticeship contracts (Report on the recommendations of the task team on the phasing out of N4 to N6 programmes, 2000: 4).

The establishment of technikons also added to the demise with the *Colleges for Advanced Training Act of 1978*. Technikons took over a number of the

Advanced Technical Certificates 1, 2 and 3 and built into these programmes with experiential training. Technical colleges were left with the National Training Certificate (NTC1 TO NTC3) training that later became the N1 to N3. The decline of apprenticeship contracts led technical colleges to offer only the theoretical training to full-time students, and did not take responsibility for on-the-job training that led to a trade test and consequent artisan status. The enrolment of non-apprentices at technical colleges started in 1984.

The *Manpower Act of 1981* promoted the "in house" training of companies and industries, leading to further decline of the apprenticeship system. The inflexibility of the apprenticeship contract also added to the reluctance of industry and companies to commit themselves as partners in the training of artisans.

During the 80's and as the need arose, there was a mission drift on the part of the technical colleges towards higher education programmes, both on certificate (N4, N5 & N6) and diploma level, addressing a very specific niche in the market.

The result of this drift is that a great number of technical colleges are currently mainly offering N4, N5 and N6 programmes that are, technically speaking, on the HE band.

In an overview of the history of technical colleges, it is clear that, like the technikons in the early nineties that aspired to offering degrees, there has always been this drift to offer programmes on a higher level than the original mission of the institution.

The process of merging technical colleges resulted in a new technical college landscape that was declared in September 2001. The brief of FET institutions according to the Further Education and Training Act of 1998 is to offer programmes on NQF levels 2 to 4 and to focus and expand on these programmes. The mission of FET is to foster mid-level skills, lay the foundation for higher education, facilitate the transition from school to the world of work, develop well-educated autonomous citizens and to provide opportunities for continuing learning through the articulation of education and training programmes (A new institutional landscape for Public Further Education and Training Colleges; 2001: 16)

By definition, the N4 to N6 certificates and National Diploma fall under the ambit of Higher Education (HE). Although the Education White paper 4 of 1998 states that in principle, an FET provider may offer programmes on the HE band, certain conditions apply, namely that all HE programmes will be subject to the planning, funding and quality assurance policy of the White Paper on Higher Education and Higher Education Act of 1997 (Act No. 101 of 1997). In terms of the FET Act, it was decided that the current N4, N5 and N6 programmes, should be phased out as they are neither in the FET band nor are they registered as HE programmes.

2.3 Policy and legislative framework for transformation of the FET sector

In the new democratic society, the apartheid legacy of fragmentation and unequal provision of technical and vocational education necessitated a different

vision to create a co-ordinated, accessible and responsive system. The Education White Paper 4 and Further Education and Training Act (1998), set out a broad and long-term national framework for the transformation of curricula, learning and teaching, qualifications, funding, quality assurance and new institutional arrangements in the sector.

Complementing the FET Act, the Skills Development Act (1998), aims to improve the skills base by increasing “the levels of investment in education and training in the labour market and to improve the return on that investment”. It seeks to achieve this by encouraging work-based education and training, and encouraging partnerships between the public and private sectors (A new Institutional Landscape for Public FET Colleges, 2001:4).

The reconstruction and development of our South Africa requires the development and nurturing of the talent and potential of all our people, young and old. In clear recognition of the vital importance Government attaches to developing the human resource of this country, the South African Cabinet adopted a Human Resource Development strategy entitled “A Nation at Work for a Better Life for All”.

The four key strategic objectives in the Human Resource Development strategy are (A new institutional landscape for Public FET Colleges; 2001:4):

- Improving the foundations for human development.
- Improving the supply of high-quality skills, particularly scarce skills, which are more responsive to societal and economic needs.
- Increasing employer participation in lifelong learning.

- Supporting employment growth through industrial policies, innovation, research and development.

The 152 Technical Colleges spread across the nine provinces represented an important infrastructure to develop the intermediate skills of South Africa.

Whilst some of these colleges have displayed innovation of infrastructure with poor facilities A new Institutional Landscape for Public FET Colleges (2001:5). Programmes were often irrelevant and outdated, and were offered in poorly equipped workshops and facilities. They were also set up in a way consistent with apartheid's spatial geography.

The new institutional landscape was a plan for restructuring the 152 Technical Colleges into large, multi-site FET Colleges. The re-organisation of the colleges lay a solid foundation for a modern and high-quality sector that can respond effectively to the imperatives of the Human Resource Development strategy.

To build the college system that South Africa needs, additional resources are required. Therefore, increased expenditure on colleges must be seen as a vital investment. A New Institutional Landscape for Public FET Colleges (2001:5) report explains how the Ministry will ensure that the immediate financial implications of restructuring the FET college sector are assessed and the necessary resources committed. It also outlines a process for the development of a new funding mechanism and related measures to ensure the long-term growth and responsiveness of this critically important sector.

2.4 An overview of the current college system

The college system in this country, for the greater part, has been characterized by a narrow concern with “skills” and underpinned by the ideology of apartheid. In general, it has not concerned itself with the broader social and intellectual development of its learners. It has also lacked an understanding of the importance of lifelong learning and critical thinking.

2.4.1 Governance and legal status

The governance and legal status of state colleges differ from those of state-aided colleges. State colleges lack the status of a juristic person and their councils have advisory powers only. State-aided colleges, on the other hand, have a separate legal status, and their councils are fully constituted governing bodies, with legal capacity and the right to own property (A New Institutional Landscape for Public Further Education and Training Colleges, 2001: 9).

2.4.2 Financing and financial management

The financing and financial management of state colleges differs from that of state-aided colleges. The state pays all operating costs for state colleges, provides accommodation and equipment, undertakes all maintenance and prescribes financial policy. State-aided colleges, on the other hand, are subsidized according to a formula based on full-time equivalent enrolments (FTEs). The council determines tuition fees, and colleges are at liberty to raise additional funds and donations.

State-aided colleges have control over their budgets, expenditure and investments, and operate their own bank account, with the principal as the accounting officer. Personnel administration also differs between state and

state-aided colleges. While the Provincial MEC appoints, promotes, and seconds staff in respect of state colleges, college councils fulfill these functions in respect of state-aided colleges. Unlike in the case of state colleges, the councils of state-aided institutions are empowered to appoint college staff directly from the college's funds.

2.5 Situation analysis

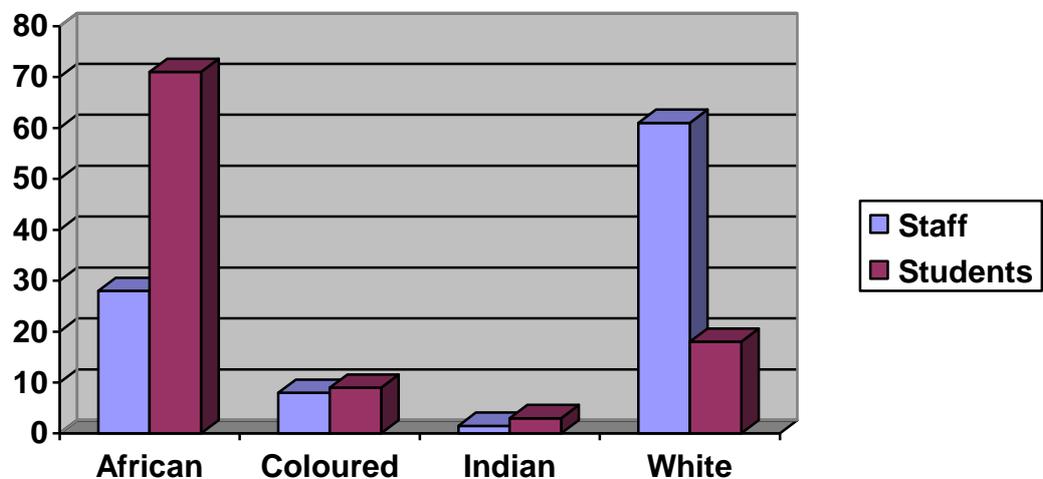
The findings of the situational analyses in respect of Technical colleges conducted by the Human Science Research Council and the Colleges Collaboration Fund since 1998, have provided the Department with a quantitative and qualitative analysis of the strengths and weaknesses of the technical college system. Key elements of the analysis include profiles of students and staff, programme offerings, student attainment and outputs, infrastructure and facilities, and state funding.

2.5.1 Student and staff profiles

In 1998, about 123 000 full-time equivalent learners were enrolled in 152 Technical Colleges in South Africa. In contrast, some 350 000 such learners were enrolled in the 21 Higher Education institutions. The significance of these low enrolment figures at Technical Colleges can only be fully grasped when FET provision is located within the social and economic context of low levels of educational attainment amongst the population, the weak national skills base, and widespread unemployment. In particular, this affects youth and older, less qualified workers, the greater majority of whom are black (A New Institutional Landscape for Public Further Education and Training Colleges, 2001: 10).

On the other hand, a significant feature of the sector is that the student population has become increasingly representative of the race and gender profile of the country. Nationally, 71% of learners are African and 44% are women. However, there are significant variations across institutions. Programmes and enrolments of men and women across programme areas tend to follow traditional patterns.

Fig.1: Staff and Students (A New Institutional Landscape for Public Further Education & Training Colleges, 2001: 10)



Staff profiles at colleges is very different to that of students: Nationally, 61% of teaching staff are white (Fig.1), with 74% of staff on Post Level 3 (middle and senior management) and higher being white and predominantly male. Apart from the issues of equity and representativeness, a further serious concern is the 'bottom-heavy' post-structure of the colleges, and the very small pool of senior post-holders available to provide the leadership and management that the new FET Colleges will require (Fig.2).

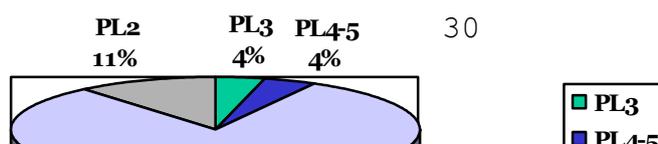


Fig.2: Post-level structure

Staff in the education system are currently categorised as: PL1 Lecturers; PL2 Senior Lecturers; and PL3 to PL5 middle and senior management

There is no learner support system in college. Learners often come from impoverished backgrounds, have a poor educational foundation and limited career possibilities. Thus colleges have a vital role to play in providing learner counselling, financial support, and relevant educational programmes. Institutional cultures and attitudes, financial constraints, and the shortage of trained staff are all obstacles concerning the provision of essential learner support services (A new institutional landscape for Public Further Education and Training Colleges; 2001: 11).

2.5.2 Programme offerings

The range of programmes offered by Technical Colleges is extremely narrow and the opportunity for colleges to respond to new areas of need and to develop new markets is relatively untapped.

Four out of five learners are enrolled either in Engineering or Business Studies programme, and programme offerings in other areas are limited (Fig.3a).

This narrow range of programme provision is different from Technical and Advanced Further Education provision in other countries, for example, Australia.

Australia has 13 different vocational fields with no single field dominating (Fig.3b) (A new institutional landscape for Public FET Colleges; 2001:11). Non-formal and enrichment programmes leading to community regeneration, and programmes other than approved DOE offerings, are very limited (Fig.4).

Fig.3a: FTEs by subject field

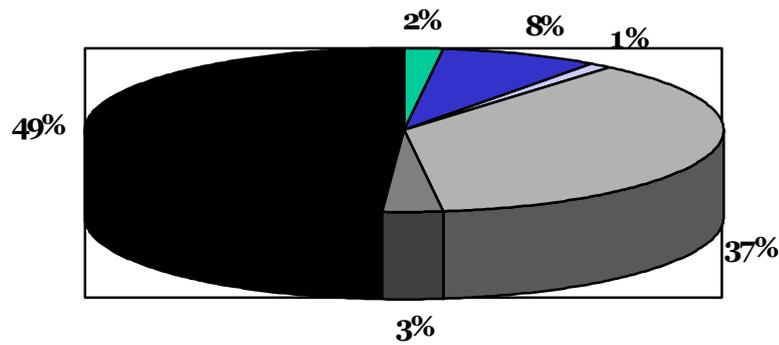


Fig.3b: Enrolments across programme area in Australia (A New Institutional Landscape for Public Further Education & Training Colleges, 2001: 12).

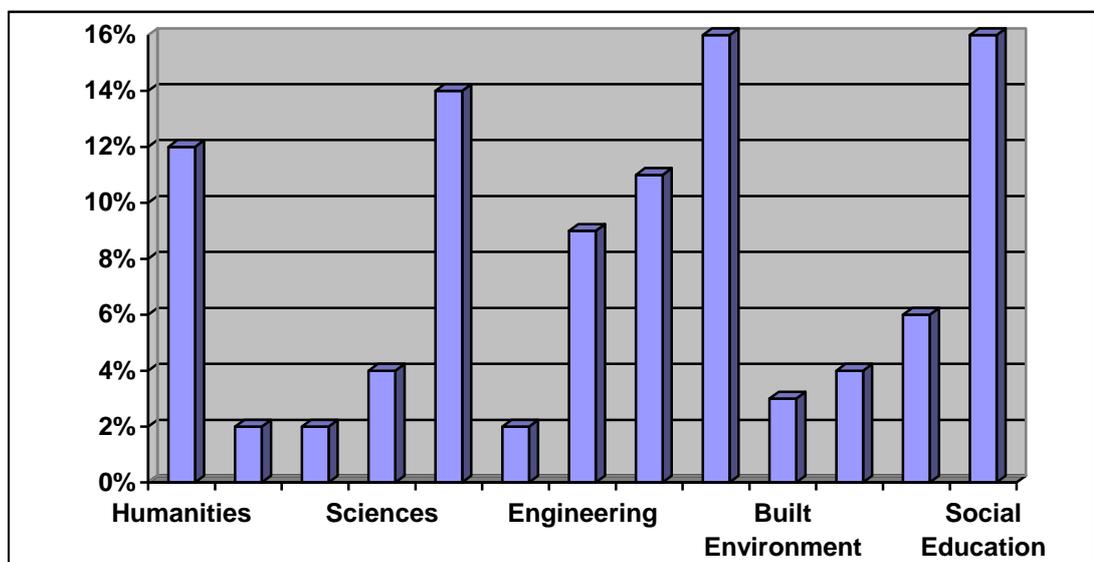


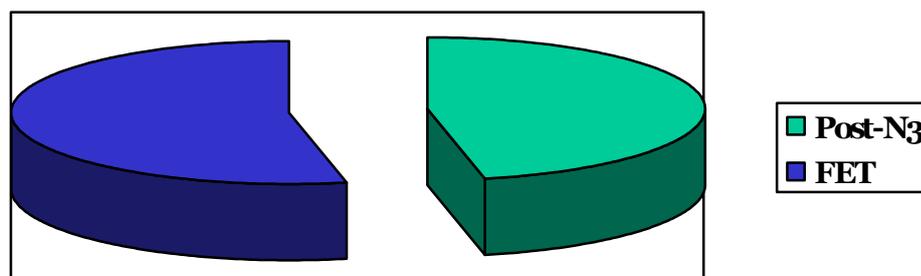
Fig.4: Enrolments, DoE & non-DoE programmes

Attention needs to be given to correct the balance of FET and HE provision in colleges and in specific programme areas. The core mission of colleges must remain FET and the problems of 'mission drift' into higher education must be avoided.

In broad terms, N1 to N3 represent the vocation-specific equivalents of Grades 10 to 12 in the schooling system, and N4 to N6 are the vocation-specific equivalents of post-Grade 12 training.

Almost half of the enrolments in colleges are currently at N4 to N6 levels, and a number of colleges have 80% or more of their enrolments at N4 to N6 levels (Fig.5).

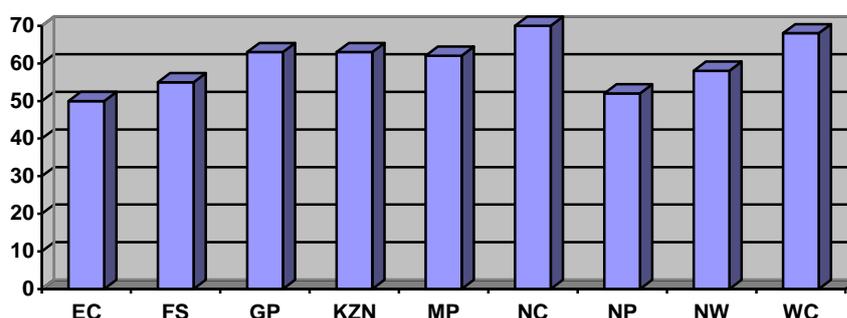
Fig.5: % FTEs – FET&Post-N3



2.5.3 Student attainment and output

The national success rate of Technical Colleges averages in 2000 was 60% across all fields (Fig.6). There were, however, wide variations among colleges and across programme areas. Some colleges had success rates as low as 10% and some as high as 93%. In the two main vocational fields offered by the colleges, Engineering Studies had a lower pass rate than Business Studies (A new institutional landscape for Public FET Colleges; 2001:13).

Fig.6: Success rate by province



National Average success rate of 60%

2.5.4 Infrastructure and facilities

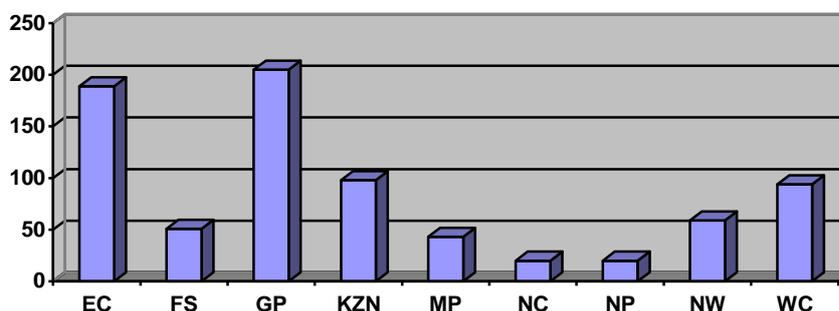
There is considerable unevenness in the infrastructure of the college sector. Some colleges have modern, well-equipped buildings and workshops well suited to the new vision for FET Colleges. Others are located at former schools or training centres, while others occupy premises that are unhealthy, unsafe and inappropriate.

An audit of available infrastructure, facilities and equipment is needed in order to lay the basis for creating a measure of parity in the new FET college landscape.

2.5.5 Levels of funding

In 1998, the annual state budget by the Provinces for technical college education was R780 million (A new educational landscape for public Further Education and Training Colleges: 2001), which constituted about 2.1% of the total provincial education budgets (Fig.7). There has been little or no new investment in the college sector and the absolute levels of current investment are minimal in comparison with Higher Education and schooling.

Fig.7: Provincial college budgets (million)



The history of Technical Colleges outlined here and the issues highlighted by the situational analysis point to major challenges faced by the sector. The funding challenges identified will need to be dealt with decisively if the new FET Colleges are to embark on a new and more promising path that will meet the Human Resource Development needs of the country.

2.6 Some Shortcomings of the FET system

The following are some of the major inefficiencies of the inherited system. It is an attempt to clarify some of the issues that need to be tackled to create a more efficient and just FET system that can lead to sustainable socio-economic development.

Pillay (1999:105) contends that the transformation of education is simply not an easy exercise. While the intentions to transform are good, there are serious challenges and hurdles that have to be overcome.

2.6.1 Lack of coherence and co-ordination

FET is currently still fragmented, unplanned and uncoordinated. With the new FET legislation in place, together with other structures and processes (such as the SETAs), there is an opportunity to guide the overall vision and strategy of FET in the process of implementation (Kraak & Hall, 1989: 21).

2.6.2 Lack of funding coherence

The funding of programmes were uneven across different sites of provision and created distorted incentives as well as disincentives. New programme-based funding formulae were put in place to ensure that issues of access, equity, redress and responsiveness were addressed.

2.6.3 Poorly articulated programmes

Different FET programmes and qualifications were poorly articulated and circulated among one another, inhibiting learner mobility and leading to high levels of inefficiency. In addition, programmes differed widely with respect to quality, standards of provision, outcomes and curriculum (Kraak & Hall, 1989: 27)

2.6.4 Separate education and training tracks

Current provision of further education reflects rigid and outmoded distinctions between "academic" education and "vocational" training. Consequently, technical and vocational education provided to the majority of Learners is poor

and there are few second-chance opportunities for those whom the system has failed.

2.6.5 Weak linkage with industry

Owing to the almost non-existent link between education (as the provider of skilled labour) and industry (as the user of skilled labour) the overwhelming majority of programmes offered by colleges have been of such poor and irrelevant quality that they have been unable to prepare and assist learners to enter the job market or other areas of the economy and society.

2.7 The effect of merging, closing and declaration of the FET

Colleges

The National DOE decided to embark on a process of merging, closing and declaration of the FET colleges for the following reasons:

- Reintegration of resources, that is, both human and material resources.
- Determination of the best, efficient and effective use of the resources.
- Avoiding duplication of resources.
- Introduction of effective management by detecting and utilising powerful resources from existing resources.
- Improvement and upliftment of the standard of education to meet the challenges of the labour market.
- Enhancement of co-operative management, co-operative governance, co-operative leadership and co-operative education (Department of Education, 2000a:1)

The long-term vision of the DOE is the development of a coordinated FET system of high quality with flexible and responsive programmes, and opportunities for a learning society. Given the fragmented nature of FET and the need to rationalise provision, the new legislative framework offers an incentive to reorganize the institutional landscape to achieve this vision (Department of Education, 2000a: 1).

The declaration, merger and closure of public institutions is one of the means for conceptualising the FET system in education and thus the first phase of the overall strategy adopted by the National Department of Education to reorganize and create a vibrant coordinated system in South Africa (Nkoe, 2002: 15). This transformation has a direct impact on the management structures and processes in the FET system.

2.7.1 Attributes of public FET institutions

The Department of Education (1998b: 14) contends that a key means of encouraging institutional responsiveness and flexibility, and of promoting creative and necessary changes and innovation, is to allow education institutions greater autonomy in the determination of their missions and the management of their affairs. However, the FET Act of 1998, argues that the FET institutions will receive autonomy after they have demonstrated capacity in institution-based curriculum and development, leadership and management, financial management, quality assurance and student support services (Nkoe, 2002:16). The Department of Education (2000a: 3) mentions the following as attributes necessary to warrant a successful FET institution:

2.7.1.1 Institutional-based curriculum development

The degree to which the students retain and achieve qualification warrants institutional performance. The institution is thus expected to bring benefits to its learners of programmes offered. In doing so their achievements widen participation, promote flexibility, access and open learning opportunities.

The programmes should be registered in the NQF with provision made to widen participation, with particular emphasis on matured young people, adults and learners, with special needs in line with the labour market needs, potential employment needs and economic needs. Thus SAQA mission is to ensure development and implementation of a NQF, which contributes to the full development of each learner and to the social and economic development of the nation at large. The national system of education and training must balance society's needs with the needs of the individual (Isaaks, 2000:3).

2.7.1.2 Management and administration

Institutional managers, that is, principals, head of departments, senior educators and educators have to ensure increased numbers in Full-Time equivalents/students (FTE's) intake and to cater for a diversified curriculum in order to meet academic and personal needs. For this to happen, a high level of adaptability and performance is required for institutions on an ongoing basis (Department of Education, 2000a: 3). Therefore structural changes will need to be planned and managed very well and effectively, aiming at high quality, cost-effective and adaptable provisioning of needs for day to day operations.

2.7.1.3 Finance

The government has allocated money to facilitate the introduction of the New FET system which demands careful use of the resources provided by the State

and in the light of this, institutions should prove themselves capable of handling financial matters satisfactory so that:

- The capacity and competence to handle state funds exist.
- Their management and control comply with the Generally Accepted Accounting Principles (GAAP).
- There is a commitment for the development of financial management and administration structures and capacities in a manner consistent with the national and provincial Acts as the case may be.

2.7.1.4 Leadership and administration

According to Nkoe (2002:17) the FET demands the following from the institutions as a means of transforming leadership and administration of the FET institutions.

- The development of proper administration system, namely, personnel administration, logistic and procurement administration, student administration and communication systems.
- The development of managerial knowledge and skills to perform new roles such as public relations, marketing, communication, multi-campus management, partnerships, industrial relations, health and safety, Education Information Management System (EMIS) etcetera.
- The establishment of management and administration structures in a manner consistent with the National and Provincial Acts.

2.7.1.5 Resources

It is imperative that the quality of teaching and learning be improved across the whole FET sector in order to ensure that curricula are responsive to national

and regional needs, hence the following according to Nkoe (2002:18) should be considered:

- Physical resources: the availability of the basic minimum requirements for teaching and learning as per national norms.
- Financial resources: financial control to comply with GAAP and appropriated mechanisms should be established to access programmatic funding of both the private and public sector.
- Human resources: institutional staff establishments should meet the minimum requirements in terms of national norms and standards; and the evidence of policy to employ additional staff should be aligned to national laws.

2.7.1.6 Quality assurance

The importance of quality assurance and quality improvement cannot be overemphasized if education officials want to ensure that the further education and training programmes meet the needs of the learners, communities, employers and the society at large. Quality assurance includes both programmes and institutional evaluation, that is, the effectiveness of the programmes offered by the institution, and an institutional audit, that is, the organisational effectiveness and resources of the institution (Nkoe, 2002: 18).

In as far as quality assurance is concerned, for an institution to be declared an FET institution, it should be able to provide evidence in the form of:

- Documented processes for undertaking self-assessments, evaluations and action planning.

- Obtaining and responding to the views of learners and other customers about the opportunities and services offered.
- The development of an Education Management Information System as management tool for monitoring evaluation and reporting purposes.
- Target setting using benchmarking based on consistent performance indicators.

2.7.1.7 Student support services

In institutions, student support services such as labour market opportunities, career opportunities, other forms of counselling and strategies for financial aids, are of vital importance. They thus play a role in ensuring access to education and training, and developing individuals holistically. For such institutions to qualify as FET institutions, they should prove:

- Ability to provide a safe and supportive environment, speedy and effective response to the needs of the learner;
- That they have a sound administration and learner record management procedures in place; and
- That there are policies and practices in place for assuring the integrity of present records, that is, security, confidentiality, archiving and access by learners.

2.7.1.8 Criteria for the declaration of FET institutions

- Formation of a new institutional landscape for further education and training sector.

- Institutional development and support necessary to warrant that the transformation process achieves the set objectives.
- Consideration of vast differences between institutions and the needs of the local communities and the industry in the province.
- Promotion of effectiveness and efficiency parallel with an attempt to avoid unnecessary duplication and waste of resources.
- Promotion of equitable distribution of access and opportunity for further education and training along lines of race, gender, class and geography.

The following aspects should be considered when declaring an institution for FET (Nkoe, 2002: 25):

- Institutional size - the minimum size of an FET institution should be seen as 2000 time equivalents (FTEs).
- Institutional plan - institutions are expected to develop a three-year rolling plan to qualify for funding.
- Provincial plans - provincial departments are expected to reorganize their FET planning and monitoring procedures, which will declare merging or closure of institutions.

The merging, closing and declaration of FET colleges have more far-reaching implications than merely bringing together certain colleges. On one hand, all resources are reconciled for collaboration and partnership reasons; on the other this process spells the point of departure of co-operative education, co-operative management, co-operative governance and collegial leadership.

2.8. Studies on the FET

Not many studies were undertaken on the impact of the new FET system on colleges in South Africa, but the following will provide an overview of studies on how the new system is expected to operate.

FET according to the FET Act is broad and inclusive. It is designed to promote the intergration of Education and Training, and to enhance learner mobility and progression, which are at the heart of the NQF.

When fully developed, the new FET system will provide access to high quality education and training within a differentiated system, which will offer a wide range of learning options to a diverse range of learners, including school-going young people, out of school youth, young adults and the larger adult population.

FET is thus at the centre of educational and national socio-economic change and development. This system provides opportunities for learners in FET institutions and workers in industries. It is worth reflecting that the South African priorities resonate with developments abroad.

The Further Education Unit in the UK suggests a range of societal issues that should be addressed by FET (Carter, & O'Neil, 1995:85). These include:

- ❖ The requirements for appropriate learning opportunities regardless of race, gender, age and ability.
- ❖ Opportunities for all learners to establish and develop a recognised competence (knowledge, skills and experience).
- ❖ Understanding of economic and social environment
- ❖ Increased self-awareness of learners.

According to the FET Act 1998, the mission of FET is to foster mid-level skills, lay the foundation for higher education, facilitate the transition from school to

the world of work, develop well-educated autonomous citizens and provide opportunities for continuing learning through the articulation of education and training programmes.

The restructuring of the 152 technical colleges into 50 multi-site FET colleges was partly to assist the colleges concerning duplication of programmes and to refocus on their mission, which is to balance the imbalance of the past in the education system (FET Act, 1998: 2).

The new FET curriculum will offer multiple entry and exit points and a diversity of learning programmes and qualifications to meet the varied needs of learners in different fields. Linked to the new curriculum is a need to develop a framework for the recognition of prior learning (FET Act, 1998: 3).

OBE was introduced in South Africa at the end of December 1995 as an attempt to overcome the problems in the curriculum of the national system of education and training inherited from the apartheid regime. The curriculum framework is built on an outcomes-based system. This means that the outcomes of a learning programme are specified upfront, thus the learning programme is developed from the learning outcomes and forms the learning outcomes and part of the overall curriculum (Angelis et al; 2001:185).

Nkoe in his studies on the management of curriculum for the FET colleges in South Africa maintains that an effective FET needs an effective management style and development in curriculum (2002:9).

According to Van Niekerk (1998:3), management can be described as “a continuous cycle of planning, organising, directing, coordinating and controlling

of the efforts of others in order that a specific set of goals may be achieved". Palsey (1992:14) contends that collaboration is a necessity for achievement of common interests and objectives of the institution, which are envisaged by all stakeholders. Palsey (1992:16) further maintains that collaboration involves total sharing of responsibilities, which includes the right to succeed and to fail. In order to maintain the newly introduced FET system, stakeholders must collaborate in co-operation.

At the heart of the South African Schools' Act 84 of 1996, lies the notion of a partnership between all people with interest in education. Bhengu (1997:4) further asserts that educational institutions will be greatly improved only through the joint efforts of parents, learners, members of the local communities and various education departments. Joint effort is a function of effective co-operation and self-management, thus the co-operation of partners in FET sector means self management of the system.

Nkoe (2002:25) further maintains that closest to co-operative management is participatory management.

According to Ramphele (2000:30), participatory management of an effective team offers a great opportunity to ensure that two-way communication takes place, rather than followers being told what has been decided. An effective FET team of managers must provide effective leadership. The team must know how to make decisions, build trust and communicate in order to achieve expected results.

Total quality management philosophy is utilised in tasks, and require collaborative effort. Morgan (1993:60) asserts that total quality means that all

aspects of an organisation have to be committed to the goal of achieving the highest possible standards of performance, thus total quality management can be defined as “co-operative management”. The FET sector has to resort to a co-operative management style.

Nkoe (2002:30) defines collaboration as "work together" and to cooperate with an enemy, he further adds that "collaboration" is an affirmation of cooperative rather than competitive attitude. However, co-operation cannot be accomplished in isolation because people have to be changed by influencing their values, attitudes, beliefs and behaviours.

The FET Act, 98 of 1998 (section 13) states that the principal of the public FET institution is responsible for the management administration of the institution. People are managed through leadership; hence the principal is the leader of the institution.

Management is defined by Eksteen (1996:4) as a process used to achieve the goals of the organisation through planning, organizing, leading and controlling people and other resources at the disposal of the organisation. Leadership on the other hand is a process of influencing people so that they can strive voluntarily and willingly towards the accomplishment of a group's goals.

Bisschoff (1997:2) contends that co-operative education management possibly holds an anticipated key to transformation of education. Stakeholders, especially professional staff, has to be involved and empowered in the change management. Nkoe (2002:33) maintains that staff involvement is equal to the loss of power in the eyes of some administrators. The fear of losing power is expressed repeatedly in actions and seldom in oral communications.

The following three essential ingredients of change management can serve as guidelines to be used by the FET managers for successful management of change (Nkoe, 2002:34):

- First, the management of change goes best when it is carried out by a cross-role group (consisting of teachers, departmental heads, administrators and often students and parents). In such a group different worlds collide, more learning occurs and change is realistically managed. There is much evidence that steering a change effort in this way results in substantially increased teacher commitment.
- Second, such a cross-role group needs legitimacy, that is, a clear licence to steer. It needs an explicit contract, widely understood in the school, as to what kind of decisions it can make and what money it can spend.
- Third, even empowerment has its problems, which co-operation is required to solve. Everyone has to learn to take the initiative instead of complaining, to trust colleagues, to live with ambiguity, to face the fact that shared decision means conflict. Principals (managers) in the FET sector need to rise above the fear of losing control. They have to acquire new skills, initiate actions firmly without being seen as "controlling" and support others without taking over from them.

2.9.1 Effects of curriculum on management of FET

The world changes rapidly with the result that old skills become no longer relevant to adapt to rapid changing demands (Department of Education, 1998b:

14). The workplace of today is characterised by global competition, cultural diversity and technological and management processes that require workers to think critically, solve problems and communicate effectively.

It is therefore important that learners be exposed to a curriculum that concentrates broadly on all aspects of career development. The introduction, management and maintenance of the new FET curriculum cannot be left out if South Africa need to cope with the dynamic changes of a rapidly changing world of today.

The National Department of Education has decided to introduce the coordinated FET sector which integrates education, training and the labour market.

It is anticipated that the FET system will provide access to the HE and training within the differentiated system, which will offer a wider range of learning options to a diverse range of learners, including school going youth, out-of-school youth, young adults and a large adult population. The situation gives the introduction of a new unique curriculum that will manage the FET sector.

Carl (1995:32) points out that “the curriculum is the planned and guided learning experiences, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school for the learner, continuous and willful growth in personal-social competence”.

Curriculum development according to Carl (1995:47) is regarded as the umbrella and ongoing process in which orderliness and systematic planning figure strongly from design to evaluation.

This process is characterized by various phases, namely: initiation, design, dissemination, implementation and evaluation, which form the core of the development. The new curriculum anticipated for the FET system is coupled with the new changes to match the needs of society.

The new curriculum for FET is expected to overcome the outdated divisions between 'academic' and 'vocational' education, and between education and training. The curriculum will offer the learner flexibility of choice, whilst ensuring that all programmes and qualification offer a coherent and meaningful learning experience (Department of Education, 1998b: 22). This curriculum poses a challenge to the transformation of resources from human to material. Management of this curriculum needs a high level of expertise and skills with specialised knowledge.

The National Curriculum Framework for FET as explained by DoE (2000b: 21) refers to dissemination of 'programme development', which occurs when educators, parents, community members, business and industry representatives meet to interpret the curriculum framework, and to design programmes that meet their needs. Programmes are developed to guide the activities of learners and educators in meeting the nationally agreed outcomes.

The development of these programmes includes meaningful combinations of nationally registered unit standards into coherent courses. In order to assure the relevance and flexibility of these programmes, coordination should be provided through the National Curriculum Coordinating Committee (NCCC), which comprises of representatives from provincial education departments,

educators' organisations, business and industry (SETA's), SGB & ETQA representatives, learner organisations, higher education representatives and from other relevant government departments.

2.10 Summary

This chapter has reviewed the FET system by consulting the literature on FET curriculum proposals, strategies and implementation by the National Department of Education. The literature also attempts to relate concepts, which assure the essence of co-operative governance, co-operative management and co-operative leadership with regard to effective management of the New FET system. The anticipated merging, closing and declaration of FET colleges, including the resultant impact on resources as well as implications for the management of the curriculum for FET colleges, were also elaborated on.

CHAPTER 3

HISTORICAL BACKGROUND OF THE FET SYSTEM

3.1 Introduction

As early as 1994, the Reconstruction and Development Programme Document proposed that the National Qualifications Framework be established to enable learners to progress to higher levels of education from any starting point. Learners should be able to obtain credits and recognition and credits towards qualifications from one part of the system to another. The system should enable recognition of prior learning and skills acquired through experience. To do this, the curricula should cut across the traditional division of skills and knowledge.

South Africa is at the threshold of implementing its Further Education Sector which is juxtaposed with higher and general, or basic education. Criticism against the previous, further and higher education system is that it was too academic, too rigid, lacking practical orientation and unsuited to the labour market needs. The restructuring of FET curricula is also an attempt to address the inequalities of the past and to provide education and training to those who previously, were denied access to quality education. Consequently there is hope that the future FET Sector will play a vital role in the reconstruction and development of Technical Colleges.

The DoE regards the FET as lying at the heart of the integration of the South African Education and Training System (Department of Education 1998a:10)

The DoE expressed the desire for FET to be planned and co-ordinated as a comprehensive, interlocking sector that provides meaningful educational experiences to learners at the post – compulsory phase. The goals of FET are regarded as providing entry to higher education, readiness for independent, lifelong learning to enter the world and work (Department of Education, 2001b:7).

The interests of the Department of Labour and the Department of Education overlap in the FET system. The chances of the new FET system working well will rely on whether this overlap between the two departments is strongly maintained to ensure close co-operation at National level, between the provincial education departments and SETA's at regional level (Department of Education, 2001b:8).

3.2 Motheo FET College

The Motheo College for Further education and Training was formally established by the DOE (Free State) on 1 April 2002 as part of the rationalisation of the technical college sector from an original 152 colleges into 50 mega institutions. Motheo FET College was constituted as a result of the merger of the former Bloemfontein, Hillside View, Thaba Nchu and Kagisanong College of Education.

Bloemfontein College was state-aided, Hillside View and Kagisanong Colleges were state colleges, and the Thaba Nchu College was a manpower centre. The merger thus brought together four institutions with diverse backgrounds and ethos, funding regimes and cultural diversity. Today the Motheo FET College is one of the 8 public FET colleges in the country with an FTE enrolment in excess of 5,000.

The college operates from three delivery sites, namely: the Bloemfontein campus, Hillside View campus and Thaba Nchu campus. The three campuses have particular attributes, specialist facilities and expertise that will allow the college to provide a wide range of programmes and services to the community without undue duplication.

The Hillside View campus has sophisticated workshop facilities and offers a selection of programmes in engineering, including automotive mechanics, body repair, electrical engineering and carpentry. In addition, the computer laboratories at this site are equally advanced. This campus is also viewed as the main campus.

The Bloemfontein campus is well geared for the presentation of programmes in business studies, hospitality, hair care and cosmetology. The campus also has a well-equipped EDUCARE department that runs its own day care centre.

Despite its rural setting, Thaba Nchu campus offers programmes in construction sciences, engineering, management science and clothing technology, thus providing services directly to the community. All three campuses are involved with Adult Basic Education and Training (ABET)

programmes and offerings for out of school youth wishing to complete their Grade 12, as well as the NIC/NSC programmes.

Although Motheo FET college has all the necessary potential and capacity to be a vibrant institution, the legacy of apartheid is still evident. The staff at both Bloemfontein and Hillside View campuses are still predominantly white, while those at Thaba Nchu are predominantly black. The students population on the other hand is 87% black. The four rectors of the merged colleges form part of the interim management structure of the college, with the Chief Executive Officer (CEO) appointed from other colleges in the Free State.

There is a need to know about the kind of changes the implementation of the new FET system has brought to Motheo FET College, as well as what those changes mean to those involved at the college.

Generally speaking, FET system has brought about a whole range of changes not only on the college itself, but also in the broader economy. At the moment, the changes and impact on the economy will not be immediately felt in areas of organisation, management and governance. Even before the implementation of FET legislation, one could sense and hear panic from the Institution. Some of the questions that staff keep on asking in relation to FET implementation are:

- What is going to happen to our college?
- What is going to happen to educators, rectors and students when colleges are re-organised or merged?
- Are we going to get enough support from the DOE?
- How are we going to access funds available to FET institutions?
- Are we ever going to get promotions or are we going to lose our jobs?

- What role are parents and the community going to play in the institutions?

Motheo FET College should have a development plan that outlines how it will deal with issues of development. The college should note the development plan takes priority over the institutional plan and the former a prerequisite for the declaration of an institution.

3.2 Implications for curriculum delivery as a result of the new institutional landscape for FET colleges

The intention of the DoE to create an enabling environment for FET institutions to become more responsive to the education and training needs of the communities they serve, has been noted. The greater authority provided by the FET ACT to FET institutions through representative governing councils needs to be recognised.

There are however significant implications for curriculum delivery as a result of regulations towards fulfilling the FET Institutions' mission.

This opportunity contributes towards a strategic plan which should move the FET institutions closer to the ideal institutions envisaged in the September 2001 report brought out by the DoE. However, greater care should be taken to ensure that delivery of education and training to those learners in N4 – N6 who are currently benefiting from attending these FET Institutions in large numbers, is not hampered. Special consideration should be paid to learners, in rural areas, who have no or very limited access to the kind of education and training, which

empowers them to participate meaningfully in the work market in their communities.

3.3 Curriculum changes

The Curriculum Framework for FET is a Policy Statement that covers learning, teaching assessment and qualifications of all learners in Grades 10 – 12 in the school system and N1 – N6 in the college system.

The new National Curriculum Framework for FET acts as a guideline for the further development of programmes and materials. It spells out the goals and principles of curriculum development within the FET Sector. It also provides guidelines for organising teaching and learning activities.

Lastly, it provides the framework within which all evaluation and assessment of outcomes will be done. The FET Framework includes: the Principals; critical cross-field outcomes; the organising field; qualifications; assessment; public examinations; and learner services. The Department of Education (2001:1) further emphasises that the FET system seeks to foster intermediate to high-level skills, lay foundations for entrance into higher education; and facilitate the transition from school to work.

It is anticipated by the Department of Education (1998a:22) that the FET system has to provide access to high-quality education and training within a differentiated system, which will offer a wider range of learning options to a diverse range of learners, including school-going youth, out-of-school youth, young adults and the large adult population. This poses a challenge to FET managers with respect to curriculum development.

The DOE have also indicated in 1998 in the green paper on Further Education and Training that they do not have any intention of replacing N4 – N6 with programmes at NQF Level 5, nor will they take further responsibility or initiative for these programmes. Thus the DOE recommends that alternative qualifications and/or unit standards registered at the NQF should replace the qualifications in Report 191 and that the FET Institutions themselves should be responsible for the writing of the associated learning programmes on HE level.

Furthermore, the DOE recommends in the green paper on Further Education and Training that FET Institutions should seek franchise agreements with previous Technikons and Universities.

It is also suggested that the FET Institutions should develop Learnership and Skills programmes, based on unit standards registered at the NQF. These Learnership and Skills programmes should be priorities towards meeting skills shortages identified in the sectoral skills plan of the SETA's.

In view of the fact that many thousands of learners are currently enrolled for the N4 – N6 Certificates, it is recommended that the N4 – N6 programmes be systematically phased out when a substitute NQF level 5 qualification and learning programme becomes available (Report on the Recommendations of the Task Team on the Phasing out of N4 – N6 Programmes at FET colleges, 2000:24). This is to ensure that no break in the provision of education and training employable competencies at this level occurs.

FET Institutions were not in a position, financially or capacity-wise, to ensure continuity of NQF Level 5 or post Grade 12 curriculum delivery. It is therefore, noticed that no resources (even temporary) were offered by the DOE in this regard.

According to the Department of Education (2000:5) the present system of FET qualifications and programmes offered by schools, colleges, industry and private providers, does not prepare learners adequately for success in further learning or for productive employment. FET programmes offered by schools are constrained by narrow academic concerns, are too general, offering little or no specialisation, while programmes offered at Technical Colleges are narrow and job specific.

These programmes fail to equip learners adequately for social, economic and cultural changes or challenges, which they will face during the course of their lives.

The new FET curriculum is characterised not only by vocational education, but by a sound foundation of general knowledge combined with practical relevance, Thus the curriculum offers the learner flexibility and choice, whilst ensuring that all programmes and qualifications offer a coherent and meaningful learning experience (Department of Education, 1998a:19).

The DOE has already begun a review of existing learning programmes, curricula and qualifications. The changes that are to be implemented will

be aimed at ensuring that, prior to the full-scale implementation of Curriculum 2005, learners who exit the FET system at Level 4 on the NQF, with a Senior Certificate of National Senior Certificate, will be better equipped to access higher learning and to enter productive employment or self-employment (Department of Education, 1998a:22).

FET should offer a diversity of learning programmes and qualifications. The key external test to be applied to all qualifications is whether they articulate with further and higher learning, and with work.

The DOE believes that the current provision of learning programmes and qualifications, and the rigid identification of certain types of programmes and qualifications with particular institutions, is inappropriate and must change. Learners must be given access to a wide range of learning programmes through the development of institutional partnerships and linkages.

The current curricula and programmes indicate shortcomings such as: a separation of theory and practice; poorly articulated FET programmes and qualifications; programmes that differ widely with respect to quality; and learners who have to repeat passed subjects when they re-enter the system which leads to a high level of inefficiency. It is clear that much will have to be done regarding the management of the new curriculum, together with its accompanying changes.

The transformation of the curriculum and the implementation of a co-ordinated approach towards it, will definitely require the development of capacity at National, Provincial and Institutional levels of education. The

key capacity– building initiatives will focus on the provincial development of educators, institutional leaders and support staff (Department of Education, 2000:38).

Regarding the integrated approach to FET, Schools, Technical Colleges and the workplace training facilities, each one becomes a part of one “integrated system” of learning. Consequently the curriculum from any one of the parts is potentially an element of FET curriculum as a whole (Department of Education, 2001b:4)

The Department of Education (2001b:13) contends that the success in the attainment of new policy goals lies in the improvement of the quality of human resources, particularly with regard to management. The development of staff and management, administrative and support service levels is critical to the re-orientation and quality performance of the FET system. The challenge with respect to staff development is to create new institutional levels of work characterised by co-operation, multi-skilling, teamwork, flexibility, quality and service orientation.

The curriculum forms the basis of management of an education system. It is in this light that the best curriculum can provide the most effective management part of the FET sector.

3.4 The National Qualification Framework

The development and implementation of the NQF in South Africa is an attempt at reconstructing and integrating all education and training under

a unified banner to address both individual needs of learners and the nation's needs in general.

This comprehensive and integrated framework is primarily aimed at enhancing the access to mobility and quality of education and training in South Africa (Mahomed,H,1998:45). The NQF has been introduced to manage education and training in South Africa, hence the management of FET is under surveillance of the NQF.

3.5 The Nature of the FET band

Given the background that the FET band corresponds with the new Grades 10,11 and 12, this phase is now called the FET band on the NQF. The Level 4 certificate becomes the new Senior Certificate for Matriculation. The FET Band Learning programmes have many advantages in the way they can be structured. The programmes at this level will be learner-centred, and the modular nature of any of these programmes will allow for greater access and more exit and entry points in the system. Learners will be able to study and obtain credits within the FET Band from a host of service providers.

Adult Education training centres, non-governmental organisations, colleges and universities (through their community outreach programmes), could all play a role in presenting a wide variety of courses. Learners could get recognition for, and cumulatively be given certificates in this band at level 2,3 and 4. The DOE will set the norms and standards for FET

provisioning, but it will be the task of Educational and Training Assurets (ETQA) to ensure that quality is maintained in all programmes offered by various service providers (Nkoe, 2002:76).

According to the Department of Education (1997:23) the types of programmes in the FET Sector can be broadly clustered into three groups, namely:

- General education programmes, which would cater for the holistic development of learners without any specific occupational focus.
- Vocational education and training programmes, which would focus on skills and knowledge required by the market place for specific occupations.
- Community and personal development programmes, which consist of programmes catering for the specific needs of individuals or communities.

3.6 Curriculum framework of the FET system

According to the FET Curriculum Framework 2001, curriculum is at the heart of the education process and has a crucial and strategic role to play in transforming education and training. It is therefore vital that the curriculum be restructured to reflect the values and principles of the new democracy.

Curriculum can be defined as a list of subjects to be taught and a set of entries on the timetable. A broader definition would equate curriculum with syllabus (Angelis , etal; 2001:183). This gives it a meaning of a

formal list of topics to be covered over a particular time-span within each subject area.

SAQA describes curriculum as “the process of learning”(SAQA Act No 58: 1995). By its nature, it is tied up with achieving the values and belief of an “ideal” society. SAQA is also of the view that a curriculum is more than syllabus documentation. It refers to all the teaching and learning opportunities, including:

- The aims and objectives of the education system and the specific goals of the learning institutions.
- What is taught (values, content, subjects, programmes, syllabus and what skills and processes are included).
- Teaching and learning strategies.
- Assessment and evaluation processes.
- Support and resourcing of the curriculum.
- Adequately reflecting the values of society, learners, community, employers, the economy and the nation.

The Curriculum Framework includes the rationale, scope and parameters, goals and purpose of the subject area, guidelines for course design, content, teaching and learning principles, guidelines for evaluation, criteria for accreditation and future developments for the area (Angelis, etal, 2001:184).

3.7 The need for curriculum change

It is said that the curriculum embodies the most important education goals of society. Thus the drive for curriculum change, in FET specifically, is located within the overall changes that are taking place in society and the economy; and the purpose and role that has been defined for the FET band within these broader goals.

3.8 The FET band's goals

The overall mission of the FET band is to develop middle-level knowledge and skills and to equip learners with access to higher education and life-long learning as well as to the world of work (Angelis et al; 2001:187).

The FET band of learning programmes have many advantages in the way that they can be structured. The programmes at this level will be merely learner-centred, and the modular nature of any of these programmes will allow for greater access and more exit and entry points in the system.

Learners will be able to study and obtain credits within this band from a host of service providers. The above scenario spells the first step towards integration of general and technical education streams for effective management of FET. Furthermore, vocational education and training is also increasingly being challenged to go beyond the formal sector of the economy and to prepare students to respond effectively to

their economic environment, one which increasingly emphasises the need to prepare students for self-employment (Angelis, et al; 2001;188).

3.9 Vocational and academic education and training

Angelis, et al (2001;188) contents or emphasise that the central curriculum issue emerges from social and economic changes is about how general or academic education on the one hand, and vocational education on the other, relate and link.

In the traditional curriculum, academic education was regarded as the depth of understanding in specific disciplines and intended for those students likely to continue in higher education; on the other hand, vocational education was regarded as being more about work practice and intended for learners who will be joining the labour market soon. It can be inferred that academic education has been about “knowledge for knowledge’s sake”, whereas vocational education has been about the application of knowledge, “knowledge and learning linked to occupational preparation” (Angelis, et al; 2001:189).

3.10 Features of the National Qualifications Framework

The current Curriculum Framework rests on an outcomes-based system. This means that the outcomes (what the learner must know, understand and be able to do) of a learning programme are specified upfront. The learning programme is developed from the learning outcomes and forms part of the overall curriculum (Angelis,etal: 2001:191).

Table 1: Key features of the new outcomes-based system of education and training include (Angelis, etal: 2001;192):

An outcomes-based model	Outcomes are the result of the learning processes. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain context.
Unit Standards	These are nationally agreed-on statements of specific outcomes and their assessment criteria together with administration and other necessary information. Unit Standards are the smallest measure of a prescribed assessment.
Credits	They are a recognition that a learner has achieved a unit standard. Credits may be accumulated until conditions have been met for the award of a qualification.
NQF Levels	They are the positions on the NQF where national unit standards are registered and qualifications awarded. They are arranged to signal increasing complexity in learning and to facilitate meaningful progression routes along career and learning pathways.
Contexts and Fields	Fields signify areas of learning used as an organising mechanism for the NQF. SAQA has registered 12 such fields.
Qualification	A planned combination of learning outcomes which has a defined purpose and which is intended to provide qualifying learners with applied competence and a

	basis for further learning.
New skills and knowledge	Workers acquire broadened skills that go beyond the narrow tasks of routine work. Workers now need to be multi-skilled and adaptable, they need to understand and participate in the management of work roles and production systems, taking responsibility for contingencies, quality control, innovation and flexible responses to new product demands.
Underpinning knowledge	This emphasises the importance of seeing performed competency as being underpinned by a much larger foundation of knowledge and understanding.
Critical cross-field outcomes	These are cross-curricula, broad outcomes that focus on the capacity to apply knowledge, skills and values in an integrated way. SAQA has registered seven critical cross-field outcomes, for example, problem solving skills, self-responsibility, team work and qualifications must have all seven outcomes.

3.11 FET learning programmes

The DOE's FET Curriculum Framework describes three types of learning programmes for the FET band, namely:

- ◆ Academic programmes, which will focus on Languages, Mathematics, Natural and Life Sciences, Human and Social Sciences, Art and Culture.
- ◆ Vocationally-oriented programmes, for example, Technical Art, and Agriculture.
- ◆ Occupational programmes, which will be responsive to the needs of business and industry.

These programmes may be linked to different types of public or private providers in this band, namely: schools, specialised schools and FET Colleges (Angelis,. etal; 2001;193).

3.12 Learnerships and skills programmes

The knowledge required for effective performance in a work environment should be able to be applied practically. This involves the application of knowledge, skills and understanding acquired in the site (college) to the site of application (workplace). Theory gained at college should be applied in a supportive way in the workplace through the mediation of workplace mentors and education specialists.

This transfer may be facilitated when it is designed into the learning module as in Learnerships. Crucial to all curriculum change processes is the need to ensure that learners are competent, thus there is a need to design programmes that deliver a broad range of skills, knowledge, experience and values.

3.13 The allocation of credits

The Department of Education (1996:16) proposes that ten hours of “National Learning time” be allocated to one credit. This is the time spent in formal instruction, incorporating tutorials, experiments, projects, portfolio work and study at home, etcetra. In actual fact, the credit allocation should reflect the time spent by an average person to acquire skills, knowledge and attitudes specified in a unit standard. Mahomed (1998:61) concurs with the above and adds that quality education and

training can be best managed through allocation of credits, which lead towards attainment of FET Certificates.

3.14 Qualifications and Quality Assurance in the FET sector

Learners receive qualifications registered at the NQF only when sufficient credits for the relevant unit standards have been accumulated, whether through study, work or recognition of prior learning through formal / informal means (Department of Education, 1998;16).

The certificate should consist of 120 credits or fewer, provided it meets the requirements of the SAQA in terms of qualifications. The accumulated credits will lead to the award of a qualification or certificate based on the rules of combination laid down for that qualification or certificate as well as the range of credits that are required. Quality assurance and proper control of qualifications ensure quality management of the FET Sector.

The Policy Documents also argue that the FET qualifications should exhibit sufficient depth and breadth to allow meaningful specialisation without undermining the acquisition of a solid formative general education that is a prerequisite for the attainment of the 12 critical outcomes. (Kraak and Hall, 1989:49).

Current FET College provision of education is too narrow, offering in many instances absolute specialisation with little underpinning of general education. The critical issue is one of providing greater choice and diversity underpinned by a sound general education. It may be useful for

the different participants in college to reflect on the curriculum changes taking place, and to consider the manner in which this impacts upon the different activities and responsibilities of the college.

3.15 Restructuring of further education and training and higher education systems

The Strategic Plan of the DoE is to develop a National Plan which incorporates the establishment of the overall growth of the FET and HE systems. Both FET and HE systems are expected to be responsive to both National and Provincial goals, including the need for resource development.

3.16 Capacity building

The DoE calls for appropriate management and governance structures that will function effectively in every FET and HE institution. The establishment of training and development programmes for the members of governing bodies, staff, management and other constituencies in FET and HE institutions is a pre-requisite (DoE; 2001:19).

It is expected that the relationships between members of governing bodies, management and staff in all institutions should be improved, which should result in sound institutional management.

3.17 Quality enhancement

The DOE aims to develop: efficient and effective administrative systems for the Senior Certificate examinations; the Curriculum Framework and Assessment Mechanism for the FET band, namely, Grade 10-12; a new FET Certificate; and to enhance the quality of learning programmes in both FET and HE (Nkoe, 2002:82)

Table 3.1 gives an overview of the key priorities for the FET Sector (National Strategy for FET; 1999-2001:6)

	KEY PRIORITIES
1	<i>The creation and staffing of FET units in National and Provincial Departments of Education.</i>
2	<i>The establishment of the National Board for Further Education and Training (NBFET), and Provincial Boards for advising the Minister and MEC's.</i>
3	<i>The development of criteria for the declaration of a FET Institution.</i>
4	<i>The development of national policy on learning programmes and qualifications, assessment and guidelines for learning support materials.</i>
5	<i>The development of a strategy for improving learner participation and achievement, particularly in Maths, Science, Technology and Engineering.</i>
6	<i>The development of national guidelines for programme-based funding.</i>
7	<i>The development of a strategy for the provision of relevant youth programmes and the necessary learner support services.</i>
8	<i>The establishment of an FET Quality Authority and the development of a quality assurance framework.</i>
9	<i>The development of norms, standards and procedures for the registration of private FET institutions.</i>
10	<i>The conduct of research and the design of an Education Management Information System for FET.</i>
11	<i>The development of human resources at national and provincial departments of education and at institutions.</i>
12	<i>Briefing of the public on learner performance in Technical Colleges.</i>

13	<i>The review of the implications for schools of their incorporation into the FET system.</i>
14	<i>The development of national policy on learning programmes and qualifications for educators.</i>

3.18. Summary

This chapter gives more insight into the South African view of FET, management of FET, curriculum proposals, strategies and implementation by the National Department of Education.

The importance of NQF and the ETQA's as bodies that are watching over the quality and assurance including proper control and evaluation of qualifications was also looked at. The key priorities of FET, including activities for implementing programmes to ensure a successful FET sector, were also highlighted. The next chapter will deal with the methodology used in this study.

CHAPTER 4

METHODOLOGY

4.1 Introduction

An investigation to determine how staff in the FET sector perceives the merger of colleges, seemed imperative. The aim of this chapter is therefore to provide a discussion on the methodology used to gather, interpret and analyse data. Focus is on the approach and research method used and the development and pilot testing of the instrument for the collection of data.

4.2 Theoretical perspective on the research methodology

Qualitative and quantitative research approaches are the two main research approaches that have dominated the educational research scene for the past century.

For the purpose of this study the researcher has embarked on an integrated research approaches by using both qualitative and quantitative research approaches. Hitchcock and Hughes (1995: 25) express the opinion that a research problem can be addressed by more than one research method. The use of more than one research method seems to have substantial advantages. One vital advantage of the use of multiple methods is in the reduction of inappropriate certainty. Using a single method and finding a clear-cut result may delude researchers into believing that they have found the correct answer.

4.3 Research methodology

In this study, the researcher has used both qualitative and quantitative approaches for collecting data.

4.3.1 Research approach

According to Fourie (1996: 246) qualitative research focuses on holistic and qualitative data gathering and interpretation. The aim of qualitative research is not verification of a predetermined idea, but discovery that leads to new insights. This qualitative research focuses on natural settings.

Qualitative research according to Vockel and Asher (1995: 203) is an in-depth analysis of a phenomenon in which a researcher collects and interprets the data and reports the findings in a descriptive manner. It focuses on discovery, insight and understanding from the perspective of those being investigated.

Quantitative research emphasises empirical, quantifiable observations, which can be analysed by means of mathematical tools. More educational researchers are turning away from the traditional positivistic approach. They are underlying quantitative paradigm increasingly accepting together with an ethnographic research design, which incorporates phenomenological or qualitative concepts and techniques (Robson, 1993:52).

4.3.2 Research method

The researcher has used the survey method for the collection of data, which utilized the following instruments, namely: educational manuals, questionnaires and interviews. Interviews have been used in order to

determine the validity of the reviewed factors on the impact of the introduction of the FET system at Motheo FET College.

4.3.3 Integrated approach

- In this study both qualitative and quantitative approaches have been employed. The two approaches have been used to complement each other and to provide a broad understanding of the research problem. While quantitative methodology heavily relies on figures for analysis of the research problem, qualitative methodology, on the other hand, with its emphasis on the human element provides additional information, which cannot be covered by a quantitative approach.

The following four phases of qualitative research are suggested by Vockel and Asher (1995: 207-209) as being relevant for effective application of research:

- * Interaction or preparation, which implies reviewing the literature about the
 - Problem.

- Discovery in which specific times and places to make observations, conduct
 - interviews and collect other types of data, are identified.
 - * Interpretation, which constitutes an ongoing analysis of the field data and its
 - overall meaning.

- Explanation in which a message is produced to communicate data and findings to present a deep understanding of social and personal relationships

of the field site. Consequently the researcher, has preferred of use both approaches for this study as outlined above.

4.4 Research Design

The research design procedures employed in the study are presented below.

4.4.1 Pilot study

According to Oppenheim (1998:42) questionnaires have to be designed and tried out, improved and then tried out again, until it is certain that they can do the job for which they are needed.

Piloting can help the researcher not only with the wording of questionnaires, but also with the procedural matters such as the design of a letter of introduction, the ordering of questions sequences and the reduction on non-response rates. Dunn (1999:193) underscores the importance of piloting by stating that any extra effort thus expended has value in the long run by enhancing both the quality and the validity of the research.

Questionnaires for the pilot study were distributed to a few staff members of Motheo FET College. Except for a few changes, most participants in the pilot study agreed that the questionnaire was clear and that they knew what was expected of them.

4.4.2 Population

A researcher administers a questionnaire or interview to gain information about a particular group of people. This target group is termed the *population* of the study. The population used in a questionnaire or interview study is that group

about which the researcher is interested in gaining information and drawing conclusions (Ary, 1996:278).

The population used in the study comprises of all lecturing staff, campus managers and Heads of Departments (HOD's) of Motheo FET College.

4.4.3 Sample and sampling strategy

According to Anderson (1995:163) sampling is the selection of some units to represent the entire set from which the units were drawn, thus a sample is a portion of a population. De Vos (1998:191) adds that a sample is the element of the population considered for actual inclusion of the study. Researchers thus study a sample with the effort to understand the population from which it is drawn.

The researcher has used random sampling as it provides each member of the research population the same chance of being included in the sample. To do this, a list with the names of all the staff members was compiled. It was decided at each campus which "number" would be used for the completion of the questionnaires and for the participation in the interview. In doing so, any member of the identified research group had an equal chance to complete a questionnaire or to participate in interviews.

The sample was derived from the following campuses: Hillside View campus, Bloemfontein campus and Thaba-Nchu campus. It is from this sample that the inferential and descriptive statistics, shown in the next chapter, have been accomplished.

Definitions:

Inferential statistics: is the science of making reasonable decisions with limited information (Ary 1996;286).

Descriptive statistics: provide a demographic profile of the participants of the study; the statistical descriptions are given from responses to the items on the questionnaires

4.5 Instrumentation

Questionnaires used both in qualitative and quantitative research designs, may be answered in either a written form or verbally. They may be either open-ended, allowing respondents to answer in an unrestricted manner, or close-ended, where respondents choose what they deem as appropriate answers from a given selection (Oppenheim, 1998:30).

The questionnaire entitled, “ The Impact of the Introduction of the Further Education and Training system in the Free State Province”, consisted of two sections and four pages. The first section was concerned with the demographics variables while the second section was concerned with the factors that affect academic performance of staff.

An advantage of open-ended questions is the freedom it gives to the respondents. Once they have understood the intent of the questions, they can let their imagination roam freely, unencumbered by a prepared set of replies. The respondents’ ideas are obtained in their own time and expressed spontaneously.

Conversely, closed-questions can be attitudinal as well as factual.

Closed-questions are normally easier to answer and need no writing and the qualification is rather straightforward (Oppenheim, 1998:36).

Closed - questions require little time, imply low costs, are easy to process, make group comparisons easy and need less interviewer training. The newly formed Motheo FET College which comprises three campuses forms the focus of the research. The participants targeted for this study were senior management, managers, and academic staff of Motheo FET College.

All respondents completed the same questionnaire in order to enable statistical comparison of the three classes of participants on the major issues regarding college activities.

4.5.1 Demographics

Demographic variables are defined as biographical characteristics of an individual and have an impact on the individual's productivity, turnover, as well as satisfaction (Litheko, 2002: 91). For the purpose of this study, the variables taken for assessment were age, gender, qualifications, employment details and career aspirations. The reason for choosing these variables is that many of the other biographic variables are not easily assessed.

4.5.2 Difference in performance

This section deals with the steps taken in developing the research tools used in finding factors that contribute to the impact of the introduction of the new FET system at Motheo FET College. Secondly, the validity and reliability of these tools are discussed. According to Ary (1996:175) a questionnaire is used by researchers to convert into data the information directly taken from a person. By providing access to what is "inside a person's head", these approaches make it possible to measure what a person knows.

The questionnaire is a document normally distributed to be filled out by the respondents themselves in their own time. The researcher has implemented two questionnaire strategies, namely the demographic method and attitude determination. Demographic questions have helped the researcher to process information on data such as qualifications, age, experience, gender, and appointment of lecturers etc. The questionnaire, which determines the attitude of lecturers towards the introduction of the new FET system was drafted and distributed among the sample (Annexure C; Appendix B), and they had to answer the questions in their own free time and return the questionnaires to the researcher on a specified date.

Questions included in the attached questionnaire (Annexure C) are the following:

- Do you have the ability to explain the new FET system concepts thoroughly so that the student will understand them?
- Will the new FET system bring change to the curriculum?
- Are the lecturers suitably qualified to deal with the expected curriculum changes in the FET sector?
- What impact, if any, did the merger of colleges have on staff members?
- Are you fully involved in the implementation of the new FET system?
- Does the college have a clear policy and programmes to support the community it serves?

4.5.3 Development of the instrument

➤ ***Preparation of the item pool.***

Firstly, it is important that one should define the construct that is to be measured as well as the general purpose of the instrument, its scope and emphasis. In this study the measuring construct included factors contributing to the impact the introduction of the new FET system had on staff members at Motheo FET College. Construct is defined as an abstract variable, formulated from ideas or images that serve as an explanatory concept (Rosnow, 1996:403).

The instrument consisted of thirty-five items. Four items included information on age, gender, teaching qualifications, years of experience, as well as career aspiration. Thirty other items were arranged in a table on a 4-point Likert scale in the following manner: 1 (strongly agree); 2 (agree); 3 (strongly disagree); 4 (disagree). Respondents were required to put a cross in the appropriate box, reflecting their opinion.

Most items were independent, that is, the responses did not depend on the responses of the previous items.

4.5.4 Concentration of the instrument.

The instrument concentrated on the following categories that have an impact on staff members:

- Governance of the institution
- Morale of staff
- Opportunities for further studies for students

- Learnership
- Job creation

The research instrument consisted of thirty-one items that covered all the five areas. Validity and reliability of the instrument are discussed below.

4.5.5 Reliability

McMillan (1993:124) state that reliability and validity of questionnaires are very important, and these quality control measures should be applied to give research credibility. Traditionally the two main mechanisms of quality control in research have been the canons of reliability and validity. Reliability refers to the extent to which studies can be replicated, and validity is concerned with the accuracy of research findings (McMillan, 1993:125).

Reliability is the extent to which a measuring device is consistent in measuring whatever it measures (Ary, 1996:564). McMillan (1993:227) also concurs that reliability refers to the consistency of measuring the extent to which the results are similar over different forms of the same instrument or occasions of data collecting. The goal of developing reliable measures is to minimize the influence of chance or other variables unrelated to the intent of the measure.

Finally, reliability is a necessary condition for validity that is, a measure cannot be valid unless it is reliable. However, a reliable measure is not necessarily valid. An attempt was made to control reliability by asking the same questions in different ways and comparing the answers. The reliability of an instrument determines the upper limit of its validity.

The researcher used both lecturers with and without plenty of experience in the instrument because the researcher felt those with more experience will

have acquired more information as far as the FET Colleges are concerned, based on their past experience and the present situation.

4.5.6 Validity

Validity refers to the extent to which an instrument measures what it is intended to measure. More specifically, validity is defined by Ary (1996: 553) as the appropriateness, meaningfulness and usefulness of the specific inference made from past test scores.

A sample was selected from the three campuses of Motheo FET College, namely the Hillside View campus, Thaba Nchu campus and Bloemfontein campus, and then used as a basis for inferences about the introduction of a new FET system. This was a valid sample because inferences were made on the basis of sample of questions, that is, the importance of a sample being representative of the total population was not underestimated. Validity may be questionable to some degree since staff members may be reluctant to discuss or report anything bad about their fears of the college. Thus it is important to establish rapport with staff members before administering questionnaires and to assure them that the purpose of the questions does not affect them or the college in any way.

4.6 Data collection procedures

Data was gathered through questionnaires and interviews.

4.6.1 The Questionnaire

Permission to conduct the research at Motheo FET College was obtained from the Campus Managers. The purpose of the study was outlined in the letter (Annexure D) and the letters were submitted by the researcher personally.

A total of 70 questionnaires were sent to the three campuses.

Twenty five questionnaires were sent to two of the three campuses, namely, Hillside View campus and Bloemfontein campus and twenty to Thaba-Nchu campus. The questionnaires were given to the heads of departments at each campus to be given to the academic staff and the researcher personally submitted the other questionnaires to the campus managers. The heads of departments were asked to collect the completed questionnaires and submit them to the researcher for collection on a specified date. Each questionnaire had a covering letter indicating the topic of the researcher and assuring the participants of the confidentiality of the questionnaire. It took about three weeks to collect questionnaires from the heads of departments and the campus managers. The researcher did not have problems on collection of completed questionnaires as she was dealing with colleagues who were willing to assist her.

A total of 57 questionnaires was collected from the sample campuses and none of these questionnaires had more than one missing case. This indicated a response rate of 71%. The remaining questionnaires were not collected because the staff always said they didn't have time to complete them.

The main focus of the questionnaires was to investigate or gather information regarding the impact the new FET system would have on Motheo FET College. It was also important to use interviews in order to supplement data that had been collected through questionnaires.

4.6.2 The Interview

The interview is a direct method of obtaining information in a face-to-face situation (Smith,1993:154). The interview is used in research, personnel selection, vocational guidance, counseling etcetera; however, here the researcher is concerned only with the research interview. Maykut and Morehouse (1994:78) state that an interview is a joint product of what interviewees and interviewers talk about together and how they talk with each other. They further concur that the qualitative interview is a tool of research and an intentional way of learning about people's perceptions and experiences. Interviews therefore will provide the information that the researcher later analyses and interprets.

An audiotape was used during the interview to collect data, which was later transcribed verbatim. Kruger (1994:12) regards an audiotape as indispensable to the qualitative interviewer. An interview guide or schedule was drafted, a very useful tool to use in the interviewing situation. The researcher used such an interview schedule to prepare her interview questions.

According to Maykut & Morehouse (1994:107), a guide or schedule for an interview is a relatively brief series of topics or questions, which the researcher uses to guide the group's conversation. With the focus of inquiry in mind, the general procedures of developing an interview schedule were used in formulating the questions. In this study the researcher used semi-structured interviews. According to Rubin and Rubin (1995:5) regarding semi-structured interviews, the researcher introduces the topic and thereafter guides the discussion by asking specific questions.

The research questions outlined in chapter one were used as a guide line for asking questions during the interviews. Questions were formulated in words which were familiar to the participants, so that they could respond to something they understood, that is, the interview questions were formulated in accordance with the frame of reference of the participants. Where questions seemed not to be clearly answered or a respondent revealed a new idea, probes were used to follow up and unearth information. Pillay (1999:60) contends that, specific core questions are determined in advance in semi-structured interviews, from where the interviewer branches off to explore in-depth information, and probes as the interview proceeds, thus allowing for elaboration.

Interviews were conducted individually at each campus of Motheo FET College with three campus managers, three heads of departments and fifteen lecturers (five from each campus) with the hope of obtaining quality information on the impact that the new FET system will have on the college.

4.6.2.1 Procedure

- The researcher introduced herself to the participants in the interview.
- The interviewees were assured of the confidentiality of the interview and were asked to feel free to express their views
- Questions of the interview were formulated according to the research question upon which the research was based. The researcher then asked the questions in the order in which they appeared on the interview paper.

Items for the interviews concentrated on governance of the institution, morale of staff, opportunities for further studies for students, learnership and job creation.

Questions to Campus Managers included:

- What is your view of the new FET system?
- Do you consult and involve staff in the development of your campus?
- Do you have the ability to explain the new FET system concepts thoroughly so that staff understands them?
- As management, do you effectively market the image of the college, programmes and services to the community?
- Is the new management style better compared with that of the former Technical college management style?

Questions to the Head of Departments included:

- What impact does the merging of the FET colleges have on academic staff?
- Will the new FET system improve the staff performance?
- Do you address detailed criticism and weaknesses?.
- Is there regular staff performance evaluation?
- Are you involved in the drafting of policies, procedures and regulations relevant to your department?

Questions to the Lecturers included:

- Is academic staff suitably qualified to deal with the expected curriculum changes in FET?
- Are academic staff's development needs met?
- Are you involved in Learnership programmes?

- Are you as staff encouraged to use your own initiatives and take decisions on matters relating to subjects?
- Have you had the opportunity of being an examiner or moderator?

The researcher tried to ask as many questions as possible and the participants were given enough time to elaborate and air their views on any question. However, the researcher still had to adhere to the time frame of the interview in case it took long. Questions that were asked were from simple to complex. After all questions had been asked, the researcher asked the interviewees to comment on the topic and other aspects they felt might not have been touched on during the interview. Lastly the researcher showed her gratitude and thanked all the interviewee for having taken part in the study.

4.6.3 Data Analysis and Processing

Marshall and Rossman (1995: 111) state that data analysis is the process of bringing order, structure and meaning to the mass of time – consuming, creative and fascinating process. They further concede that qualitative data analysis is a search for general statements about relationships among categories of data, that is, it builds a grounded theory.

An approach to data analysis as elucidated by Maykut and Morehouse (1994: 26) is to understand more about the phenomenon being investigated and to describe what is learned within a minimum of interpretation. Proposition and statements, developments thereof, are derived from a systematic analysis of data.

Cresswell (1994: 153), concurs by adding that the collection and analysis of data are activities that occur simultaneously. He elaborates that the

process is an interactive one that is concerned primarily with the selection and integration of data. In this case the researcher is concerned with producing credible findings.

4.6.4 Preparation of data for analysis

All data from the questionnaires and individual interviews were transcribed and analysed together with the field notes. Then the data was coded in order to recognize categories for analysis. The task of coding is one of recognizing persistent words, phrases and themes and decertifying these words or paragraphs for later retrieval (Morse & Field, 1996: 477).

4.6.5 T-Tests to compare elements with regard to the 30 items in the questionnaire

To determine whether or not there were any differences that were statistically important in the responses of academic staff, the T-tests were actually carried out with the help of the database. Calculations were carried out to compare the responses of academic staff at Motheo FET College.

4.6.6 The level of significance of each item is given below:

Table 4.6.6.1

ITEM	MEAN	LEVEL OF SIGNIFICANCE
1	2.125	0.846
2	1.75	0.263
3	1.75	0.119
4	1.875	0.481
5	2.5	0.434
6	1.875	0.986
7	2.25	0.122

8	2.375	0.653
9	2.675	0.007
10	2.125	0.473
11	2.625	0.070
12	2.5	0.001
13	2.375	0.023
14	2.625	0.443
15	2.875	0.515
16	2.250	0.103
17	2.500	0.060
18	1.750	0.123
19	2.000	0.061
20	2.000	0.726
21	2.500	0.545
22	2.500	0.518
23	2.750	0.124
24	2.875	0.730
25	2.375	0.380
26	2.375	0.066
27	2.875	0.251
28	2.625	0.325
29	2.750	0.217
30	2.125	0.369

Level of significance: < 0.05

A level of significance of 0.05 or less is needed to show that the differences between two or more frequently distributions are statistically significant (Gall, Borg, Gall, 1996:187). McMillan (1997:362) states that a p – value of between 0.05 and 0.10 is usually thought of as marginally significant and anything greater than 0.10 is labeled a non-significant difference. For the purpose of this study, the p-value was set at 0.05. This was to avoid the difference being non-significant as the nearer the p-value gets to 0.10 the more it becomes marginally significant.

Chi-square tells us how likely it is that the relation investigated has occurred by chance. It is an inferential statistic that compares the

frequencies of nominal measures actually observed in a study with frequencies under a null (chance) hypothesis (Ary, 1996: 556).

Table 4.6.7: shows Chi-square and p-value for the independent variables.

VARIABLES	CHI-SQUARE	P - VALUE
Gender	0.81	0.84
Age	2.66	0.26
Years of experience	5.84	0.11
Level of Education	2.46	0.48
Post Levels	1.66	0.43

Level of significance: $P < 0.05$

Table 4.6.7 shows the chi-square values for the independent variables which are gender, age, years of experience, level of education, and post levels of education. It is believed that a relation has to be strong to result in a large chi-square with a small number of subjects

The results of the t-tests for independent variables of age, gender, years of experience, level of education and post levels contributed directly to the decisions taken on the two hypotheses of the study.

The rejection or acceptance of the two hypotheses was influenced very much by the t-tests for the independent variables of the study.

4.6.7 Inferential Statistics

Inferential statistics is the science of making reasonable decisions with limited information (Ary, 1996: 286).

4.6.7.1 Sample Mean Difference

The researcher used what she observed in samples and sampling error to reach reasonable decisions about the population. The basic tool of these statistical tests is the Null Hypothesis. The generalizations made from the samples were made through testing the two hypotheses of the study. The test of the hypotheses was accomplished by testing the twenty - two items in the questionnaire, as the questions were based on the hypotheses.

4.6.8 Statistical Analysis

Statistical procedures are basically methods of handling quantitative information in such a way as to make that information meaningful (Henning, 2004: 17). These procedures have two principal advantages: Firstly, they enable researchers to organize, summarise and describe their observation. Such techniques are called descriptive statistics. Secondly, they help researchers to determine how reliable it is for them to infer that those phenomena observed in a limited group, a sample, will also occur in the unobserved larger population of concern, from which the sample was drawn – in other words, how accurately can researchers employ inductive reasoning to infer that what researchers observed for the study. For problems of this nature one needs to employ inferential statistics.

4.6.9 The Median

When the scores are placed in a rank order, the middle score constitutes the median (Henning,2004:21). The median can also be

described as a point that divides a set of marks into equal halves such that the same number of marks fall above the median. (Table 4.6.6.1)

4.7 Summary

This chapter provides sample and research design, data collection (questionnaires, interview), instrumentation (demographic, reliability and validity) etcetera. While the research was being processed, it became clear that there is a need to implement the new FET system, which will involve everyone in the college including the students. Analysis of the responses revealed that there is a meaningful purpose for a new FET system, but also fear regarding staff development.

Although there was some staff anxiety while taking part in the formal discussion, staff members agreed that once the new FET system discussion itself actually begins, they would be able to relax and start addressing important issues in a confidential context. Essentially, the discussion provided an opportunity for lecturers to express their fears and hopes about their jobs, the students and subjects they were teaching and overall organizational aspects of the college.

Finally, strategies to ensure trustworthiness and ethical measures relevant to this study were attended to. In the next chapter, the presentation and interpretation of the data collected will be discussed. The next chapter will also conclude with a summary of the important findings and critical comments regarding the introduction of the new FET system at Motheo FET College.

CHAPTER 5

RESULTS OF THE STUDY

5.1 Introduction

The purpose of this chapter is to present the results of the data analysis carried out to establish the factors contributing to the Impact of the Introduction of the New FET system on Motheo FET College.

5.2 Descriptive Statistics

This section provides a demographic profile of the participants of the study. The statistical descriptions are given from responses to the items on the questionnaires.

5.2.1 Sample characteristics and data cleansing procedure

The sample was originally composed of 70 subjects for questionnaires and 12 subjects for interviews. The intention was to have all 70 questionnaires answered and 12 interviews conducted. However, out of the 70 questionnaires, that is, 25 sent to each campus, only 50 questionnaires were completed. When the questionnaires were checked, no campus had a missing case, which made all the questionnaires legitimate for the study and indicated a response rate of 71%.

Two Heads of Departments and two members of Management were targeted for the interviews on each campus and this made up the total of 12 subjects. However, only 5 Heads of Departments and 5 members of Management were available for the interviews. For the descriptive statistics, cumulative percentages were calculated for the independent

variables of the study which were age, qualifications, gender, years' experience and post levels.

5.2.2 Biographical information of respondents and graphical representation

The questionnaire entitled: *The Impact the introduction of the New FET System on the Free State Province with special reference to the, Motheo FET College*, composed of 2 sections. The first section concentrated on the respondents' biographical information, concerning gender, age, qualifications and employment details. The second section composed of 26 items seeking various possible factors that impacted on the New FET System at Motheo FET College. The items were answered using a 4 point scale, using the following categories: (1) Strongly Agree; (2) Agree; (3) Strongly Disagree; (4) Disagree.

The questions gathered information that ultimately answered the research assumption. Interviews with the Heads of Departments and member of Management were conducted according to a questionnaire in order to complement the quantitative data and the respondents were able to express their views freely.

Responses according to gender

Table 5.2.2.1 Gender distribution of respondents at Motheo FET College

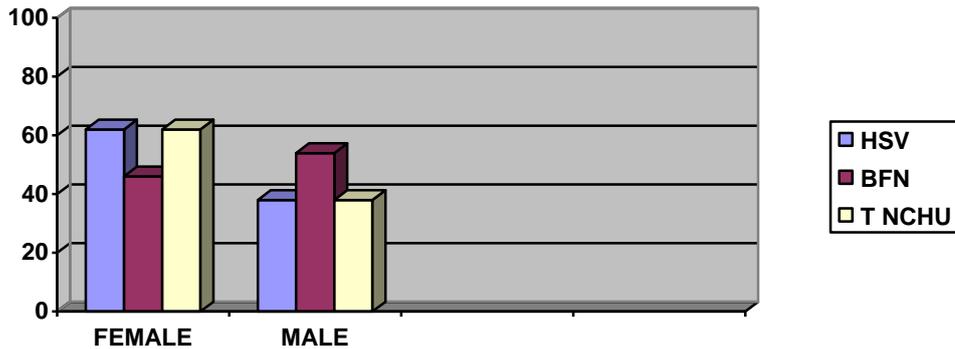
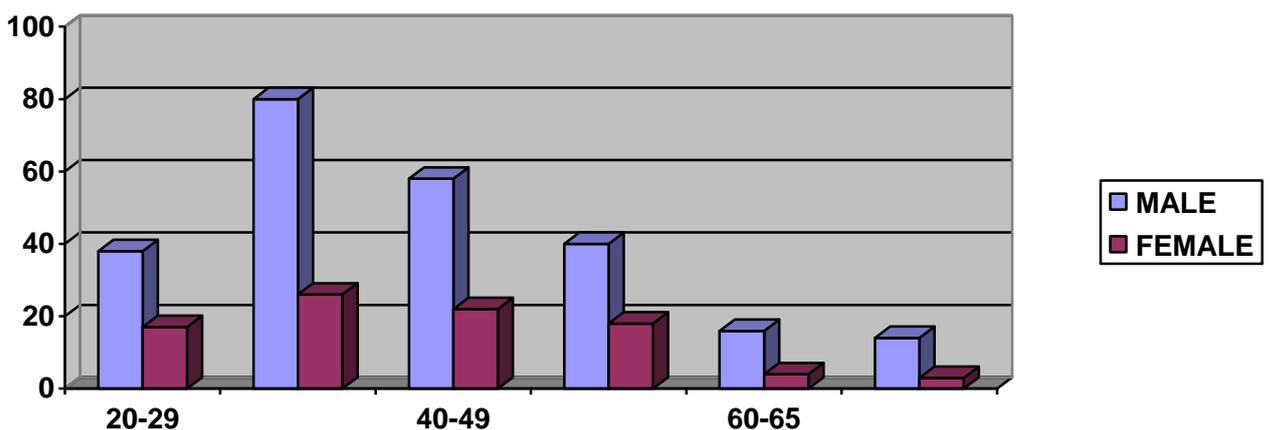


Table 5.2.2.1 shows a higher number of female respondents (37:75%), than males (13:25%). The researcher found it necessary to include gender in this study because males and females hold different views on the impact the New FET System on Motheo FET College.

These results suggest that female staff are more positive about the impact of the New FET system on their college compared with their counterparts. One of the major objectives of this New System is to address gender inequalities at FET colleges, which will open more doors for women, especially those in higher positions at these colleges.

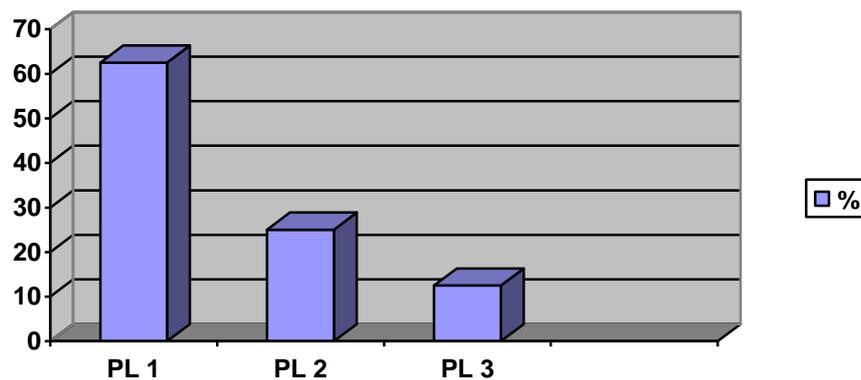
5.2.2.2 Responses according to age



The results on age differences reveals that respondents from between the ages of 45 and 65 are more reluctant about the changes because they fear that they need to get out of their comfort zones owing to the fact that they have been at the college for a long period. Respondents between the ages of 25 - 40 are willing to face the challenges that the New FET System will bring to the colleges and they feel they still have many years to adjust themselves to the New FET System.

5.2.2.3 Responses according to post levels

Table 5.2.2.3

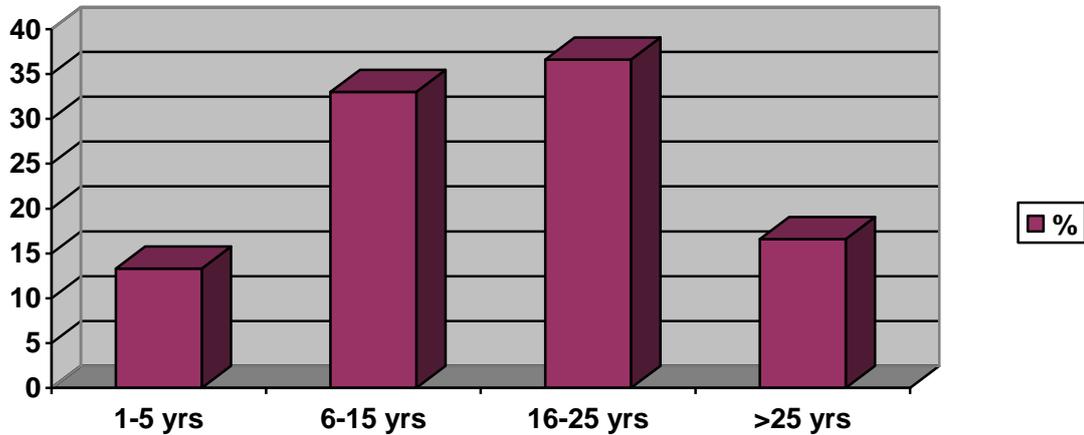


The respondents at post level 1 were 34(62,5%), post level 2, 12 (25%) and post level 3, 4(12,5%). The results suggest that the majority of respondents had post level 1 positions and therefore were looking forward to the changes, with the hope that the New FET system would increase the number of post level 2 posts, and give them a chance for promotion.

Respondents from post levels 2 and 3 were more reluctant to accept the New FET system because some positions were going to be re-advertised, which would give everyone the opportunity to apply, and

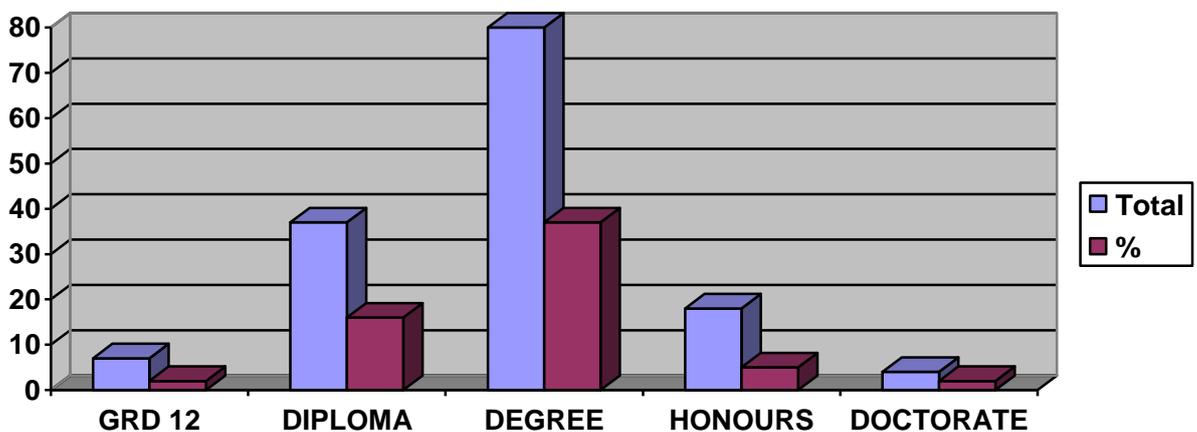
probably staff members would lose their office based positions as a result.

5.2.2.4 Responses according to years' experience



The findings of the study have revealed that respondents with 1 – 5 years' experience are 10(13.3%), 6 – 15 years are 14(33%), and 16 – 25 years are 18(36.6%), while respondents who have over 25 years' teaching experience are 8(16.6%). The results suggest that those respondents with more years' experience have given useful information since they have more experience of the college system.

5.2.2.5 Responses according to qualifications



This table indicates that the majority of respondents are Bachelor and Honour degree holders 36(83%).

The New FET System is seen as the link between FET and HE, thus most staff members seemingly feel that they need to equip themselves with good qualifications in order to face these challenges.

5.2.3 Results of responses according to each item.

This section presents the perceptions of staff members at Motheo FET College about the impact the New FET System will have on their college. The results were investigated item by item and all items answered the research questions. The results are presented as follows:

Table 5.1: The objectives of the FET are regarded as providing entry to HE

Responses according to item 1

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	8	24%	24%
Agree	21	64%	88%
Disagree	3	9%	97%
Strongly Disagree	1	3%	100%

Table 5.1. shows that the majority of participants agrees 21(64%) that the objectives of the FET are regarded as providing entry to HE. This is in line with the FET Act and the Higher Education objective to bridge the gap between FET Colleges and institutions of HE

Table 5.2: The objectives of FET are regarded as providing readiness for independent or lifelong learning and to enter the world of work.

Response according to item 2

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	9	28	28
Agree	17	53	81
Disagree	6	19	100
Strongly Disagree	-	-	-

Table 5.2 indicates that the majority of participants agree 17(53%) that the objectives of FET are regarded as providing readiness for independent or lifelong learning and to enter a field of work. Emphasis on the introduction of the new FET System is based on the economic development of South Africa.

Table 5.3: The New FET System in Colleges will promote change in the Education System

Response according to item 3

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	8	24	24
Agree	20	61	85
Disagree	4	12	97
Strongly Disagree	1	3	100

Table 5.3 suggests that the New FET System in colleges will promote change in the education system. This is so since 20 (61%) of the respondents agree with the statement and 8 (24%) strongly agree with the statement. The results imply that the FET Colleges will promote change in education, in the sense that people who cannot afford to attend HE institutions can obtain their education from FET Colleges and

still get a job when they finish their studies, which will further contribute towards the economic development of the country.

Table 5.4: The New FET System will bring positive change to the curriculum.

Response according to item 4

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	5	16	16
Agree	15	47	63
Disagree	11	34	97
Strongly Disagree	1	3	100

Table 5.4 indicates that the majority of participants agree (47%) that the new FET System will bring positive change to the curriculum. The establishment and development of the curriculum should have an impact on the economic development of society, since the new curriculum is industry and life skill orientated. This will probably assist students in finding employment or becoming self-employed.

Table 5.5: Academic staff are suitably qualified to deal with the expected curriculum changes of FET

Response according to item 5

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	5	16	16
Agree	10	32	48
Disagree	13	42	90
Strongly Disagree	3	10	100

Table 5.5 reveals that the majority of respondents 13(42%) disagree that the academic staff are suitably qualified to deal with the expected curriculum changes of the FET System. Some staff members feel that

they need more time to adjust to the new FET Curriculum, especially if new subjects or courses are going to be introduced.

Table 5.6: The present academic staff at FET Colleges will be able to cope with the requirements of the New FET System.

Response according to item 6

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	4	12	12
Agree	16	48	61
Disagree	12	36	97
Strongly Disagree	1	3	100

Table 5.6 indicates that the majority of participants agree 16 (48%) that the present academic staff at FET Colleges will be able to cope with the requirements of the New FET System. 12 (36%) of the sample disagree with the above mentioned statement. The fact that there will be more workshops and re-training of staff members, will enable the staff to cope with the requirements of the New FET System.

Table 5.7: The academic staff is fully involved in the implementation of the New FET System.

Response according to item 7

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	1	3	3
Agree	7	21	24
Disagree	12	35	59
Strongly Disagree	14	41	100

Table 5.7 indicates that the majority 14(41%) of the participants strongly disagree that the academic staff is fully involved with the implementation of the New FET System. 12 (31%) disagree and they feel that most of the decisions are made by the Central Management at the

College and that the academic staff are only informed of the decisions already taken. Academic staff need to be more involved as this will enable smooth implementation of the New FET System.

Table 5.8: The declaration of FET Colleges is used as a mechanism to bridge the gap between State-aided and State Colleges.

Response according to item 8

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	2	7	7
Agree	15	56	63
Disagree	9	33	96
Strongly Disagree	1	4	100

Table 5.8. indicates that 9(33%) of the sample disagree with the above-mentioned statement, while 15 (56%) of the sample agree that the declaration of FET Colleges is used to bridge the gap between state-aided and state colleges. There is a vast difference between these types of colleges, especially regarding the financing of these colleges, the fees of the courses offered, and the salaries of the staff. The New FET System should make the governance of education and training more co-ordinated and effective to address the inequalities in the HE system.

Table 5.9: The merging of the FET Colleges has a negative impact on the academic staff.

Response according to item 9

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	12	38	36
Agree	11	34	72
Disagree	6	19	91
Strongly Disagree	3	9	100

Table 5.9 indicates that the majority of participants 13(72%) agree that the merging of colleges have a negative impact on academic staff in the sense that the staff are worried about their job security, movement of programmes and the development of staff. Only 6 (19%) disagrees with this, because they feel this merger might bring new changes and opportunities for development of staff.

Table 5.10: The staff is consulted and involved in helping to plan the way the college is developed.

Response according to item 10

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	2	6	6
Agree	-	-	-
Disagree	12	36	42
Strongly Disagree	19	58	100

This table indicates that 19 (58%) of the participants strongly disagree and 12 (36%) disagree, which indicates that the majority of participants in the sample disagree that the staff are consulted and involved in helping to plan the way in which the college is developed.

Although 2 (6%) agree with the above mentioned statement, it is very clear that the management of the college does not consult and involve

the staff in the development of the college, which totally deviates from the New FET Act which calls for the involvement and consultation of staff at all times.

Table 5.11: The staff is involved in drafting or reviewing policies, procedures and regulations of the college.

Response according to item 11

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	3	9	9
Agree	4	3	12
Disagree	18	41	53
Strongly Disagree	34	47	100

Table 5.11 discloses that participants are divided as to whether they should be involved in drafting or reviewing policies, procedures and regulations of the college. There is a predominance of respondents' disagreement for the statement, 34 (47%) as only 3 (9%) agree strongly on this issue. The disapproval of this statement possibly indicates that respondents are of the opinion that their priority is to educate students, rather than having to spend more time on drafting or reviewing policies and procedures of the college.

Table 5.12: The New management style is better, compared with that of the former Technical College management style.

Response according to item 12

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	1	3	3
Agree	5	13	16
Disagree	17	38	53
Strongly Disagree	32	47	100

Table 5.12 indicates that the majority of participants strongly disagree 32(47%) or disagree 17(38%) that the new management style is better

compared with that of the former Technical College management style. This might be attributed to the fact that participants seem not to have a common understanding of the term *management style*. The disagreement with the statement possibly indicates that participants are of the opinion that Technical Colleges were much better at catering for their needs, compared with the New Management style.

Table 5.13: Staff is encouraged to use their own initiative and take decisions.

Response according to item 13

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	1	3	3
Agree	3	6	9
Disagree	23	36	68
Strongly Disagree	33	60	100

Table 5.13 shows that 33 (60%) of the respondents strongly disagree and 23 (38%) disagree that staff are encouraged to use their own initiative and take decisions. This view is a result of the previous fragmented FET System which was based on the pass rate of students and not the lifelong learning. A great need exists for the initiatives of staff to be able to take decisions on their own. Rationalisation of the new FET is intended to provide quality, rather than quantity, in Teacher development.

Table 5.14: There is a regular and continuous flow of information from management to staff and vice versa.

Response according to item 14

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	1	3	3
Agree	3	6	9
Disagree	16	39	48
Strongly Disagree	33	52	100

Table 5.14 reveals that the majority of participants, 33 (52%) strongly disagree and 16 (39%) disagree that there is a regular and continuous flow of information from management to staff and vice versa. The regular and continuous flow of information should make the governance of the college more co-ordinated and more effective as this will probably decrease the communication barriers.

Table 5.15: The college is striving to maximise value for money.

Response according to item 15

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	1	2	3
Agree	7	18	21
Disagree	34	44	65
Strongly Disagree	22	35	100

Table 5.15 shows that just over half of the respondents disagree 34 (44%) - that the college is striving to maximise value for money. The other respondents 7 (18%) agree with the above mentioned statement and express a different view. This could be attributed to the fact that college might maximise value for money if the duplication of programmes are reduced and that quality courses are provided to students, which are able to be absorbed by the industry or market.

The purpose thereof is to streamline the HE education system with better utilisation of human, physical and financial resources in order to avoid duplications of expenditure and programmes.

Table 5.16: The New FET System will improve staff performance.
Response according to item 16

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	3	9	9
Agree	10	30	39
Disagree	13	39	79
Strongly Disagree	7	21	100

Table 5.16 discloses that participants are divided as to whether the New FET System will improve staff performance. Only 13 (39%) disagree as compared with the 10 (30%) participants that agree with the statement.

The disagreement with the statement indicates that participants are of the opinion that staff performance cannot only be measured by the students' pass rate, as is currently the case at the college. Continuous assessment can also be used as a tool to measure staff performance.

Table 5.17: Academic staff development needs are met.

Response according to item 17

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	-	-	-
Agree	6	18	18
Disagree	17	52	70
Strongly Disagree	10	30	100

Table 5.17 indicates that the majority of participants disagree 17 (52%) or strongly disagree 10 (30%) that the academic staff development

needs are met. This is an area that needs attention as it is clearly stated in the FET Act. Staff development should be promoted, in order to face the challenges of the new programmes, courses and subjects that are going to be introduced at the New FET Colleges. The general feeling of the respondents is that the colleges should also be in a position to re-assess from time to time the changing needs of society in line with the developments in the technology and with labour market requirements.

Table 5.18: Displaying professionalism (attitude, ethics and development).

Response according to item 18

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	34	41	68
Agree	23	32	26
Disagree	9	21	6
Strongly Disagree	2	6	100

Table 5.18 displays that the overwhelming majority of participants strongly agree 34 (41%) or agree 23 (32%) that staff is trying to display professionalism at all costs. This possibly will be able to improve the image of the college. Without professionalism, the college will not be able to contribute towards the restructuring and development of society in its area. Therefore it will be necessary for Motheo FET College to pay attention to quality assurance measures.

Table 5.19: Attending and participating in meetings, workshops and seminars.

Response according to item 19

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	3	9	9
Agree	12	38	47
Disagree	14	44	91
Strongly Disagree	3	9	100

Table 5.19 reveals that staff members are not fully involved in attending and participating, as far as meetings, workshops and seminars are concerned. The 14 (44%) of participants disagree and 12 (38%) agree with the statement. The general feeling is that staff members are not fully involved in the discussions at most meetings and that they are only informed about decisions made. At this stage management is fully involved in attending seminars and workshops.

Table 5.20: Ability to explain the New FET System concepts thoroughly so that students understand them.

Response according to item 20

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	1	3	3
Agree	10	31	34
Disagree	16	47	81
Strongly Disagree	5	19	100

Table 5.20 shows that just over half of the respondents disagree 16 (47%) and 10 (31%) agree that staff members have the ability to explain the New FET System concepts thoroughly so that students can understand them. This, it seems, depends on the willingness of staff to

read and seek more information that will help them to understand more about the New FET System.

Table 5.21: The college has a clear policy and programmes to support the community it serves.

Response according to item 21

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	4	13	13
Agree	18	56	69
Disagree	8	25	94
Strongly Disagree	2	6	100

Table 5.21 indicates that the majority of participants agree 18 (56%) that the college has a clear policy and programmes to support the community it serves. The literature review supports the flexible nature of the FET College to accommodate the needs of many students. At the same time, however, a sizeable 8 (25%) disagree with the statement indicating that this issue needs further discussion.

Table 5.22: Assisting in students orientation and registration.

Response according to item 22

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	3	9	9
Agree	19	59	69
Disagree	7	22	91
Strongly Disagree	3	9	100

Table 5.22 shows that the majority of staff members assist in students' orientation and registration, 19 (59%). Only 7 (22%) disagree because some of the staff members refuse to assist in students' orientation and

registration. The more involved staff members are with the registration process the more effective and efficient it will become.

Table 5.23: Involved in Learnership programmes

Response according to item 23

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	4	13	13
Agree	18	56	69
Disagree	8	25	94
Strongly Disagree	2	6	100

Table 5.23 reveals that the vast majority of participants agree 18 (56%) that they are involved in Learnership programmes, and only 8 (25%) disagree. Learnerships are one of the main objectives of the New FET System as stipulated in the FET Act. FET Colleges should form partnerships with the industrial sector in order to achieve this objective. Motheo FET College to a large degree can succeed only through sound learnership programmes.

Table 5.24: Having written part, or all of a textbook prescribed at the college level

Response according to item 24

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	5	16	16
Agree	8	25	41
Disagree	13	41	81
Strongly Disagree	6	19	100

Table 5.24 shows that the majority of participants disagree 13(41%) that they have been involved in writing part or all of the textbooks prescribed at the college. This is owing to the fact that most subjects are nationally

orientated, thus examinations are also external. Most textbooks prescribed at the college are written by the examiners themselves.

Table 5.25: Addressing detailed criticism and weaknesses

Response according to item 25

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	2	6	6
Agree	10	26	32
Disagree	26	52	84
Strongly Disagree	31	16	100

Table 5.25 indicates that most participants disagree 26(52%) with the statement. The approach used to criticise staff members and to show their weaknesses, has resulted in an unacceptability of criticism by staff members. The majority of participants feel that only constructive criticism can assist them in improving their weaknesses.

Table 5.26: Being an Examiner or Moderator

Response according to item 26

RESPONSE	FREQUENCY	%	CUMULATIVE %
Strongly Agree	3	10	10
Agree	13	32	42
Disagree	25	39	81
Strongly Disagree	31	19	100

Table 5.26 shows that the majority of participants disagree 25(39%) with the statement.

As examiners or moderators, they rely totally on the DOE. As a result most staff members apply to be examiners or moderators yearly, but only a few are chosen.

5.2.4 Summary

The items 1 – 26 were found to be reliable for this study.

5.3 Interpretation of the interviews

There were 15 questions prepared for the interviews with the Head of Departments and the Management. The first 10 questions sought biographical information. The questions were about gender, age, qualifications, management positions, years' experience, post levels, appointments (temporary or permanent) and career aspirations.

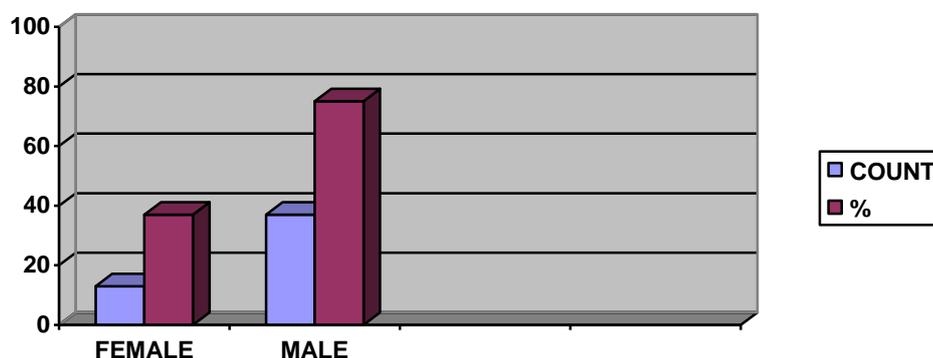
The other 5 questions sought information on the impact of the introduction of the New Motheo FET College on job creation, learnerships, opportunities for further studies for students, morale of staff and the governance of institutions. 5 Heads of Departments were interviewed and 5 members of Management were interviewed.

5.3.1 Biographical information about the Heads of Departments.

This section describes the responses of the participants in the interviews in relation to gender, age, qualifications, years' experience, post level, appointments and career aspirations.

5.3.1.1 Response according to gender

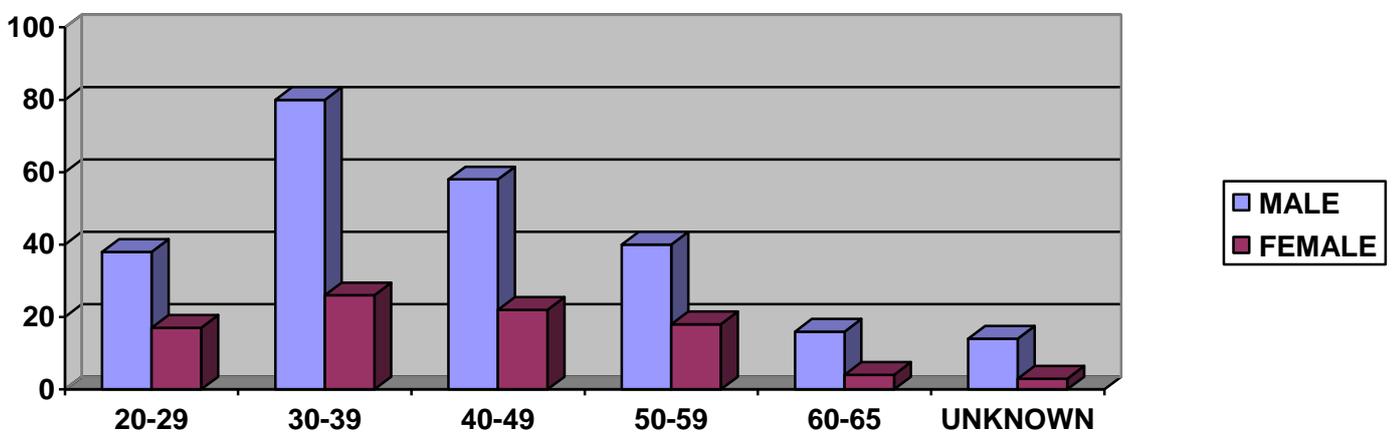
Table 5.3.1.1.



There were more male respondents than female respondents on each campus. This may be regarded as a true reflection of gender ratio in management positions at the college. Males often occupy the management positions, but this does not influence the responses significantly and the responses did not show any difference according to gender.

5.3.1.2 Response according to age

Table 5.3.1.2

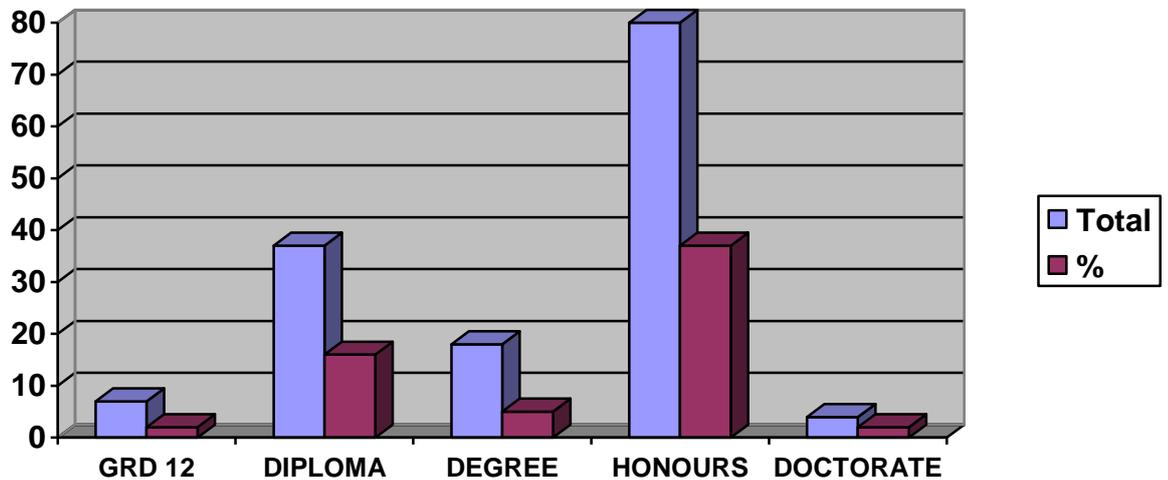


Age distribution at Motheo FET College shows that there is no Head of Department who is below 30 years of age. This is so owing to the requirements of government that for one to be a Head of Department, one should be in possession of a degree and teaching experience of at least 5 years at the college. A new graduate from an institution of higher learning may not become a Head of Department easily. This impacts on age because during the waiting period, one grows older. The responses from Heads of Departments indicates that the experience they gain at

the college influences their opinions on the impact that the New FET System will have at the college; this will also affect their administrative role at the college.

5.3.1.3 Response according to qualifications

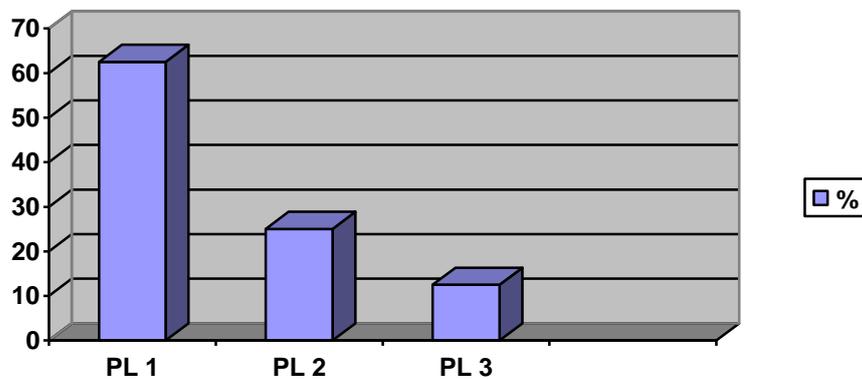
Table 5.3.1.3



Heads of Departments with a Diploma, Honours, or Masters qualification make up 67% while 7% have Bachelors' degrees. Most Heads of Departments possess Masters or Honours degrees, therefore one could expect the departmental issues to be handled better at the college.

5.3.1.4 Response according to the post level

Table 5.3.1.4



28 % of the respondents were at post level 2 and the rest 17 % of the respondents were at post level 3. This does not seem to influence their administrative performance, thus one may conclude that the post levels of the Heads of Departments do not influence the impact that the New FET System will have at Motheo FET College.

The 26 items that appear on the questionnaire were designed to collect data that would test the research assumption.

5.4 Decision on research interviews

QUESTION 1: What is your opinion on the impact of the introduction of the New FET System on job creation?

RESPONSES:

- ✦ Jobs should be created for students; part-time classes can be offered by them.
- ✦ Students leaving the college under the New system will be better prepared to face the demands of the labour market.

- ◆ People will lose their jobs as everything will be centralised.

The above information derived from the respondents indicates that many respondents believe that the New FET System will assist in job creation, whether it be students or academic staff. Even though some participants have a fear of losing their jobs because of the merger, most feel that this system will help students find jobs easily.

QUESTION 2: What is your opinion on the impact of the introduction of the New FET System on Learnerships?

RESPONSES:

- ◆ Most of the respondents indicated that learnerships should be provided to students.
- ◆ Learnerships have impacted only on Quality labour forces with essential credentials and skills.
- ◆ The New FET System could become the ideal provider for learnership and curriculum requires serious attention.

The above information derived from respondents demonstrates that learnerships can be viewed as a tool to reduce unemployment and to develop new skills. It should open doors not only to engineering studies, as is the case at present, but to business studies as well.

QUESTION 3: What impact will the introduction of the New FET System have as far as opportunities for further studies for students are concerned?

RESPONSES:

- ◆ Some of the courses give students the opportunity for furthering their studies at a University, for example, at the Central University of Technology, Free State.
- ◆ To improve this there should be an agreement between FET and HE.
- ◆ Opportunities will increase if the system is applied correctly.

The majority of respondents feel that the New FET System will serve as the link between colleges and Institutions of Higher Education, thus giving the students opportunities to further their studies after completion of studies at FET Colleges.

QUESTION 4: What impact will the introduction of the New FET System have on the morale of the staff?

RESPONSES: At present the morale of the staff is very low owing to various reasons, for example, lack of inclusiveness and participation, fear of change and lack of information.

The results from the respondents clearly show that with more information and good communication channels, the New FET System MAY assist in improving the morale of staff from being negative to being positive about the future of the college.

5.5 Summary of the open-ended questions and interviews.

5.5.1 Introduction

The interviews, as demonstrated earlier, were used to complement the structured questionnaire. This was to gather as much information as possible in relation to the impact of the introduction of the New FET System at Motheo FET College. Heads of Departments and members of Management were interviewed.

5.5.2 Results of the responses given to the questions.

As has been demonstrated, items 1 up to 26 are concerned with various aspects that may impact on the introduction of the New FET System. Some of the items are shown below:

Statement: The objectives of the FET are interpreted as providing entry to HE.

Response: Agree

Statement: The objectives of the FET are interpreted as providing readiness to enter the world of work.

Response: Agree

Statement: Academic Staff are suitably qualified to deal with the expected curriculum changes in FET.

Response: Disagree

Statement: The new management style is better compared with that of the former Technical College management style.

Response: Disagree

Statement: Is there any recognition of achievements by academic staff.

Response: Disagree

- ◆ Many respondents indicated that the restructuring of the curriculum calls for the development or training of educators as a preliminary step, thus this will assist in the attainment of the objective of the FET to provide entry to HE.
- ◆ From this statement it was deducted that HoD members and management needed to be conversant with the preambles of the Act, Knowledge of the curriculum, industrial and marketing experience, which are all tapering towards the ultimate objective of the FET.
- ◆ Most respondents disagree with the statement and show a general feeling that it is imperative that the educators be re-trained to empower them with the knowledge of the new curriculum of the FET. Participation, involvement and commitment to transformation will be optimal through capacity building of educators.
- ◆ Many respondents were concerned about the existence of the disparities and inequities in the management of the college. Some respondents revealed that the legacies of apartheid and colleges are the main factors that contribute to the poor management style at the college, thus the redress process would start with the abolition of these two legacies.
- ◆ Equal opportunities to learning and equal opportunities to workplaces have been identified as cornerstones and bedrocks for recognition of achievements at the college.

5.6 Decisions on Hypotheses

HYPOTHESIS 1: There is a difference between experienced and inexperienced managers as far as the introduction of the FET System at Motheo FET College is concerned. This is shown by the high number of respondents 32(47%) who strongly disagree with item 12 of the questionnaire. Experienced managers have a fear of change as it might move them out of their comfort zones. Inexperienced managers clearly support the Department of Education's vision and mission, namely, a commitment to being a unit of government that steers a high-quality, co-ordinated system of FET at national, provincial and institutional levels. This system is responsive, flexible and meets the needs of a learning society, which only can be achieved through development of intermediate to high level of skills and competencies.

HYPOTHESIS 2: The study has proven that there is a difference between experienced and inexperienced lecturers as far as the introduction of the FET System is concerned. This is revealed by the number of respondents to item 7 of the questionnaire, of which 16(52%) disagreed that academic staff are suitably qualified to deal with the expected curriculum changes of FET. Experienced lecturers fear the change of curriculum, as it will lead to staff development. Adapting to a new curriculum will mean something new to some of the lecturers, as some are so familiar with the old curriculum.

On the other hand, inexperienced lecturers welcome the new FET System as they feel that they will also get a fair chance when it comes to development and promotions. Most of them acknowledge the purpose and preambles of the FET System.

5.7 Decisions on the research question

After having reviewed the research question and aim of the study, the researcher has discovered that the responses from the interviews and questionnaires collectively address the question and aim of the research formulated earlier in this study. From the responses of respondents, it has become apparent that the FET system will have a positive impact on Management at Motheo FET College and the lecturing staff. However, the following shortcomings of the present situation have been identified:

- ◆ Poorly articulated FET programmes and qualifications that inhibit learner mobility across programmes and providers.
- ◆ A separation of theory and practice, giving rise to irrelevant programmes that fail to meet the needs of the changing demands of the economy and society, hence contributing to the high level of unemployment.
- ◆ Initiation of partnerships for learnerships between Motheo FET College and the industries.
- ◆ Participation, involvement and commitment of staff to transformation and retraining of staff.
- ◆ Introduction of consultative management and governance, and empowerment of educators for management participation.

5.8 Findings

It is anticipated that the new FET System will remove the line of demarcation between “education and training” and also between “theory and practice”. This has emerged from the opinions of most of the

respondents that the declaration and merging of FET Colleges is the preliminary measure of integrating education with training.

A thought provoking statement emerged from one of the managers when he mentioned that FET should be made to link the DOE with the Department of Labour. He further mentioned that the issue of learnerships would determine what students would do and where they would go after completion of their studies.

There was also a collective view from the educators that is important that the information with regard to Motheo FET College be discussed among all involved, in the right manner, at the right time and by the right people. In addition, they further asserted that all stakeholders should support the vision of the DOE by identifying the courses that respond to the needs of the community.

The FET Act requests or instructs the Colleges to re-direct their focus in order to make sure that the needs of the society are served. Many staff members asserted that there should be collaboration or cooperation among all stakeholders, starting from learners, through to educators, managers and ultimately to council members in order to succeed.

The importance of participation, commitment and involvement in re-directing the form of FET by changing the image of Motheo FET College was emphasized.

Many respondents indicated that the restructuring of the curriculum calls for the development or training of educators as a preliminary step. It is also the feeling of many that the relevant information regarding the FET Curriculum should be properly disseminated to the implementers thereof. Some opinions also emerged that the curriculum should be a relevant one. One of the aspects of the FET Act 98 of 1998 15, "...desire to establish a national coordinated FET System which promotes co-operative governance and promotes programmes-based further education and training". From this statement it can be deduced that managers need to be conversant with the needs of the Act, knowledge of the curriculum, expertise with regard to the dynamics of governance, industrial and marketing experience, which are all tapered towards the ultimate objectives of the FET. On the other hand, management has to be transformed to a co-operative, collaborative, participative and consultative type of management.

Most respondents were concerned about the existence of the disparities and inequalities in the composition of the educators and management population at Motheo FET College. Annexure B gives the statistics of the educators and manager population at Motheo FET College. Equity in staff establishment and appointments must be achieved, to attain an educator population in keeping with student intake.

Some respondents revealed that the merging of the FET Colleges simply justified the redress of past injustices, by which colleges are able to have equal status, resource's and treatment. Some educators emphasized

the consideration of black and women empowerment in management positions.

5.9. Conclusion

This chapter dealt with the results of the study. The results of the statistical analysis have been presented according to the age, gender, qualification, post level and years' experience. Decisions taken on the assumptions of the study have been reported. Finally interviews conducted with members of management have been summarised and analysed.

Chapter 6 will be devoted to the summary, conclusion and recommendations.

CHAPTER 6

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, a brief overview of the study will be given and thereafter conclusions will be drawn.

The path followed by the researcher in exploiting this study, took place in two main phases. They were:

- (a) the development of a conceptual framework, through exploration of the dynamics of management, governance and leadership with regard to the aspects of the curriculum for FET colleges; and
- (b) the establishment of the perceptions of the FET stakeholders on the basis of the above framework, including evaluation of these perceptions to establish whether there were meaningful relationships between perceptions and the conceptual framework.

The first phase was completed after an in depth literature research through the reasoning processes of analysis and derivation. The second phase was completed after information had been collected through contextualised interviews, which were qualitative, explorative and descriptive.

The different conclusions drawn from this study will now be discussed.

6.2 Summary

The discussions, conclusion and recommendations are presented in order to avoid drifting away from the main focus of this study. It is clear that the impact of the introduction of the new FET system has resulted from the interplay of many factors.

The review of literature was intended to focus on these factors and to explain the origin and formation of the FET colleges. The review of literature provided a suitable foundation to depart from. A thorough comprehension of the impact of the introduction of the new FET system should be the starting point in order to enhance the ability to interpret the FET system better. The merging, closing and declaration of FET colleges, including the resultant impact on resources, as well as implications for the management of the FET colleges, were also elaborated on.

The ability to interpret this situation requires insight into what academic staff and management at Motheo FET College are faced with in their professional duties. This review gives insight into the South African view of FET and management of FET after having consulted the literature on FET. Curriculum proposals, strategies and implementation from the National Department of Education were discussed as well.

The methods used to collect data of the study were presented. A questionnaire and interview were used to extract the information. Analysis of the responses has revealed that there is a meaningful purpose of a new FET system and a fear of staff development. The analysis of data, biographical

information of the respondents, a detailed discussion of the major issues, that is, the transformation of the FET sector, redress of past injustices of the FET sector, equity and equality regarding all aspects within the FET sector, were presented. Through the research it has become clear that the major concerns of the staff members who answered the questionnaire are hinged on the transformation of the FET sector. Most respondents anticipate that this change will bring about redress and equity.

6.3 Discussions

Based on the research questions and aims formulated in Chapter One of this study, the following discussion follows.

6.3.1 The influence of Legislation on the New FET Sector

- ◆ The Legislation provides the guidelines and a framework from which to base governance and management actions with regard to FET.

The four Acts, namely the FET Act 98 of 1998, the SAQA Act 58 of 1995, the Skills Development Act 97 of 1998 (with the Levy Act of 1999) and the Employment Equity Act 55 of 1998, supplement each other to provide a foundation for an integrated approach to education and training in the FET Band for both schools and technical colleges on the NQF, and in so doing, furnishing FET colleges with direction. A detailed discussion of each Act mentioned above follows below:

6.3.1.1 The SAQA Act 58 of 1995

The SAQA Act supports the change process in the Department of Labour and the DOE. The purpose of this Act is to provide for the development and implementation of a National Qualifications Framework in order to establish the South African Qualifications Authority.

The Act undertakes to monitor registration of qualifications with respect to quality and it also tries to eliminate the split between education and training. The curriculum of any form of education and training including curriculum for FET, depends on the South African Qualifications Authority for registration of qualifications.

The Act also endeavours to redress the past inequalities through: the creation of an integrated National framework for learning achievements; facilitating access to, and mobility and progression within education, training and career paths; enhancing the quality of education and training; accelerating the redress of past unfair discriminations in education, training and employment opportunities; and contributing to the full personal development of each learner and the social and economic development of the nation at large. It is vital to state that the success of an education and training system is realised through a systematic accreditation of qualifications. Thus it is important to mention that the SAQA Act 58 of 1995 plays a large role in the management of the curriculum for FET colleges and the impact the New FET System will have on FET colleges.

6.3.1.2 The FET Act 98 of 1998

The FET Act, with its guidelines, enables us to establish a National co-ordinated Further Education and Training system that promotes co-operative governance and provides for programme-based FET. Co-operation in most cases is surrounded by concepts such as collaboration, consultation, participation, partnerships, involvement and commitment.

The preamble of the FET Act 58 of 1998 incorporates the above aspects by suggesting pursuit of the values of transformation, redress, equity and equality. Change requires the need and ability to manage its initiatives, and changed initiatives do not run themselves. It only implies the need for a effectively co-ordinated management team (Technikon Pretoria, 2001: 83). It is justified to mention that people will commit themselves to transformation, redress, equity and equality through co-operation. In order to transform the FET Sector, stakeholders need a co-operative team in education that is committed to work in partnership with all stakeholders to render an expected performance, which measures the extent to which everyone is urged to work together to create a better learning environment.

The Act endeavours to terminate the big split between education and training. Along this line of thought, one may argue that it is mainly co-operation of the stakeholders that will bring about success in the implementation of the New FET Act at Motheo FET College.

6.3.1.3 The Skills Development Act 97 of 1998

The present system of FET qualifications and programmes offered by schools, colleges, industries and private providers does not prepare learners adequately for success in further learning or productive employment. School's FET programmes are too general and constrained by narrow academic concerns with little or no specialisation. Programmes for Technical Colleges are also narrow and job-specific. All these programmes fail to equip learners adequately for the social, economic and cultural changes in their lives. This leaves the curriculum with weaknesses and deficiencies, which have resulted in a separation of theory and practice, poorly articulated FET programmes that differ widely with respect to quality and repetition of passed subjects, which in turn have led to high levels of inefficiency (Department of Education, 2000 b:5).

It has become important that the FET Curriculum system be changed and aligned according to the vision of the DOE. Along this line of thought, the Further Education and Training Policy document introduces the Further Education and Training Certificate (FETC), whose purpose is to equip learners with the knowledge, skills and values that will enable meaningful participation in and offer benefits for society. In addition, it also provides a basis for continuing learning in Higher Education and Training and also enable learners to be productive and responsible in the workplace. The FETC will be controlled by SAQA, whose mission is to ensure or oversee the development and implementation of the National Qualification Framework, which contributes to the full

development of each learner and to the social and economic development of the nation at large (Department of Education, 2001 b:3).

The Skills Development Act 97 of 1998 aims to provide an institutional framework to devise and implement national sector and workplace strategies; to develop and improve the skills of the South African workforce; to increase levels of investment in education and training; to encourage employers to promote skills development; to improve employment prospects; to ensure quality of workplace education and training; and regulate employment services. The Act has been introduced to try and improve the unemployment situation of students who have completed studies, but have no employment thereafter. In other words, it intends to improve the chances of workers getting work, to improve productivity and competitiveness of employers, to provide individual skills for employment and also to improve the delivery of social services.

It is also expected that the workplace be used as an active learning environment, which provides employees with new skills to give new entrants access to work experience through the process of learnerships. The system of learnerships replaces the old apprenticeship system, which is thought to be narrower than learnerships. Learnerships assist first-time work seekers and unemployed qualified employees.

The concept of learnerships is central to the integrated skills development systems where learnerships are primarily workplace learning programmes, supported by structured institutional learning, which results

in a qualification. This qualification has to be approved by SAQA and be placed in the NQF to provide flexibility and employability. One can certainly claim that the Skills Development Act provides another tool, learnerships, to be used in the management of the curriculum of FET colleges. Learnerships bring theory close to practice by ensuring that programmes are relevant to the labour market and also responsive to the needs of the learners and society.

Learnerships have three outcomes to meet the challenges of the labour market, namely, productivity, employability and innovation (Department of Labour, 1999:11). These are some of the objectives of the new FET system in South Africa; that is, to create co-operative education between employers, parents and the college. Co-operative education implies that education takes place in conjunction with learners and employers (Bisschoff, 1997:3).

It is imperative to note that South Africa derives its learnerships system from the German system and this may not be successful in the same way as in Germany (Nkoe, 2002:115). The DOE has undermined the fact that South Africa is a multi-racial and multi-cultural country. This implies that the contextual factors that influence the learnership system will differ significantly in the two countries mentioned above. It is also these contextual factors that warrant the success of the learnership system. South African FET stakeholders should thus consider the dynamics of the multi-cultural contextual factors surrounding the learnerships system with regard to the curriculum for FET colleges.

Consequently it is important for stakeholders to approach this system of learnerships as a “trial and error” basis.

Most colleges appreciate the introduction of the learnerships as a means to meet the challenges of the labour market such as productivity, employability and innovation. Learnerships are similar to apprenticeships insofar as they are a work based route for learning and gaining qualifications. There are claims that learnerships, as compared with apprenticeships, are demanding, more diverse and appealing to a wider range of learners, taking place in multiple workplace contexts and have different contents. However, the old apprenticeship system has been working satisfactorily as students were employed immediately with the inception of apprenticeship and were remunerated simultaneously whilst studying at the college. Literature has not established the condemnation of the apprenticeship system explicitly. What is known is that the State withdrew the apprenticeship subsidy that was given to the industrial councils that were supporting the apprenticeship system.

The idea of immediate employment and remuneration as in the apprenticeship system is not implicit in learnerships. This makes most stakeholders uneasy about the validity of learnerships. As a result people are negative towards learnerships and do not co-operate very well in the FET sector. The question is: “Is the State going to dictate to companies that they should take the option of learnerships even if the companies still prefer to utilise the apprenticeship system?”. If this is not addressed properly, the New FET system will not thrive.

With regard to the Skills Development Act, it is suggested that the Act be pursued in order to finally improve the skills in the country so that people and the economy as a whole can, thrive and be more productive. South Africa should be equal for everyone – black and white, women and men, rural and urban, as well as young and old.

The Department of Labour and the DOE should convince Industries that learnerships are a safe mechanism that shall warrant employment refuge to learners and also foster a spirit of co-operation amongst employers. This is not made clear in the Skills Development Act 97 of 1998 and Skills Levy Act of 1999. An endorsement should be made, which provides an explicit discussion or statement, in monetary terms, of how the employers and providers shall benefit from the learnership programmes. It is also recommended that the workplace be used as an active learning environment, which provides employees with new skills. In this regard it will also be advantageous to organise seminars to communicate with the employers through the SETA's.

6.3.1.4 The Employment Equity Act 55 of 1998

With regard to the FET Sector, the Employment Equity Act aims to prohibit unfair discrimination towards all employees and job applicants. It requires employers to develop and implement action measures to achieve a diverse workforce, broadly representative of the South African population. If affirmative action measures together with principles of equity are applied in learnerships, this mechanism will best regulate and manage the curriculum of FET colleges. However it is imperative to note

that laws such as the Employment Equity Act do not work well if people do not have the skills to do the work.

To sum up this section, the researcher can make the following thought-provoking claims:

It is with regard to the impact that the New FET system will have at Motheo FET College that the FET Act 98 of 1998 establishes the required path or direction through its preamble. On the other hand, the South African Qualifications Authority Act 58 of 1995 paves that path or direction through accreditation of qualifications obtained. The Skills Development Act 97 of 1998 also appears in the background by offering support in the right direction through a system of learnerships, in which case the balance of the sector is created by pursuit of the Employment Equity Act 55 of 1998.

By maintaining the objectives of the four Acts, a successful FET System for FET Colleges can be ensured.

6.3.2 Transformation of the FET sector

There is a worldwide growing recognition that education and training is fundamental to economic and social development and this poses a challenge to the changing education and training system of South Africa. The transformation of education is thus a fundamental process, which can be expected to reflect the values, principles and practices of the new democratic dispensation at all levels. Education transformation also goes hand in hand with political transformation as a result of the shifts

in the balance of political power. From the literature and the perceptions of the interviewed staff members, it also has become clear that transformation of the education system is a political change, which must be accepted by everybody in the college because it is to the benefit of the students of the Motheo FET College and also creates a better life for all. FET has a vital role to play in building a global competitive economy and in meeting the needs of the pre-employed, employed and unemployed citizens of the country.

The restructuring of the FET colleges through the declaration and merging of these colleges is an anticipated means of re-directing the FET focus. The new focus of FET colleges calls for the co-ordination of theory and practice. It is for this reason that the DOE introduced the system of learnerships, which calls for partnerships between colleges and industry, hence the co-operation between the DOE and the Department of Labour (Department of Education, 2001c:5).

The restructuring of Motheo FET college implies the corresponding changes in councils, management and many more supporting structures in order to yield a new image of Motheo FET College. Transformation has to take place, starting from the councils down to the learners, that is, at all levels of the sector.

It is imperative to note that concepts such as collaboration, co-operation, participation, consultation, communication and commitment are indispensable in a democratic society and these should be put into

proper perspective and negotiated by the stakeholders in order to achieve fair transformation of the FET sector.

The restructuring of the curriculum also implies the subsequent transformation of the resources at the Motheo FET College. Concepts such as empowerment, re-training and modification with regard to the resources and systems, should also be considered indispensable for the improvement of the curriculum implementation. This will align the curriculum with the vision of the stakeholders, thus ensuring quality standards of learning.

6.3.3. Redress of the past injustices of the FET Sector

Redress, as applicable to this study, is the word used to review and re-consider the imbalances of the past that were generated by the inequalities in education and the workplaces. The strategy used to address this aspect is the consideration of equal opportunities to FET and workplaces.

6.3.3.1 The legacy of apartheid

The provision of technical and vocational education and training was characterised by: unequal access to learning opportunities based on race; the division between theory and practice; and an unequal allocation of funding and resources between historically white institutions who were described as state-aided colleges, and historically black institutions, described as state colleges (colleges under House of Assembly) and colleges under racially segregated departments

(Department of Education, 2001c: 6) respectively. This implies that colleges were afforded different levels of autonomy.

From the FET legislation, equal access into the new FET sector should be ensured, so that this may result in optimal opportunities for learning, creation of knowledge and the development of intermediate to high-level skills. This is in keeping with international standards of academic and technical quality. It makes sense to mention that the above argument promotes the values, which underline an open and democratic society based on human dignity, equality and freedom. Pursuit of these values will ensure a positive impact on the introduction of the New FET System at Motheo FET College.

The Education White Paper 4 (Department of Education, 1998b:14) contends that a key means of encouraging institutional responsiveness and flexibility, and of promoting creative and necessary changes and innovation, is to allow education institutions greater autonomy in the determination of their missions and the management of their affairs. The declaration, merging and closure of public FET institutions, is one of the means for conceptualising the FET system in education, and thus the first phase of the overall strategy adopted by the National Department of Education, to re-organise and create a vibrant co-ordinated system in South Africa.

The other aim of the declaration and merging of the FET institutions in terms of the FET Act 98 of 1998 is interpreted as ensuring that legal and financial inequalities between the present state and state-aided

colleges are removed (Department of Education, 2001c: 6). Removal of the inequalities will warrant effective and efficient management at Motheo FET College. In order to redress the historical imbalances generated by past inequalities in education provision, the DOE, together with the provinces, must ensure that resources are allocated and deployed according to the principle of equity, so that the same quality of learning provision is achieved for all people.

From the above paragraphs one may deduct that the point of departure should be the removal of the legacy of apartheid to make it clear to all South Africans that FET is meant for all citizens of South Africa, which implies that all resources will be made accessible to all citizens. This should remove connotations of “white” and “black” in all FET matters, which is what happened with the declaration of FET colleges.

6.3.3.2 Representative in management and governance

Since the inception of technical and vocational education a long time ago, gender and racial composition of institutional management structures had reflected the inequities, which characterised the technical / vocational sector in the country. This also extends to governance structures of today. The racial and gender imbalances will need to be corrected as part of creating new FET colleges. This objective will be achieved through the following strategies:

- ◆ Creating equal opportunities to management and governance positions.
- ◆ Transformation of management styles.

- ◆ Changing of attitudes and leadership paradigms to suit a democratic society.
- ◆ Complying with the legislation for guidelines.
- ◆ Transforming the composition of college councils for satisfactory representation with regard to delivery.
- ◆ Widening participation in management by involving the educators, thus initiating a consultative type of management.
- ◆ Controlling power relations and problems through sufficient delegation of authority.
- ◆ Maintenance of consistency in management and governance efficiency through efficient communication systems.

Suffice it to say that if affirmative action is well practised, efficient and effective management of Motheo FET College will prevail.

6.3.3.3. The staff establishment profile

It was pointed out earlier that affirmative action consists of steps to correct historical inequalities by means of training and development opportunities, both in the work environment and in the wider community (Moerdyk, 1999: 1). Affirmative action may thus be seen as a phenomenon necessary to redress the social injustices of the past, especially in the workplace, and should thus create opportunities through which people, irrespective of race or gender, can make technological, entrepreneurial, management and leadership skills available to meet the country's needs.

Employment Equity Act 55 of 1998 (15, subsection 1) states that affirmative action measures are, however, those designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer. Preferential hiring should not violate the principles of affirmative action and should not be aimed at deliberate hiring of less qualified people with the claim that they were previously disadvantaged.

Section 20 of the Employment Equity Act 55 of 1998 still emphasises that a designated employer must prepare and implement an equity plan, which will achieve reasonable progress towards employment equity in that employer's workforce. An appropriate affirmative action programme as explained by Cahn (1995:145) requires that an intensive and extensive recruitment search be undertaken in good faith, sometimes supplemented by remedial educational measures, in order to equalise opportunities for employment.

In the light of the above, care should be taken during staff establishment to consider the relevant qualifications, skills, expertise and experience. The importance of training and development opportunities should also be attended to during staff establishment. It is imperative that affirmative action be used to obtain resourceful people for Motheo FET College.

6.3.3.4 Learner population, funding and resource disparities

Students migrate from township colleges as a result of the perceived benefits that accrue from attending state-aided peri-urban institutions. The

township colleges suffer low numbers of student intakes (FTE's) because of this movement. Students also suffer inconveniences with regard to institutional politics of admissions, which are surrounded by rules of discrimination.

Contributory to the migration of students, are the funding and resource disparities that existed in FET colleges. The funding arrangements differ as a result of the legislation framework governing the two different types of colleges within the country. State institutions with their reliance on state funding have been under-funded with respect to their state-aided counterparts. The historically segregated nature of the colleges is the cause of this situation.

The colleges in the outskirts of town, such as Hillside View and Thaba Nchu college, have been disadvantaged and under-resourced, compared with the peri-urban white colleges such as Bloemfontein College. This has resulted in disadvantaged colleges not contributing to community development and empowerment.

In the light of the above discussion, the viability of technical college programme offering is questionable owing to the low numbers of learners in some of the programmes and the consequent lack of responsiveness of programmes to industry and other needs. Transformation of these programmes to bring them in line with NQF and outcome-based education, and with employment trends, as a means towards viability and responsiveness, is imperative.

The declaration and merging of the FET colleges resulted in the removal of the impressions of state-aided and state colleges. Removal of these inequities is thought to be improving co-operation, collaboration and active participation in the management of the new Motheo FET College. The declaration and merging of FET colleges paves the way for equal distribution of funds and resources.

6.3.4 Ensuring equity in all respects regarding FET matters

According to legislation, “equity” refers to the promotion of equal opportunity and fair treatment in the workplace and other social organizations. It includes the implementation of affirmative action measures to redress the disadvantages in employment and other social organisations, which are experienced by the designated groups (Republic of South Africa,1998a). The strategies used to address equity are: elimination of unfair discrimination and ensuring equitable representation in all categories and levels in the workplaces.

6.3.4.1 The legacy of colleges

Colleges of FET were established along racial lines to provide technical and vocational education for different racial groups, where the levels of funding and resource investment in institutions reflected the legacy of disparity and inequity as discussed before. This became the DOE’s reflection of the extent of state control over institutional governance, and the nature and quality of curriculum and learning programmes that could be expected; hence the nature of the present Motheo FET College. The vestiges of the legal, funding and other distinctions between formerly

advantaged and disadvantaged institutions will fall away with the declaration of new FET colleges and the establishment of the new FET colleges landscape (Department of Education, 2001 c:9).

The establishment of large multi-site colleges through a system-wide process of institutional mergers has been designed to redress the inequalities of the past and to establish an equitable and qualitatively better foundation for the long-term growth and development of the FET sector. Each of the newly formed multi-sites FET colleges will be a legal entity, with a single governing council and principal. Within the framework of a single institution, management arrangements will be designed to ensure effective, accountable management across and within each of the campus sites. The DOE will provide guidelines and advice in this regard (Department of Education, 2001 c: 16). It is in this light that funding and resource allocation will be done equitably to ensure effective management of the New FET system.

The principles of equity and affirmative action cannot be undermined if: a fair representation in management and governance; fair staff establishment profiles at Motheo FET College; and equitable learner population and programmes with relevancy, which also serve the needs of the learners and the society, are expected.

6.3.5 Ensuring equality in all aspects of FET sector

In section 29 (1b), the Constitution of the Republic of South Africa, 1996 a, states that everyone has the right to further education, which the

state, through reasonable measures, must make progressively available and accessible. One other aspect in the preamble of the FET Act 98 of 1998 is that the stakeholders should respect and encourage democracy and foster an institutional culture, which promotes fundamental human rights and creates an appropriate environment for teaching and learning.

Chapter two of the Employment Equity Act of 1998 states that, no person may unfairly discriminate directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth.

The practice of affirmative action is vital as a mechanism for enhancing representation in the workplace, acknowledgement of equal opportunities in employment as a means to avoid job reservations, initiation of equal opportunities to learning at Motheo FET College and equal access to the college. If societies wish to remain within the parameters set for the values that underline openness and democracy based on human dignity, equality and freedom, affirmative action cannot be underestimated.

During the interviews, certain iniquitous inferences unfolded with regard to posts' distribution and statistics for employment of different racial groups. This indicates that much is still to be done in order to transform Motheo FET College. The importance of the implementation of the employment

equity plans as proposed by the Employment Equity Act 55 of 1998 cannot be underestimated in this regard.

All Motheo FET College staff members are equal and must accept and treat each other as equals. The new FET system aims to bring Staff members together within the context of the FET fraternity. The old divides between “white” and “black” colleges should be removed. Similarly, the old paradigms of “rural” and “urban” area education should be set aside. All participants at Motheo FET College should be equal.

6.4 Conclusions

6.4.1 Communication breakdown

During the interviews it became clear that some of the respondents seemed to have been uninformed or misinformed about the FET changes, which is indicative of a lack of effective communication between the DOE and the FET stakeholders. People did not receive enough information or orientation regarding the changes through workshops. This raises suspicions that many people could be pretending to accept the transformation simply because of pressure.

People need to know why things are changing before they can really involve themselves in the change itself. The new FET system is complex and not easily perceived by staff members. The DOE has not conducted enough workshops for the orientation of the stakeholders towards the dynamics of the New FET system. The people who were oriented in the

form of workshops, are those in management positions who fear the challenges of the new FET sector or feel threatened by the restructuring of management positions. Hence they did not disseminate the information to the disadvantaged lecturers at the grassroots level. The result of this is that participation of staff members will be weak because of the uncertainties caused by lack of knowledge.

Another issue, which was not properly attended to, is the outcomes-based nature of FET. The DOE has decided to embark on an outcomes-based approach to FET curriculum transformation in which case, the learning outcomes should be characterised by observable and/or measurable knowledge, skills and values that are expected to have been acquired at certain key stages of the learning process (Department of Education, 2000 a: 13).

When the DOE introduced outcomes-based education to schools, educators were trained and workshopped prior to the implementation of outcomes-based education. This did not really work well because there were complaints that the training was not adequately conducted. There were also suggestions that teachers should be trained on an ongoing basis. With the new FET in place, the DOE requires strong visionary leadership, as well as trained and effective staff that will lead, manage and sustain the new FET colleges (Department of Education, 2001 a: 16). The questions are: “When, where and how were these people trained towards the aforementioned effectiveness with regard to outcomes-based approach to FET? Are these people still going to be trained in this

regard? It is difficult to accomplish these objectives because the time of the implementation of new FET was critical. Training of the staff for an outcomes-based approach to FET prior to implementation may not be possible unless perhaps it is on an ongoing basis.

6.4.2 Mutual acceptance as equals

The attitude of racial prejudice and discrimination has not yet completely come to an end. In some cases only tolerance and pretence are in place. People have not yet reached a point where they accept one another as equal staff members at Motheo FET College.

Gender equality is not yet acceptable and realised as an aspect of transformation, especially with regard to males. Many males would still like to dominate females at the workplace and looks as if it will take time before men will accept that they are on an equal footing with women. Human nature does not warrant that men will succumb to women's instructions. However, men could sacrifice and compromise to achieve this objective. One could add that women in top positions seem adamant to take revenge on men, which encourages lifetime power struggles between men and women.

There are some people from white and black communities who still feel that they cannot stay together, learn together or do other things together. This can be deducted from the counteractions of many white learners from previously white institutions, such as the Bloemfontein College into which black students gained access to learning. This is also evidenced by the outflow of whites from previously white suburbs where blacks

have moved to. The college still have societal and cultural problems, for example, division between whites and blacks in staffrooms at Motheo FET College, their inability to share offices and their unwillingness to hold meetings together, and so on. The sharing of facilities is just as difficult and this seems as if it is going to extend to the next generations. This will have a detrimental effect on the management of FET colleges, as it is an indication of very poor or no racial acceptance amongst South Africans.

Racial un-acceptance will have a very devastating effect on the management of the New FET system. The question remains: "When will this attitude end or are we going to pretend to co-operate at the FET colleges?". Nevertheless, no racial prejudice or discrimination that could affect the research negatively was not apparent during the study.

Despite the existence of legislation, which governs relationships between people and prescribes adherence to principles of equity, equality, transformation and redress, people still live with their own prejudiced emotions but this is human nature. Emotions cannot be avoided, but could be suppressed. Racial prejudice and discrimination result from failure to suppress cultural and societal emotions (Department of Education, 2001a: 8-9). It is recommended that those staff members should actively endeavour to compromise, sacrifice, tolerate and understand one another in a democratic, interactive situation. Education demands a sharing of ideas and we learn through sacrifice, compromise and perseverance.

6.4.3 Power Problems

The process of the declaration and merging of FET colleges was introduced by the DOE as a means of removing connotations of inequities and inequalities in FET colleges. However, this leaves the FET sector with power problems amongst the staff members, especially at governance and management levels. Human nature allows individuals to compare themselves with their counterparts in any competitive scenario. It is natural to infer that in merged colleges, governors of previously white colleges will compare themselves with those of black colleges within the merged situation, will the principals, educators and learners. In this manner we have different perceptions of staff members, both good and bad, that will influence co-operation in a merged multi-site college.

The establishment of a multi-sited FET college implies that somewhere there must be an office for the chief executive officer that serves the merged colleges. This raises the following questions: Where is the office going to be? Will it be established in one of the merged sites? If so, who will be the Head Office? Will it be a “black” or a “white” college?

This seems to be aggravating the issue of power struggles. Some members of the Motheo FET College suggested that the office be independent from the mergers, but in a central place, to avoid being a barrier to the transformation of the college.

Another issue is with regard to the finances of the colleges. Some of the colleges seemed to have had good financial stability before the merging process. This resulted in vestiges of jealousy and corruption

among principals at some of the FET colleges. These principals then decided to exhaust all the funds with whatever project came to mind because of the claim that a poor college cannot merge with a rich one. Thus the above attitudes have created problems for the merging process because the chief executive officer would henceforth find it difficult to administer the multi-sited college without financial resources.

The comparisons in terms of race, origin, expertise, advantages and so on, result in staff members undermining one another, which results in poor co-operation and power struggles. With these power struggles, effective implementation of the New FET System has suffered. Staff members envisage that collaboration is a necessity for the achievement of common interests and objectives at the Motheo FET College. This collaboration involves total sharing of responsibilities, which include the right to succeed and to fail (Palsey, 1992: 141).

In an attempt to stabilise the issue of power problems after the merging of Motheo FET College, it was suggested that the DOE be prepared to create posts on higher post levels than those occupied by the present principals to enable them to apply for such posts. Principals of affirmative action should be pursued in the filling of posts with the availability of transparency in all cases to the satisfaction of everybody. Neutral people should be obtained for recruitment and selection processes of the aforementioned candidates, which should minimise power problems.

However it should, be borne in mind that affirmative action cannot marry the aspect of “power struggles”. In affirmative action we have equity whereas in power struggles we have compromises and sacrifices, including connotations of “survival of the fittest”. If this survival of the fittest is practised right at the top of the ladder, that is, in the cabinet or parliament, will principles of affirmative action and equity ever be put into practise in this world? This is another element of human nature that needs to be considered to enhance co-operation.

6.4.4 A shift of people from comfort zones

The declaration and merging of colleges for FET spells a new profile of FET colleges with new or transformed resources. Existing resources have to be transformed and developed to meet the requirements of the new FET system. The transformation of resources includes human resources.

It follows that those resources that cannot be transformed will unfortunately be eliminated from the system to avoid barriers to effectiveness.

It is in this regard that some of the staff members, especially those occupying management positions, if not fit or well qualified, will have to be moved out of their comfort zones. The restructuring of the management system with new post-level structures in place, which people have to apply for, including the present principal and vice-principal posts, is provocative to unqualified principals as it implies

subsequent demotions. This is going to affect co-operation negatively if these people have to remain in the system.

The DOE (2000a: 11) had indicated earlier that it would be the responsibility of the provisional departments of education to provide directives to institutions regarding the legislation and personnel administration measures that govern public technical colleges, particularly in terms of salaries, employment and conditions of the loss of posts that might be a consequence of mergers. This may even result in the need to develop options for packages for individuals who are affected through the merger process.

6.5 Recommendations

After a critical evaluation by the researcher and other selected people, the following recommendations with regard to the study and specifically on the areas of education were made.

6.5.1 Transformation of the FET Sector

It was indicated earlier in this study that transformation is a political change during which everyone in the FET sector should be involved. However it is also true that there is resistance to change. It naturally follows that an attempt to transform FET sector resources, barriers to the process will be encountered. It is recommended that the government policy-makers of the FET sector should provide alternative policies for

those resources that will resist transformation and thus become obstacles to change.

6.5.2 Redress of past injustices of the FET Sector

The point of departure of co-operation in the FET Sector is to redress past injustices. However it is not easy for a human being to admit that he has been doing injustice to another, especially in cases where the system has favoured certain individuals. It is obvious that the redress process moves certain people out of their comfort zones and it is in this light that one is able to predict that some people will be more passive in the whole process of transformation, thus increasingly the time for reform. It is recommended that the government policy-makers should come up with arbitrary and strict rules that will regulate the behaviour of such staff members who act contrary to the redress process policies.

6.5.3 Ensuring equity in all respects with regard to FET matters

The measures to ensure equity were elaborated on in paragraph 6.2.4. The strategies to address equity have been identified by literature as the elimination of unfair discrimination and ensuring equitable representation in all categories and levels in the workplace.

However, most people ignore qualifications and expertise of people by concentrating and hanging on to phrases such as “equitable representation in all categories” and “designated or previously disadvantaged groups”. It thus becomes unfair discrimination to those

who are well qualified and have the required expertise. It is recommended that the tendency for practising corruption be addressed at top levels at the start, in order to serve as an example for lower levels of the government sector.

6.5.4 Ensuring equality in all aspects of the FET sector

The South African Bill of Rights protects all South Africans and dictates that we should all be equal in the eyes of law. The right to education is also emphasised by the Bill of Rights and this implies that South Africans have equal opportunities to learning at FET colleges, equal access to FET colleges in South Africa and equal opportunities to workplaces in South Africa. However, some people still aspire to behave and be treated differently. Apparent symptoms of racial prejudice among staff members of Motheo FET College should receive zero tolerance. It is recommended that policy enforcers should keep a stern watch on Motheo FET College so that it will refrain from operating on the basis of racial prejudice and discrimination, which is completely inconsistent with the Constitution of the Republic of South Africa.

6.5.5 Suggestions for further research

Learnerships have two components, namely, structured workplace learning and structured institutional learning. Being structured, implies that there are curricula for the two learning avenues with appropriate programmes. Much has been said about college or institutional curricula. It is thus recommended that further research be done regarding the curriculum for

structured workplace learning in relation to structured institutional learning within the FET sector. Another avenue, in the need of research is the management and assurance of quality at Motheo FET College. This will ensure a competitive FET system for all FET colleges.

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ANNEXURES

ANNEXURE A

INTERVIEW SCHEDULE:

1. Welcome
2. Permission to record the interview on tape was requested.
3. Confirmation of confidentiality, agreement, participants understanding that their names will not be used in any way, nor information be shared that reveals their identity in any way.
4. Participants are informed that at any time during the interview the tape recorder can be turned off.
5. Introduction of topic

QUESTIONS:

FURTHER EDUCATION AND TRAINING

1. The vision of the Department of Education with regard to the introduction of the New FET System is “a commitment to be a unit that steers a high-quality, co-ordinated system of FET at National, Provincial and institutional levels, which will be responsive, flexible and also meet the needs of a learning society”.

What is your comment on this statement?

2. How do you view the present FET system?
3. To what extent should the college be transformed to meet the requirements of the New FET System?
4. To what extent should the staff be involved in the implementation of the New FET System?

MANAGEMENT

1. To what extent will the FET legislation help in managing the FET Sector?
2. What do you think are the implications of the FET legislation for the management style of FET Managers?
3. What changes would you anticipate on the management of FET as a result of the application of the Employment Equity Act of 1998?
4. How involved are you in the management of the institution or the college?
5. To what extent will the educators be involved in the management of the FET Sector?

ANNEXURE B

STATISTICS FOR MANAGEMENT POSTS AND EMPLOYMENT OF DIFFERENT RACIAL GROUPS.

TABLE 1: MANAGEMENT POST DISTRIBUTION

	HEAD OF DIVISION	MANAGER	SENIOR MANAGER
MALE	7	9	2
FEMALE	10	3	-
TOTAL: 31	17	12	2

Adopted from the Quality Management System.

TABLE 2: STATISTICS FOR EMPLOYMENT OF DIFFERENT RACIAL GROUPS

	BLACK	WHITE	COLOURED	INDIAN	TOTAL STAFF
Hillside View Campus	37	43	1	0	81
Bloemfontein Campus	36	66	3	0	105
Thaba Nchu Campus	36	0	0	0	36
TOTAL: 222					

Adopted from the Quality Management System.

ANNEXURE C

THE IMPACT OF THE INTRODUCTION OF THE FURTHER EDUCATION AND TRAINING SYSTEM IN THE FREE STATE PROVINCE WITH SPECIAL REFERENCE TO THE MOTHEO FET COLLEGE.

This questionnaire is for all academic staff and management employed at Motheo FET College. Please make a cross in the appropriate box, which reflects your opinion of each of the statements. Be sure to answer all statements. Try to respond to each item independently, as all responses are confidential. Thank you for your co-operation.

CONFIDENTIAL

APPENDIX A

DEMOGRAPHIC VARIABLES

Thank you for participating in this study. Your responses are confidential. Below is a section of the questionnaire requiring your response about your personal information. This information is important for the processing of data.

DATE : ___/___/___

SECTION A

1. PERSONAL DETAILS :

1.1 SEX : Male Female

1.2 AGE : 20 – 30 31 – 40 41 – 50
51 - 65

2. EDUCATIONAL QUALIFICATIONS

2.1 Highest Qualifications :
Doctorate :.....
Masters or its equivalent :
B.Hons, etc :
B.Degree, etc :
Diploma :
Other (Specify) :

2.2 Are you currently furthering your studies ? YES NO

2.3 If "Yes" in your answer above, please specify in which field of study and for which qualification.

.....
.....
.....

3. EMPLOYMENT DETAILS

3.1 Years of teaching experience :

3.2 Which levels are you teaching, e.g. N4, N5 et :

3.3 Please indicate field(s) in which you offer tuition : Business Studies

Engineering Studies

3.4 Is your appointment : Permanent

Temporary

3.5 Please indicate your current position level ?

4. CAREER ASPIRATIONS

4.1 If you had the opportunity to change your job, would you do so ?

YES

NO

4.2 If "Yes", what career would you follow ? :

4.3 Do you think the procedure for promotions at present at FET College level is fair ?

YES

NO

APPENDIX B

ATTITUDE TO THE NEW FET SYSTEM.

Please make a cross in the appropriate box, which reflects your opinion of each of the following statements.

Use the scale below to rate the statements. Please try and respond to all statements.

1 = Strongly Agree ; 2 = Agree ; 3 = Disagree ; 4 = Strongly Disagree.

STATEMENTS	RATINGS			
	1	2	3	4
1. The objectives of the FET are seen as providing entry to Higher Education				
2. The objectives of the FET are seen as providing readiness for independent or lifelong learning.				
3. The objectives of the FET are seen as providing readiness to enter the world of work.				
4. The new FET system in colleges will promote change in the education system.				
5. The new FET system will bring better change to the curriculum.				
6. Academic staff are suitably qualified to deal with the expected curriculum changes in FET.				
7. Staff have regular performance evaluations.				
8. The present academic staff at FET colleges will be able to cope with the requirements of the new FET system.				
9. The academic staff is fully involved in the implementation of the new FET System.				
10. The declaration of FET colleges is used as mechanism to bridge the gap between state-aided and state colleges.				
11. The merging of FET colleges have a negative impact on academic.				
12. The staff is consulted and involved in helping to plan the way the college is developed.				
13. The staff is involved in drafting or reviewing policies, procedures and regulations of the college.				
14. The new management style is better compared to that of the former Technical College management style.				
15. There is a regular and continuous flow of information from management to staff and vice versa.				
16. Staff is encouraged to use their own initiative and take decisions.				
17. The views of staff is taken into account when drawing up the development and strategic plans for the college.				
18. The college is striving to maximise value for money.				
19. The new FET system will improve staff performance.				
20. Academic staff development needs are met.				
21. Recognition of achievements by academic staff.				
22. Displaying professionalism (attitude, ethics and development).				
23. Attending and participating in meetings, workshops and seminars, of professional associations.				
24. Ability to explain the new FET system concepts thoroughly so that students understand them.				
25. The college has a clear policy and programmes to support the community it serves.				
26. Assisting in students' orientation and registration.				
27. Involved in Learnership Programmes.				
28. Having written part, or all of a textbook prescribed at college level.				

29. Addressng detailed criticism and weaknesses.				
30. Being an examiner or moderator.				

APPENDIX C

What is your opinion on the impact of the introduction of the new FET system on the following aspects below :

- a) Job creation :
.....
.....
- b) Learnership :
.....
.....
- c) Opportunities for further studies for students :
.....
.....
- d) Morale of Staff :
.....
.....
.....
- e) Governance of the Institution :
.....
.....

ANNEXURE D

Attention: The Campus Manager

Sir / Madam,

REQUEST TO CONDUCT STUDY ON THE IMPACT OF THE INTRODUCTION OF THE FET SYSTEM IN THE FREE STATE PROVINCE, WITH SPECIAL REFERENCE TO MOTHEO FET COLLEGE.

I would very much appreciate it if you could participate in my research project.

The intention of this study is to identify the impact the introduction of the New FET System in the Free State Province, with special reference to Motheo FET College; how this New System will impact the morale of staff and management of Motheo FET College.

Data gathered in this survey will be treated with confidentiality and presented only in a summary form without the name or affiliation of the respondent being mentioned.

Should you have any questions regarding the questionnaire and my research, do not hesitate to contact me at work on 051-4093300 or 082 200 9413.

Thank you for your valuable support and input. Your co-operation is highly appreciated.

Yours sincerely,

Thandeka Mosholi