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LIST OF ACRONYMS

AAUP-----	American Association of University Professors
AFT-----	The Association Federation of Teachers
AGB-----	Association of Governing Boards
AVCC-----	Australian Vice Chancellors' Committee
CD-----	Compact Disc
EEC-----	European Economic Community
EVTC-----	Elementary Vernacular Teachers 'Course

H.E-----Higher Education
 ICT----- Information Communication Technology
 IT-----Information Technology
 IS----- Information Systems
 JC-----Junior Certificate
 LOs-----Learning organizations
 M.ED-----Master of Education
 MoET-----Ministry of Education and Training
 NCE-----Nazarene College of Education
 NCN-----Nazarene College of Nursing
 NEA-----National Education Association
 NCHE-----National Commission
 NTC-----Ngwane Teachers College
 ODL-----Open Distance Learning
 OL-----Organizational Learning
 OM-----Organizational Memory
 OVCS-----Orphaned and Vulnerable children
 PGCE-----Post Graduate Certificate in Education
 PTC-----Primary Teacher's Certificate
 PTD-----Primary Teachers Diploma
 REC-----Research Ethics Council
 SADC-----Southern Africa Development Community
 SANU-----Southern Africa Nazarene University
 SCOT-----Swaziland College of Technology
 STC-----Secondary Teachers' Certificate
 STD-----Secondary Teachers Certificate
 SWOT-----Institutional strengths, Weaknesses opportunities
 TCA-----Thematic Content Analysis
 TTCs -----Teacher Training Colleges
 UNESCO-----United Nations Science Cultural Organization
 UNISA-----University of South Africa
 UNISWA-----University of Swaziland
 WPTTC-----William Pitcher Teacher Training College

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Teacher training colleges (TTCs), though rated low in status and prestige as evidenced by the results of the study conducted by Ingersoll and Perda (2008) on perceptions of the public when ranking professions, have a significant role to play in the training and preparation of teachers for service. These colleges through college lecturers train and retrain teachers, school principals and system managers who play major roles in curriculum development, quality control and evaluation (Tushyeh, 2005). Significantly therefore, teacher training colleges (TTCs) train teachers for the crucial purpose of facilitating effective teaching and learning in schools. For this reason, TTCs deserve far more recognition, public support and status than they enjoy at present.

According to Mtey and Sulle (2013), one of the immediate results of teaching and learning is the empowering of citizens to play a crucial role in mitigating and loosening the grip of poverty and ignorance, which decimate our society (Mtey & Sulle, 2013). Furthermore, education increases the citizens' lifetime incomes and enhances people's productivity (Chetty, Friedman & Rockoff, 2012). This is because these institutions are viewed as tools for poverty reduction, economic growth and participation in a global knowledge economy (Saint, 2005; Aref, 2011). Mwangi, Kamenju and Rintaugu (2013:1), observed as follows:

“Teacher training plays a major role in the overall development of education in Kenya. This is because a teacher is a key facilitator of learning at all levels of education. One major objective of education is to produce an all round individual...”

The economy is a crucial lifeline by which a society produces, distributes, and consumes goods and services. With this important function and role in mind, the Governments have to think critically about the role and evolution of TTCs to make them continuously relevant to the needs of society (Macionis, 2002; Salmi, 2010). In this regard, Zeichner and Liston (1990:9) **noted** that:

“Teaching demands an approach to teacher preparation that reflects the complex and uncertain nature of the work. The crucial task from this point of view is to foster teachers’

capabilities to exercise judgment about the use of teaching skills”.

Correspondingly, management of TTCs should view education as a social activity through which society reproduces the traditions and forms of life it considers desirable, and produces new traditions and forms of life it considers preferable to realize its aspiration for humanity (Australian Curriculum Studies Association, 2001). Thus, to succeed in their expected mandate and also to respond to new developments in education, TTCs need to adopt competitive management approaches in the same way as in industry and in business for them to remain relevant and responsive to changing circumstances (Rafat, Hasan and Fatemeh, 2012).

TTCs are the most important institutions in education service delivery, and to this end, they assist in the struggle to achieve quality education. To achieve this, it is essential that TTCs are staffed with highly qualified and committed personnel with relevant professional skills. Mtetwa (2010) noted that the reputation of a TTC is measured on the quality of its graduates whose success, in turn, is largely dependent on the quality of instruction they receive from the institution.

Currently, changes in higher education (HE) such as structural review and relevance of programmes, need for excellence in teaching and learning, economic crisis affecting funding, governance challenges and innovation, as well as the need to remain competitive amongst tertiary institutions, all constitute the agenda for change (Vassiliou, 2013). The agenda for change is supported by the technological advancement in information, thus, increasing the need for a focused and modern approach to teacher training. Teacher training institutions, as organizations, should either assume a leadership role in the transformation of education or be left behind in the current of rapid technological change (UNESCO, 2000). In view of these changes, a TTC should work cooperatively with the public and review its curriculum regularly for relevance and proper functioning.

A properly functioning TTC is one which answers to the criteria of a learning organization. According to UNESCO (2000), such a college should be stratified, competitive, immune from political interference, and have secure and adequate funding. It should also be flexible, have a defined standard, be networked with significant others, have a legal and enabling framework, have an effective management system, standardized examination and tests, curriculum, knowledge banks and readily available information for all stakeholders (UNESCO, 2000). In Swaziland, TTCs are caught up within a highly centralized system of

public funds management where there is no ministerial tendering board for public procurement but only a centralized tendering board at Treasury (World Bank, 2006). This arrangement creates inefficiency in public institutions such as TTCs. For instance, even routine maintenance will wait for the response of the Ministry of Public Works which is, itself, confronted with a long list of requests from various ministries (World Bank, 2006; MoET 2013).

In view of the centralized requirements, coupled with the inherent rigidity and inefficiencies into policy implementation processes, the state of TTCs in Swaziland is in a questionable state of affairs (World Bank, 2006; Dlamini, 2014; Mamba, 2014). This is evidenced by the widely publicized reports from the electronic and print media as well as from parliament which decry the general state of affairs in the country's TTCs (Dlamini, 2014; Mamba, 2014). Taking stock of the criticisms and also responding to such a state of affairs, the Ministry of Education and Training (MoET) has developed two strategic objectives to improve the quality and relevance of teacher training in Swaziland. Objective one is the enhancement of teacher training programmes, and objective two is the implementation of a competency-based teacher training curriculum (MOET, 2013).

The initiatives above set the stage for transformation of teacher TTCs in Swaziland, understanding the notion that teaching is a global profession and must be viewed in the context of globalization. The compelling evidence for teacher training transformation is that TTCs are faced with the complex and ever-increasing dynamic initiatives of human development which entail that the standards of teaching and learning in the 21st century must be higher than they have been before. TTCs are expected to give teacher trainees additional knowledge and skills both universal and specific to be able to survive in the 21st century school environment (Kumar & Parveen, 2013).

1.2 BACKGROUND TO THE STUDY

Universities and colleges are extraordinary, multifaceted and robust organizations, characterized by a variety of conflicting interests and significant national differences. Therefore, institutions of this nature are going through a period of gripping challenges and transformations. These pressures are taking place in the face of intense economic crises, competition for resources, globalization and struggle for survival (Speziale, 2012).

Consequently, managing organizations particularly in this era of knowledge explosion, competition for survival and globalization have become a serious and challenging business

for all institutions, including industries, universities and colleges. Zhongqiu and Xinmin (2008) argued that fortifying the micro-planning and make an accomplishment in top-level and excellent planning are requirements for universities and colleges to practice the scientific concept of educational development strategy. As a result, a well-designed strategic management model as an important means and tool for the development of higher education must be in place for universities and colleges to adapt.

Globalization and its resultant effects has made it an inevitable requirement for universities and colleges to take an initiative to push forward the strategic management concept to be able to adapt to changes in the face of external environmental pressures. The external environment is characterized by increasing competition in the quality of lecturers, students and available resources (Kuma & Parveen, 2013). Under such circumstances, any university or college can no longer be as in the past for its own survival, development and future management thinking and behaviour, but must seek newer and more effective management strategies to ensure such institutions remain competitive and viable (Zhongqiu & Xinmin, 2008).

For universities and colleges, the tension for competition is further heightened by the trend that almost all governments globally are increasingly unable to take up the bill for financing higher education (Ahmad, 2013; Sellgren, 2013; Sukati 2015). Furthermore, knowledge has become so important to society, governments, organizations and individuals' growth and development. Consequently, stakeholders are keeping a critical eye on what universities do and how they do it. In addition, stakeholders require accountability for the use of their resources and also about the quality of the product from universities and colleges and the societal relevance of their activities (Tavernier, 2005). The accountability demanded is to ensure that resources are proficiently used in the most economical and transparent manner that justifies continued support for funding from governments.

Universities and colleges have a long history in their academic, financial, administrative and management development. Because they exhibit common characteristics, literature tends to lump together universities and colleges under the umbrella of tertiary education. For the purposes of this study, they were viewed as comparable because they share similar experiences in the history of the evolution of institutions of higher learning. For instance, both universities and colleges provide tertiary education, which generally culminates in the award of certificates, diplomas and degrees. But, key to progressively achieving their mandates, universities and colleges must take a critical look at their management systems.

Given the centrality of management systems to the overall performance of an organization, public or private, this study also sought to establish management systems in place in Swaziland's TTCs. An understanding of the management systems operational at TTCs would further illuminate the need for transformation, which was the primary focus of this research.

Accordingly, successful university and college operations are linked to the kind of management systems put in place for the governance of the concerned institution. Thus, the standards for judging whether an organization is well- managed are based on good strategy, combined with effective execution of that strategy. This understanding leads to the need to examine the concept of strategic management (Chaneta, 2013).

Strategic management represents a modern management model focused on changes and amendments made in the organization and within its interactions with the environment it functions in. Strategic management becomes a foundation for the realization of sustainable development of an organization in order to avoid situations in which goods and services provided by the organization, their production, sale, and entire activity become outdated and inconsistent in relation to produced changes (Bradutan & Sarbu, 2013).

Research has revealed a lot about the concept of strategic management in universities and colleges. As an illustration, Lewa, Mtuku and Mtuku (2009) studied strategic planning in higher education in Kenya and the results of the study revealed that Kenyan public universities are essentially traditional in orientation and must find new ways of dealing with the issues facing them, such as increasing competition. To respond to the challenges, it was found that strategic planning is one of the steps universities can take to address the challenges they face (Messah & Mucai, 2012).

Kenyan institutions of higher learning may present some different characteristics and challenges from the Swaziland context under study. However, there are commonalities borne of the fact that Kenya and Swaziland are both developing African countries which battle similar developmental hurdles. Besides, the two nations were once British colonies and maintain these historical relations through membership of the British Commonwealth of Nations, among others. This study drew on Kenyan literature because Swaziland is an under-researched context, characterized by a dearth of locally-generated literature. The findings above were consistent with the study by Manyatsi (2009) which revealed that managers of universities do not use proactive approaches to crises management because they lack knowledge about strategic actions such as integrating crisis management into the

strategic planning process, and integrating crisis management into statement of corporate excellence (Messah & Mucai, 2012).

Again, in a separate study, Omutoko (2009) found that it was very necessary for institutions to take the responsibility of providing management training for lecturers and managers as this would help them to understand that institutions need to be managed efficiently so that these institutions remain relevant, achieve their objectives, and also to keep up with current trends (Messah & Mucia, 2012). Furthermore, Chege (2009) concluded that tertiary institutions need to take a lead in embracing technological changes and regular revisions of curricula so that changes in the society can be realized (Messah & Mucai, 2012).

Correspondingly, Kitainge, Nganga and Syonmwene (2009) reported that a study conducted on organization of education and training in Australia found that developing countries should not just look at a model of training and imagine that all is well. They should view it critically as education and training are dynamic aspects driven by the world forces of globalization, lifelong learning and the culture of the people for whom the education and training are aimed.

The study cited above recommended that there was also a need for the update of the personnel skills to match the demands for the people at the work-place. Hence, this calls for appreciation of the fact that we should all be learners; and design our systems and programmes with the local conditions at hand being guided by the international perspectives (Messah & Mucai, 2012). The researcher took the view when approaching the actual fieldwork for this research, that Swaziland, like many other societies, advanced or developing face a related challenge of continuous professional development for her TTC staff. Ultimately, the TTC staff is on the frontline of an organization's performance as interpreters and implementers of the management systems that obtain in such organizations.

The history of tertiary institutions in Swaziland dates back to the colonial era. In pre-independence times, there were two government-owned tertiary institutions: these were William Pitcher Teacher Training College (WPTTC) and the Swaziland College of Technology (SCOT). WPTTC offered training to both primary and secondary school teachers whose qualifications were the Primary Teachers Certificate (PTC) and Secondary Teachers Certificate (STC) respectively (Gumedze, 2015). The Swaziland College of Technology, on the other hand, was responsible for training artisans in various skills such as brick laying, woodwork and carpentry, motor mechanics and electrical engineering to name just a few (Mdluli, 2014).

Private colleges included the Nazarene College of Education (NCE) and the Nazarene College of Nursing (NCN). The NCE began training primary school teachers in 1936 (Mbingo, 2008). Swaziland gained her independence from Britain in 1968, and tertiary institutions established after this period are the University of Swaziland (UNISWA), which was inaugurated in 1982 (UNISWA calendar, 2014/15) after the breakup of the then University of Botswana and Swaziland, and the Ngwane Teachers College (NTC) which was established in 1982 to train primary school teachers for the PTC qualification (Mahlalela, 2015).

With the exception of the (UNISWA), all three colleges, namely: SCOT, WPTTC and NTC are fully controlled and run by the Government of Swaziland (MoET) while the Nazarene Church controls Nazarene College of Education and the Nazarene College of Nursing (Mbingo, 2008). From 1964 to 2010, a period of about 46 years, both the Government-controlled and the privately owned colleges have only moved from offering certificates to diploma qualifications. This indicates a stagnation of development in infrastructure, programmes and personnel development (Mahlalela, 2012). This historical background reveals a situation that could be interpreted to suggest that these colleges, owing largely to their public and religious roots, have invariably been subjected to rigidly traditional administrations. For this reason, they have been either slow to adapt or simply non-responsive to the national and international trends for change, adaptability and relevancy in order for them to produce quality teachers (Mamba, 2014).

According to the Minister of Education and Training's (2007) report to Parliament, which came after his visit to establish the source of unrest in the TTCs, the colleges in Swaziland were collectively characterized by: dilapidated and collapsing infrastructure, lack of teaching materials, lack of teaching equipment, acute underfunding, centralization of administrative and decision-making powers and underpaid demoralized lecturers (Dlamini, 2014). The characteristics associated with properly functioning institutions are seriously wanting in these colleges. These factors disqualify the colleges in the country from being even remotely viewed as learning organizations (World Bank report, 2006). This is in line with the observation of Garvin (2008) that many universities and colleges, as well as firms have failed to pass the test for qualifying to be learning organizations.

Literature on the operations and effectiveness of the training colleges in Swaziland is scanty. This study drew information from the international arena on similar issues that may have relevance to Swaziland. Teacher training colleges in Swaziland and elsewhere are tasked

with the responsibility of preparing teachers who are responsible for the education of the children who are destined to be future workers and leaders. According to Hirsh (2014), teachers execute many roles and responsibilities in the school system. Some of these responsibilities are to execute the aim of education, to lead and influence the children correctly, to educate, teach and instruct. They also serve as role models. They assume leadership and advisory roles to the children in the classroom. They provide authority and security and promote the welfare of society (Hirsh, 2014).

In the light of these critical roles to be played by teachers in education, TTCs have a daunting task to prepare teachers of substance who will rise to the occasion and effectively shape the lives of the children, and therefore the future of the nation. The impulse for the study, therefore, stemmed from a serious concern about the quality of teacher preparation offered in the country's TTCs. The colleges are closely associated with what is taking place in the schools because they train teachers for the school system. The rationale for the research also stemmed from the desire of the researcher to contribute to the endeavour to strengthen, consolidate and deepen the base for quality education and to help transform the TTCs in Swaziland into competitive institutions in the region by providing a diversified curriculum for the development of highly skilled, competent and resourceful teachers, who will contribute effectively and efficiently to the development of the nation and the SADC region.

A study of this nature, whose principal focus was the development of a strategic management model for transforming Swaziland's TTCs into viable institutions of higher learning, also took into account the current standard of teacher training. It did this in order to empirically detect existing gaps in teacher training practice as well as to propose desirable progressive changes (Gallie & Keevy, 2013). On the one hand, these changes were aimed at fully equipping teachers for an ever-changing professional landscape. On the other hand, they were aimed at sustaining the TTCs as providers of employment and, as such, cutting-edge agents for much needed national socio-economic development (Gallie & Keevy, 2013; Aref, 2011; Mtey & Sulle, 2013).

1.3 THE RESEARCH PROBLEM

Teacher training institutions have been under attack for a number of years. Newspapers, magazines, and professional journals have been flooded with articles criticizing the state of education in general and teacher training in particular (Sparks and Waits, 2011; Beaumont & Wright, 2014). The criticism of the training programmes in colleges was with regard to the

question of standards, quality and relevance of the training process in relation to meeting the needs of the public. The TTCs in Swaziland are not immune to the attacks and criticisms (Mamba, 2014). A close analysis of the historical background of the colleges in Swaziland coupled with a further consideration of their present state and condition confirms their compromised standard of operation as observed by the Vice Chancellor of the University of Swaziland when addressing the 2014 graduation event (Dlamini, 2014).

When one contrasts the state of TTCs in the country with the body of literature surveyed, the picture that emerges shows that TTCs in Swaziland are not functioning as dynamic learning organizations. The characteristics of dynamic organizations according to Sharir (2013:2) are:

- Having an organizational vision that is well communicated and understood;
- Outline a clear purpose and meaning of existence;
- Comprehension of roles and focussing on high performance;
- Resilience to change and challenges;
- Highly collaborative teamwork spirit; and
- A spirit and mentality for pioneering.

In Swaziland, colleges are under perpetual political and financial manipulation by the State (Sukati, 2015). The curriculum offered at the colleges is over twenty years old. The finances of the colleges are controlled by the MoET which dictates the procurement system. Consequently, colleges are characterized by dilapidated infrastructure which receives very little attention from the government (World Bank report, 2006). The state of affairs described above is consistent with the findings of a study conducted by Lewin and Stuart (2003), who found that the majority of colleges in African countries, Swaziland included, have deplorable physical facilities and infrastructure, little learning resources and equipment as a result of long periods of neglect (Dlamini & Manyatsi, 2010).

There is no organized system of maintenance because colleges have no direct access to relevant funds (Dlamini & Manyatsi, 2010). Against this background, the institutions' mode of operation needs to be revisited if they are to be relevant and competitive locally and internationally (Dlamini, 2014). The literature surveyed so far showed that these colleges were far from achieving the criteria for properly functioning institutions, unless a paradigm shift in the colleges' management style was introduced (Rafat, Hasan & Fatemeh, 2012).

The World Bank Report on Swaziland (2006) revealed that the quality of education in the country is a cause for concern and this is demonstrated by deterioration in quality as measured by learning outcomes. Learning outcomes are often argued as related to

educational inputs such as the availability of quality teachers. Improvement in the quality of education and good school results ultimately take place in the classroom through the actions and input of effectively trained and competent teachers who strive to provide conducive learning environment. TTCs have a significant role to play in this educational enterprise.

As a concerned stakeholder, this researcher could not help but constantly wonder as to where precisely the problem lay. Was it with the learners? But again, learners are taught by teachers. Was it with the classroom teachers then? Yet still, classroom teachers are trained in TTCs. With the convergence of globalization, interdependence, liberalization, technological advancements, significant and revolutionary changes in the education system need to be introduced to develop an efficient and responsive education and training system that increases efficiency and global competitiveness (Lee, 2005).

Now, this leads to the main problem for this study which can be formulated in the form of a research question as follows: How can TTCs in Swaziland be transformed into effective learning organizations? This main question could be further divided into the following sub-problems:

- What are the characteristics of effective learning organizations?
- Which factors have the potential for developing TTCs as learning organizations?
- How are TTCs in Swaziland governed and strategically managed?
- Which factors restrict the TTCs in Swaziland from functioning as effective learning organizations?
- How can a proposed strategic management model assist teacher TTCs in Swaziland to be transformed into effective learning organizations?

1.4 AIMS AND OBJECTIVES OF THE STUDY

The purpose of the study was to establish how TTCs in Swaziland can be transformed into effective learning organizations. Thus, the study sought specifically to address the following sub-objectives:

- To describe the characteristics of effective learning organizations (to be addressed in chapter 2):
- To establish factors which have the potential for developing TTCs as learning organizations (to be addressed in Chapter 3):
- To determine how TTCs in Swaziland are being governed and strategically managed (to be addressed in Chapter 4):

- To determine which factors restrict the TTCs in Swaziland from functioning as learning organizations (To be addressed as part of the empirical study):
- To develop a strategic management model for the transformation of TTCs in Swaziland into learning organizations (to be addressed as main outcome of the study in Chapter 7).

1.5 RESEARCH PARADIGM

The term paradigm is described as a framework of beliefs and assumptions through which the researcher gives meaning to the world and how he/she interrelates with it (Mackenzie & Knipe, 2010). Paradigms in research are view points about the nature of reality (ontology), how knowledge is increased about what we know (epistemology), the role values play (axiology), the research method (methodology), and the language used during research (rhetoric) (Creswell, 2009). Mertrerns (2005:2) defined paradigm as a research theoretical framework, as; *“to establish relationships between or among constructs that describe or explain a phenomenon by going beyond the localevent and trying to connect it with similar events.”*

Notwithstanding the above, Mkansi & Acheampong (2012) noted that conducting research work is often heightened by the ramblings on classification of research paradigms. Thus, the opposing views result in the creation of confusion amongst students of research (Mkansi & Acheampong, 2012). Given these viewpoints, the interpretivism/constructivism paradigm was selected to form the philosophical framework for this study. The reason for this choice was that this paradigm focused on the holistic viewpoint of the person and environment and was associated more with methodological approaches that provide an opportunity for the voice, concern and practices of research participants to be heard (Cole, 2006; Weaver & Olson, 2006).

Furthermore, Ha (2010) and Aliyu (2014) noted that the tagging of this research paradigm as interpretive / contructivist emanates from the point of view that the characteristics of constructivism are similar to interpretivism. For instance, they both hold the view that knowledge is socially constructed (Martens, 2005) by people active in the research process (Cohen & Crabtree, 2006). Owing to the above, it was the duty of the researcher to understand the complex experience from the point of view of the participants (Aliyu, 2014).

Therefore, researchers should endeavor to comprehend the intricate world of lived experience from the point of view of those who live in it (Ha, 2010). Furthermore, the interpretivism/constructivism study prefers to utilize qualitative and naturalistic approaches to inductively and holistically understand human experiences in context-specific settings (Mackenzie & Knipe, 2006). In this regard, the researcher was not independent from the subject of the study but was an ardent participant who interacted with the respondents to create the outcome (Ha, 2010; Creswell, 2003).

According to Ha (2010), the ontological assumption of interpretivism/constructivism is that access to reality, given or socially constructed, is only through social creation such as language, awareness and collective meaning. Correspondingly, interpretivism/constructivism entails an ontology in which social reality is considered as the outcome of a process by which social actors jointly negotiate the meanings for actions and situations in an intricacy of socially constructed meanings (Ha, 2010). In this regard, human experience is described as a process of construction rather than sensory, material apprehension of the external physical world. In this case, human behaviour depends on how individuals interpret the conditions in which they find themselves (Ha, 2010).

Similarly, the epistemology in the interpretive/constructive paradigm is transactional and subjectivist. The inquirer and the respondents are interlocked in an interactive process, that is, each influences the other so that the results are accurately created as the research proceeds. Thus, the conventional distinction between ontology and epistemology is likely to fade away (Ha, 2010). In addition, knowledge in the interpretivism/constructivism paradigm is seen as derived from everyday concepts and meanings. With this in mind, the social investigator goes into the social world to understand the socially constructed meanings and then re-interprets these meanings in social scientific language (Ha, 2010). Such was this researcher's approach to the research fieldwork.

Finally, the methodology of an interpretivism/constructivism study is hermeneutical and dialectical. This means that the varying constructions are interpreted using conventional hermeneutical techniques and are compared and constructed by a dialectical interchange. Therefore, in this paradigm, qualitative methods are applied in correspondence with the assumption about the social construction of reality in that research can be conducted only through interaction between and among investigator and respondents (Ha, 2010).

In summary, the advantages for the interpretivism/constructivism paradigm (Cohen & Crabtree, 2006) are:

- Interpretive approaches rely heavily on naturalistic methods for instance, interviewing and observation and analysis of existing texts;
- These methods ensure an adequate dialogue between the researchers and those with whom they interact in order to collaboratively construct a meaningful reality; and
- Generally, meanings are emergent from the research process.

The criteria for evaluating research from an interpretive/constructive paradigm perspective (Cohen & Crabtree, 2006) include:

- Careful consideration and articulation of the research question;
- Carrying out inquiry in a respectful manner;
- Awareness and articulation of the choices and interpretations the researcher makes during the inquiry process and evidence of taking responsibility for those choices;
- Evaluation of how widely results are disseminated; and
- Validity must be located in the discourse of the research community.

1.6 RESEARCH DESIGN

The intention of this section was to provide the methodological and logistical issues of the study. These issues include the research approach, the unit of study, sampling, instrumentation and data collection techniques as well as data analysis and interpretation.

This study employed the qualitative research design. It is interpretive and ethnographic in nature. The underlying approach requires detailed observation and explanation (Atieno, 2009). The rationale for selecting qualitative research design was based on its ability to provide complex textual descriptions of people's experiences and reactions to given research issues. It provides information about the human side of an issue. That is, the often contradictory behaviours, beliefs, opinions, emotions and relationships of individuals (Mack, Woodsong, MacQueen, Guest & Namey, 2005; Pacho, 2015).

Moreover, qualitative designs are also efficient in identifying subtle factors such as social norms; socioeconomic status, gender roles, ethnicity and religion, whose role in research may not be readily noticeable (Mack, Woodsong, MacQueen, Guest & Namey, 2005).

Therefore, features of qualitative research design include:

- It is oriented toward discovery;
- It uses subjective data;
- It extracts meaning from data;

- It interprets results in context; and
- Its focus is holistic

In a nutshell, Nastasi and Schensul (2005:187) pointed out that the qualitative research techniques are essential for:

“Documenting the adaptations necessary for application for interventions to real-life contexts and for identifying core interventions components which are related to desired outcomes. Furthermore, qualitative methods can help researchers describe various manifestations of intended outcomes that may not be reflected in standard instruments and to identify unintended positive or negative outcomes for the individual and institution/community”.

1.6.1 Research instruments

Research instruments refer to the methods or actual implements researchers utilize to collect data for a study. In this regard, researchers often use multiple forms of data in any single study (Pacho, 2015). Commonly used instruments include: observations, interviews, written documents, audio-visual materials, questionnaire, electronic documents and anything else that can help them answer their research question(s) (Leedy & Ormrod, 2005). A brief explanation of the interview technique that used to collect data for this research is given below.

1.6.2The interview as research instrument

The interview technique is applied in most qualitative research for it is a vital fact- finding interactional tool where the interviewer asks questions while the interviewee responds. By conducting interviews, researchers acquire a clear understanding of the respondent's background and experiences, and in this regard, are two commonly used interview techniques namely: in-depth interviews and structured interviews. An in-depth interview is a dialogue between an expert interviewer and an interviewee which is characterized by wide-ranging, probing and open-ended questions (Guion, Diehl and McDonald, 2013).

The in-depth interview is advantageous because it usually yields rich data and new insights; permits face-to-face contact with respondents; affords ability to express the affective as well as cognitive aspects of responses; and allows the interviewer to explain or help clarify questions, increases the likelihood of useful responses; allows interviewer to be flexible in administering interview to particular individuals or circumstances (Guion, Diehl and McDonald, 2013). The disadvantages of in-depth interviews are that it is expensive and time consuming, and needs well qualified and highly trained interviewers. Besides, the interviewer and the interviewee may distort information through recall error, selective perceptions, and desire to please the interviewer. Its flexibilities can also result in inconsistencies across interviews and the volume of information may be too large and hence difficult to transcribe (Guion, Diehl and McDonald, 2013).

1.6.3 Data analysis and presentation

Qualitative research involves the gathering of data, examination and interpretation of data that are not simply reduced to numbers (Anderson, 2010). The data collected were basically textual, which easily fell to the interpretive analysis procedure. Furthermore, the technique above provided for inductive analysis through the identification of categories and themes. The data to be analyzed came from three major data sources namely: the questionnaire, interview and audio recordings and transcripts from in-depth or semi-structured interviews (Kawulich, 2004).

Once the data have been collected, Lacey & Luff (2015) suggested twelve steps to be followed in the analysis of the data and these are summarized as follows:

- *Record data and prepare memos:* Keep an accurate record of all data collected. The clearer and detailed the notes are at the time of doing the research, the easier it will be to use them at the analysis stage;
- *Label and archive data:* Organize and label the data so that one knows where it came from and how it was collected to make it easy to use for analysis;
- *Review objectives for evaluation:* Review your evaluation goals and the reason why the study was undertaken. Then organize the data and focus your analysis.
- *Analyze contextual and demographic data:* Understand from whom the data was collected from, what tools were used, taking into account local context and issues;
- *Read through data and code:* Read through all the fieldnotes, interview transcripts and make comments;

- *Identify and summarize themes:* Organize data into similar categories and then summarize the main themes.;
- *Interpret findings, assess contributions to impacts and summarize:* Put data into perspective by comparing your results with what you expected;
- *Triangulate data sources:* Once you have completed the analysis of qualitative data of different types, triangulate this data to check for validity;
- *Make conclusions and recommendations and prepare draft report:* Show how your interpretations justify your conclusions and recommendations;
- *Seek feedback and triangulation:* Ask others to critically review your initial analysis, recommendations and conclusions for cross checking and reliability purposes;
- *Communicate your findings:* Share you findings with other stakeholders; and
- *Implement of recommendations and improve QDA system:* Share your findings with others, get feedback. Implementation of recommendation can begin (Lacey & Luff, 2015).

The researcher applied the aforementioned steps and then subjected all data collected to the listed steps to ensure clarity and accurate analysis of available data sets.

1.6.4 Population and sample of the study

The sample was selected from a total population of one hundred and forty (140) lecturers from the three out of four selected TTCs in Swaziland. Therefore, the sample comprised of lecturers from three purposefully selected TTCs which were: Nazarene College of Education, Ngwane Teachers' College and William Pitcher Teacher Training College. By purposefully selecting these lecturers in these colleges, the researcher aimed at the appropriate constituency which provided the information required for the study.

This study utilized the purposive sampling procedure which is non-probabilistic and the participants were considered appropriate for providing rich and relevant information about TTCs in Swaziland. The purposive selection of participants enabled the researcher to choose the members who were appropriate and would provide the best information needed (MacMillan & Schumacher, 2006; Maree, 2013). The significance of purposeful sampling lay in its ability to provide in-depth insights about the topic under investigation (Cohen, Manion & Morrison, 2007). Furthermore, the researcher opted for purposive sampling because it is suitable to address qualitative research questions where sampling for proportionality is not the main concern (Crossman, 2017). Purposive sampling allows the researcher to use his/her judgmental considerations for both time and resources available.

1.6.5 Ethical considerations

McMillan and Schumacher (2006) pointed out that the issue of ethics has become a serious issue of human rights concerns in research. Therefore, researchers should take a serious consideration of issues of ethics when conducting research. For instance, the University of South Africa (UNISA) requires all Master's and Doctoral students, this researcher included, to apply for ethical clearance before conducting research involving humans (UNISA, 2015). Issues involved in ethical consideration include:

- Obtaining permission from the head of the institution concerned to conduct research;
- Participants would have a right to participate or not to participate in the study;
- Information received from the respondents would be treated with confidentiality;
- The rights and welfare of the respondents would be protected;
- Respondents would be treated with openness and fairness; and
- The findings of the study would be shared with the respondents within the respective institutions.

Similarly, Resnick (2015) contended that ethical guidelines in research are needed to guide against any possible atrocities. Furthermore, she suggested that they are also needed to guard against the less obvious, yet harmful effects of research. There are many issues of ethical consideration in research. Resnick (2015) proposed a list of these considerations as follows:

Privacy: The researcher in this study did not reveal information that would identify the participants or organizations taking part in the study. Instead, code names were used so that confidentiality would be guaranteed;

Consent: The researcher must get participant's consent without compulsion. The researcher must determine when it is appropriate to gain permission from the volunteers, patients/clients, or minors or use the unsuspecting public. The researcher allowed participants to withdraw from the project at any time for any reason;

Rewards/Promises: It is essential that the researcher fulfils any promise of payment, reward or information concerning research results. The researcher in this study did not make any promises of rewards to the participants;

Protection: It is the responsibility of the researcher to protect participants from any possible physical or psychological harm. The researcher selected a venue which was free of possibilities or material that may put the lives of the participants in danger;

Information: The participants **were** be informed of the use that will be made of data, why the participants must participate and stating any harm or risk involved;

Debriefing: Researcher **did** debrief participants after having completed the research task, when necessary. Any useful information in this regard was shared with the participants;

Approval: Researcher **got** approval from appropriate authorities before conducting the study. Further approval was received from the college principals and relevant stakeholders;

Permission: The researcher obtained permission from relevant authorities/agencies/institutions, and persons owing public or private materials when data are sought. In the case of this study, documentation from the colleges was obtained after permission from the school principals. Such documentation included college staff lists.

Publication: Must assure publisher that data were gathered with all due ethical considerations. The researcher will publish the findings of the study to advance research and scholarship.

1.7 TRUSTWORTHINESS OF THE RESEARCH

The trustworthiness of qualitative research has been a subject of debate particularly by positivisms because their approach to validity and reliability is different from that of interpretivists (Shenton, 2004). Silverman (2001) allayed the fears of positivists by pointing out that measures to enhance trustworthiness in qualitative research methods can be incorporated by qualitative researchers to address such fears. Trustworthiness in research was defined by LaBanca (2010) as demonstration that the evidence for the results reported is sound and when the argument made based on the results is strong. Accordingly, Sikolia, Biros, Mason and Weiser (**2013:3**) cited four measures necessary to ensure trustworthiness in qualitative research. These measures were:

- *Credibility:* to ensure credibility, the researcher should adopt and apply recognized research methods that are familiar with the backgrounds of the participants, ensure honest of information and member checking to facilitate good interpretation of data;

- *Transferability*: The researcher needs to be familiar with and provide background data to establish context of study and detailed description of phenomenon in question to allow comparison to be made;
- *Dependability*: Utilization of overlapping methods, in-depth and detailed methodological description of all processes within the study to enable future researchers to repeat the study and possibly getting similar results; and
- *Conformability*: The researcher needs to apply triangulation to reduce effect of researcher bias, make up for shortcomings in study methods and their effects to allow integrity of results to be scrutinized.

Correspondingly, LaBanca (2010) noted that in order to maintain high trustworthiness in a qualitative study, four criteria for data interpretation need to be observed, and these are; true value, applicability, consistency and neutrality. LaBlaca (2010) argued that true value is measured by credibility while applicability is established with transferability. Furthermore, consistency lends to dependability while neutrality enhances confirmability prospects (LaBanca, 2010). Consequently, Ajagbe, *et al* (2015) affirmed that a qualitative study cannot be transferable unless it is credible, it cannot be credible unless it is dependable (Ajagbe *et al*, 2015).

To conform and also promote the measures of trustworthiness mentioned above, the researcher enhanced credibility by taking prolonged time in the field until data saturation occurred through engagements, direct observation, member checking strategies, and utilization of triangulation strategy in information gathering. Moreover, transferability was enhanced through 'thick description' that is collection of adequately detailed description of data in context and then reports them with sufficient detail and precision (Ajagbe, 2015).

Issues of dependability were addressed through inquiry audit whereby the researcher scrutinized the data, findings, interpretations and recommendations and attested that it was supported by data and was internally consistent. The researcher subjected the research process to audit trail to establish confirmability of the inquiry. Audit trail entails the reviewing of raw data, data reduction and analysis, data reconstruction and synthesis and instrument development information (Ajagbe, 2015).

Finally, this study was restricted to only practicing college lecturers who were contracted by the MoET in the three identified TTCs in Swaziland. Furthermore, the study was limited to focus on a range of specific lecturing and management strategies, for instance:

- Management of lecturers work load;
- Management of lecturers professional development;
- Management of service delivery models used by the TTCs;
- Management of professional supervision of college lecturers; and
- Management of lecturers' working conditions.

In addition, the study excluded all lecturers who were on study leave abroad and those who are on internal extended leave within the country. These lecturers were struck off the list of those to be selected for participation in the study following the selection procedure mentioned earlier on in the section (Population and sample of the study).

1.8 PLANNING OF THE STUDY

Ordinarily, the planning process of a study as indicated in Figure1.1 below involves two steps wherein step one involves refining and developing the problem statement. In this step, the researcher created a short description of what the research was all about so that everyone who came along may knew exactly what the intention was. Step two focused attention on defining the framework of the study for it was important to understand the theoretical basis for what was being planned to be done (Ouellette, 2013).

Similarly, this study carefully followed the steps cited in Figure1.1 below in an effort to make the study clearer to the reader.



Figure 1.1 Planning process of a study (Ouellette, 2013).

1.8.1 Chapter 1 Introduction to the study

Chapter one provided the background, theoretical and conceptual framework and the motivation for the study. The research problem was avowed and a list of the research objectives was given. A comprehensible description of the research methodology that focused on the research approaches was provided. Equally, the population, sample, instrumentation and gathering techniques, and data collection techniques that used in this study were briefly described. Reliability and validity together with the limitations of the study were summarized in this chapter. Furthermore, an outline of chapters one to six is presented and the contents of each chapter were described. The chapter concluded by providing a list of definitions of key concepts.

1.8.2 Chapter 2: The characteristics of effective learning organizations.

This chapter described the characteristics of effective learning organizations and offered a review of previous relevant international research literature on this subject.

1.8.3 Chapter 3: To establish factors which have the potential for developing TTCs as learning organizations.

The literature review continued in chapter three. Conversely, the chapter focused on literature addressing the factors which have the potential for developing TTCs as learning organizations.

1.8.4 Chapter 4: To determine how TTCs in Swaziland are being governed and strategically managed

Again, chapter four was a continuation of literature review but with particular focus to Swaziland. The literature dealt with various issues such as the history of education in Swaziland, teacher training and governance of teacher training colleges in the country.

1.8.5 Chapter 5: Research design

The purpose of chapter five was to address the research design of the study whereby both the qualitative research methodology were explained in full details. In like manner, the chapter addressed topics critical to the research approaches namely: the research problem, research sub-problems, the unit of study, sampling, research instruments, data collection procedures, and the reliability and validity of the research.

1.8.6 Chapter 6: Findings from the study

Chapter six presented the findings obtained from the research. Graphic presentations of the analysis of the demographic and biographic information of the participants which included age, gender, experience in lecturing in teacher training colleges, and academic qualifications. Similarly, analysis and discussion of the data collection instruments and focus group interviews were also presented. The chapter closed with a summary of the findings and a list of recommendations.

1.8.7 Chapter 7 Outcomes of the empirical research

Chapter seven focused on the outcome of the empirical research and the development of a strategic management model for the transformation of TTCs in Swaziland into learning organizations. Refer to the last sub-aim.

1.9 CONTRIBUTION OF THE STUDY TOWARDS THEORY AND PRACTICE

According to Creswell (2012), research is not only read, used and valued by university and academics but also by college lecturers, principals, school board of trustees, adult educators, college administrators, and graduate scholars. College lecturers are one of the groups that value and utilize research that was identified and were thus, selected as the target audience for the study. The importance of the current research study confirmed strong connection and correlation with Creswell's (2012) three reasons for conducting research namely:

- Research adds value;
- Research improves practice; and
- Research informs policy debates.

1.9.1 Research adds to knowledge:

The aim of this study was to examine the issue and possibility of transforming Swaziland's teacher training colleges into learning organizations. The results and data obtained from this study would contribute to the continual enhancement of management practices in teacher training colleges and its influence on the practice of college lecturers. Possible solutions to issues of and the improvement existing managerial practices can emerge from this research. The management of teacher training colleges and the professional practice of college administrators were identified as an area of anxiety in the field of teacher training globally. The literature review provided evidence that indicate that the managerial role and influence of college administrators on the professional practice of college lecturers had not been adequately and sufficiently researched in comparison to other related fields. Thus this study had the potential to fill a void in the knowledge foundation and research regarding college lecturers' influence on teacher training colleges.

1.9.2 Research improves practice

The researchers' own administrative practice improved through conducting this research study. Furthermore, the researcher developed his existing knowledge base and built up a deeper understanding concerning the management of teacher training colleges. The results

from the study could also influence the professional practices of various other professional groups for instance:

- Officers working at the Ministry of Education and training at the unit of tertiary education.
- Principals responsible for leading and managing teacher training colleges.
- College lecturers teaching student teachers at the teacher training colleges.
- Faculty members at universities responsible for training teacher training college lecturers.

Principals who are tasked with the management of teacher training colleges and college lecturers who are employed by the MoET would be exposed to new ideas and evidence based practices that have emerged from the research data. These innovative ideas and evidence based practices could be incorporated into their own management practices or used to appraise their own existing management practices and approaches. In addition, the results from the study would supply professionals with a different set of data that could be evaluated or help ascertain relationships with other professionals in the field of management and add to their own existing knowledge data base relating to the managerial role and influences of the professional practice of teacher training college principals and teacher training college lecturers.

1.9.3 Research informs policy debates

A new teacher training strategic management model framework, to improve the professional practice of teacher training college principals and teacher training college lecturers would be developed in the current study. The research data could give important, pertinent and modern information about effective management practice that influence the professional practices of principals and lecturers of teacher training colleges and policy makers within the Swaziland Ministry of Education and Training (MoET). The study could yield data to develop a managerial strategy model and framework that may be used in the MoET to positively influence principals and lecturers of teacher training colleges working for MoET. The data obtained from this study would be transferable to the management of tertiary institutions outside the MoET. Accordingly, Vander Stoep and Johnson (2010) stated that Social Science researchers seek replication-demonstration of same findings of a study in a different place or with a different group of people.

The results from the study would influence Government, particularly the MoET with relevant information to positively lobby and influence policy makers in realizing the necessity for transformation management in teacher training colleges to meet current challenges in education and modern management styles.

Currently, there is little information in support of effective strategic management of colleges in Swaziland. Thus, the results from this study would contribute to the existing body of literature about strategic management of teacher training colleges.

1.10 DEFINITION OF KEY CONCEPTS

Learning organization: An organization that acquires knowledge and innovates fast enough to survive and thrive in a rapidly changing environment, it means an organization that learns and encourages learning among its people where there is promotion of exchange of information between employees hence creating a more knowledgeable workforce with the resultant creation of a very flexible organization where people would accept and adapt to new ideas and changes through a shared vision (Breslin, 2012). In this study, it referred to the teacher training institutions in Swaziland acquiring knowledge and being innovative enough to be accommodative and competitive.

Strategic management: The art and science of formulating, implementing and evaluating cross functional decisions that would enable an organization or institution to achieve its objectives (Rundell & Fox, 2007). In this case, it was the management of teacher training colleges in Swaziland.

Teacher training college: A college of higher education that specializes in training students to be teachers and thereafter grants degrees in a particular area of study (Rundell & Fox, 2007). In this case, it was any institution of higher learning that was involved in the training of teachers in Swaziland.

Governance: Harvey (2014:1) defined academic governance as “the structure of relationships that bring about organizational coherence, authorise policies, plans and decision, and account for their probity, responsiveness and cost-effectiveness”.

1.11 CONCLUSION

This chapter focused on the introduction, a brief background of the study, outlining the evolution of tertiary institutions, tertiary education in Swaziland and the current status of teacher training colleges in Swaziland. Furthermore, a discussion of the theoretical and conceptual framework, research paradigm and philosophy of the study was given. In addition, the motivation for undertaking the study, the problem statement, the aims and objectives of the study as well as the significance of the study were all explored.

In the final analysis, discussions of methodology, reliability and validity, planning of the study, contribution of the study towards theory and practice, and definitions of key concepts were all considered.

In the next chapter, as indicated in sub-aim one of the study, the concept of teacher training and teacher training colleges, history of teacher training colleges, globally, in Africa and South Africa was discussed. Other issues featuring in this chapter included teacher training through Open Distance Learning and the usage of ICT in teacher training initiatives.

CHAPTER 2

CHARACTERISTICS OF EFFECTIVE LEARNING ORGANISATIONS

2.1 INTRODUCTION

The purpose of this chapter was to discuss the characteristics of effective learning organizations. The chapter also contains various definitions of the concept of learning organizations (LOs) and the role of learning in learning organizations. The chapter had been arranged to cover the following sub-topics:

- The concept of learning organizations;
- Definitions of a learning organization;
- Distinction between learning organizations and organizational learning;
- Origins of the concept of learning organizations;
- The role of learning in learning organizations;
- Characteristics of learning organizations;
- Obstacles to building a learning organization.
- Building a learning organization; and
- The benefits of a learning organization.

2.2 THE CONCEPT OF 'LEARNING ORGANIZATIONS'

In this subsection, the researcher gave an overview of the essence of the LO as it were, and points out what it entails. Following therefore, the LO is the term attributed to an organization that facilitates the learning of its members and persistently transform itself in order to respond to challenges (Ayupp & Perumal, 2008). The LO concept encourages organizations to move to a more interrelated way of thinking and in the process, address issues of fragmentation, competition and reactivity amongst members for the benefit of their organization (Diran, 2009; Marsick, 2009). Nazari and Pihie (2012) argued that people in LOs learn how to advance organizational learning through challenging assumptions and existing patterns of behaviours, forecast change, learn to think systematically, and develop processes together.

LOs are perceived as a fundamental strategic process creating sustainable competitive advantage for the future of an organization (Pimapunsri, 2008) In this regard, Gieseck and McNeil (2004) argued that the concept of LOs entails that an organization needs to be capable of creating, acquiring, and transferring knowledge and insights to its members but with limited disruptions and in the way things get done. Furthermore, LOs translate new knowledge into new ways of behaving and encourage both managers and general staff to engage in work-related learning, exchange of information between employees to create new ideas and knowledge (Garvin, 2008). In light of the above features and description, it was incumbent therefore, for this research to establish what scholars defined the LO to be. The following subsection attempted to respond to this concern.

2.3 DEFINITIONS OF A 'LEARNING ORGANIZATION'

Literature analysis revealed an array of definitions for the concept of LOs. In light of this, Aretz and Linard (2013) argued that the multiplicity of definitions render the term learning organization almost meaningless, unless it is characterised by appropriate definition. Various authors, theorists, practitioners and managers have proposed definitions capturing certain aspects of what learning organizations are or should be. Since the popularization of the concept of LO by Senge (2006), definitions attempting to define the concept have proliferated in the literature.

The number of varied definitions given covers philosophical, mechanistic, educational, adaptive and organic spheres and thus makes it illusive to come up with a generally accepted definition. It is in the light of the above that Kontoghiorghes *et al* (2005) argued that reviews of the literature reveal a lack of clarity regarding the LO concept. This often leaves many organizations without a complete comprehension of the concept. Table 2.1 below summarised a sample of these varied definitions.

Aretz and Linard (2015) noted that the diversity in the definitions is enormous, reflecting the writers discipline, for instance, in human resource management, training, change management, organizational design, leadership and business. It would appear apparent that, within particular disciplines, writers have applied the term within the confines of their disciplinary mental models without seeking to appreciate the meaning applied elsewhere (Aretz & Linard, 2015).

Given the array of definitions, some authors highlighted that the LO is a process of becoming while others defined it as a goal or an outcome. A small number insisted that every

organisation is an LO, which simply differs in their efficiency in that role. Some writers tended to evade definitions and focus instead on what a LO might look like. This was intended so that it may look like it was efficient, productive or quantifiable (Aretz & Linard, 2015).

Author	Definition
Lewis, Benjamin, Juda & Marcella (2008:290)	A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights.
Janakiraman, (2008:1)	Learning organizations are those that have in place systems, mechanisms and processes, that are used to continually enhance their capabilities and those who work with it or for it to achieve sustainable objectives.
Matin, Alavi, (2007:21)	Learning organizations are those organizations in which personnel continually increase their skills, so that they achieve the intended results, where thought grows, collective ideas are propagated and, persons are taught in a group how to learn.
Skyrme, , (2011:1)	Learning organizations are those that have in place systems, mechanisms and processes, that are used to continually enhance their capabilities and those who work with them or for them, to achieve sustainable objectives for themselves and the communities in which they participate.
Reece, (2004:40)	A learning organization is comprised of people who are committed to and capable of continuous learning. With organizational culture of commonly held core principles and values and organizational processes, procedures and practices that not only esteems but also actively promotes learning for all organizational members.
Nazari, Pihie, (2012:211)	Learning organizations are where people continually expand their capacity to create the results they trully desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together.

Table 2.1: Sample definitions of learning organizations (Sourced from the academic literature).

Despite the differences in definitions, Kontogiorghe, Awbrey and Feurig (2005) noted three distinct definitions that attempt to emphasize the power of learning to catapult vision into action. Yang, Watkins and Marsick (2004) categorised these definitions as:

- *The Learning Perspective*: Under this category, an LO is an organization that has a vision of what might be possible and then facilitates the learning of all its members and continuously transforms itself;
- *The Integrative Perspective*: Here, the LO is where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn and to see the whole together. The two main organizational constituents integrated here are the people and structures; and
- *Strategic Perspective*: This definition views an LO as a skilled organization at creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights and is capable of turning new ideas into improved performance.

Given the above array of definitions, the researcher synthesised the definition of an LO as follows:

A learning organization is one that creates and provides a platform for its members, both management and general staff to nurture, display, and apply their talents, abilities and capabilities for individual and organizational satisfaction, and for advancement into the future. This, they do through continuous engagements and sharing between members and their organization, with continuous learning forming the backbone and guiding all interactions. It utilizes current knowledge and information as basis to create new knowledge that will continuously keep their organization abreast of new trends and ahead of other organizations.

For this research, the definition of an LO that seemed more applicable was the one offered by Nazari and Pihie (2012:211) and Witbeck (2014:10). This definition was as follows:

“A learning organization is one which promotes movement towards an organization where people continually expand their capacity to create the results they truly desire,

*where new and expansive patterns of thinking are nurtured,
where collective aspiration is set free, and where people are
continually learning how to learn together.”*

It was for this reason that the researcher adopted this definition because it directly corresponded to and complemented the strategic model this study proposed for Swaziland's TTCs. Having outlined the various definitions of what a learning organisation is, as well as pointing out this study's preferred definition, the researcher briefly looked at the origins and development of the learning organization concept next. The researcher held the view that the failure by scholars to agree on one definition was not something to be very worried about because it may seem that a particular definition fits and is appropriate for a specific situation, cultural setting and philosophical paradigm. One other boggling question which this researcher addressed was the differences between the LO and organisational learning (OL).

2.4 DISTINCTION BETWEEN LEARNING ORGANIZATION AND ORGANIZATIONAL LEARNING

It is important, for the purposes of this research, to make a clear distinction between LOs and OL. To start with, LOs and OL have two things in common. For instance, both are concerned with the process for acquiring information, interpreting data, developing knowledge and sustaining learning (Kezar, 2006; Mbassana, 2014). However, according to Mulili and Wong (2011), a number of differences between the two concepts exist. For this reason, the differences between the OL and LO concepts have been a subject of debate as to whether they refer to the same phenomenon or not.

Confirming the existence of the confusion cited above, Mulili and Wong (2011), Kontoghiorghes *et al* (2005) observed that the confusion emanates from the fact that these terms have been used interchangeably, and sometimes taken as synonymous. Furthermore, the confusion could be caused by the close similarities between the two concepts because both involve learning and thus connect to each other (Mbassana, 2014). On closer scrutiny, though, it becomes clear that one concept involves the actual learning in an organization while the other involves the course of gaining the desired learning. Following this debate, the next discussion attempted to draw a line between OL and LOs. First to be discussed is the OL concept, followed by the LO concept.

Organizational learning: Kontoghiorghes *et al* (2005) observed that the literature on OL is a product of academic inquiry. In this regard, Lewis, Benjamin, Juda and Marcella (2008), posit

that OL refers to a process or set of activities by which an organization learns, and knowledge is viewed as residing on individuals. Similarly, Nthurubele (2011) viewed OL as a complex and multidimensional concept that is used to describe certain processes and types of activity and the outcomes that take place in an organization. These activities and outcomes later tend to make that organization an LO. Likewise, Matin *et al.* (2007) suggested that OL is more about skill, processes of knowing and using knowledge.

It is therefore, only one dimension of an LO. Equally, Eilertsen and London (2005) in turn, viewed OL as the process of detection and correction of errors within organizations in their functions and operations in order to effect improvement in their performance. Mbassana (2014) contended that OL is firstly concerned with the threats to and limitations of learning in OL. Secondly, OL researchers discussed internal concerns about performance and learning as part of the condition of human beings within settings. Under the circumstances observed above, Boh, Slaughter and Espinosa (2007) argued that learning in OL takes place through individuals who are acting as agents for them. This understanding raised the importance of the critical role played by individuals in organizations (Sohaib, Ihsaan, Yousaf and Majeed, 2006).

Learning organizations: The LO is a form of an organization. The literature on the LO developed primarily from practice. Furthermore knowledge in LOs is viewed as residing in both the individuals and in the organizational memory (Kontoghiorghes *et al* 2005). According to Kontoghiorghes *et al* (2005), there were four theoretical influences that helped shape the concept of LOs namely; strategic management, system theory, psychological learning theory and the study of organizational context. In addition, Kezar (2006) pointed out that LOs mainly focus on the process for overcoming possible threats to learning. Moreover, LOs view external threats as the reason for fostering learning and looks to external forces as logic to prompt learning.

As a result, the LO concept entails that people in the organization learn constantly from everything, and use their own personal experiences and those of others to improve their performance (Wilhelm, 2006). In this regard, continuous learning is systemically built into the organization's infrastructure as members learn from their successes and failures. Furthermore, Yeo (2005) described an LO as a particular type of organization in and of itself. It is not brought about simply by training individuals but can only happen as a result of learning at the whole organizational level. An organization or institution of this nature

constructs, captures, transfers and mobilises knowledge to enable it to adapt to changing environment (Mbassana, 2014).

LOs are ingrained with philosophy for anticipating, reacting and responding to change complexity and uncertainty and then adapt to its internal and external environments (Janakiraman, 2008). Furthermore, LOs facilitate and empower its members by integrating work with learning in a continuous manner (Nazari and Pihie, 2012).

In either case, the current researcher held the view that the differences between the LO and OL may be the matter of academic arguments between scholars coming from and holding certain philosophical convictions, but the fact remains, as per the analysis from literature, that each concept influences the other. Both concepts aim at improving conditions and strengthening organizations' capacity to realize better profitability, competitiveness, sustainability and efficient service delivery to its clients.

In the next discussion, the researcher briefly traced the genesis of the concept of LO in order for him, and for the readers of the outcome of this research, to appreciate the conditions which gave birth to this concept and also understand if these conditions are applicable to educational institutions. Taking into account that the overall outcome of the research was to investigate if the concept of LO could be applied to TTCs today which are entities coming from a very different environment and with different expectations.

2.5 ORIGINS OF THE LEARNING ORGANIZATION CONCEPT

Sudharatna and LI (2004) observed that the idea of the LOs concept has been well-known to business entities for decades, and it has been proposed that becoming an LO is an opportunity for organizations to gain competitive plus and also to keep ahead of the dramatic swiftness of changes globally. In this regard, Sohaib *et al* (2015) posited that 21st century organisations face rapidly changing environment, dynamic structures and globalization concept. All of these have strong impact on the life of organisations. The uncertainty and unpredictable environment with rapid changes in the knowledge economy, coupled with technological advancement in almost every sphere of life has placed organizations in formidable challenges, to the degree that conventional management paradigms are unable to cope (Arell, Coldewey, Gatt & Hesselberg, 2012).

These changes have compelled organisations to plan strategies for survival in order to remain competitive in an environment that can be described as turbulent (Moloi, Grobler &

Gravett, 2006). There could be different reasons why the LO concept came into being. Many scholars agree that it came from the business environment. Many companies globally, faced stiff competition from their counterparts and were thus forced to devise survival strategies. In this regard, Cors (2003) located the conceptual and historical development of the learning organization concept into five categories namely:

- *The founders*: The founders are the writers and theorists who helped create, disseminate and develop the concept. Prominent scholars in this category include Argyris (1996), Schon (1973), Senge (1990). Senge (1990) is credited for popularizing the concept through the publication of his book in 1990 entitled *The Fifth Discipline*;
- *Real-world definitions and critiques*: This category is composed of the various writers who offered definitions of what learning organizations were and those who brought in criticisms about the concept.
- *Promoting continuous improvement*: Scholars under this category tried to highlight and promote the usefulness of the concept as they pointed out what it does to improve and sustain organizations;
- *Organizational learning and organizational outcomes*: This section concerned itself with evaluations and audit of outcomes and effectiveness, as well as failures of the learning organization concept. Leading scholars included Young *et al* (2004)
- *Today's approaches for building organizational learning*: The last category composed of identifying what works in the attempts to build a learning organization today. Rothwell (2002), Prekill & Toress (1999) have contributed in shaping and bringing strategies for today's approaches in building learning organizations.

In addition to the above, Kontoghiorghe *et al* (2005), identified four theoretical streams of influence which have helped shape the concept of LO. These streams of influence are:

- *Strategic management*: Strategic management has enabled organizations to redirect their focus from the external environment to viewing internal resources, for instance, human capital and core competencies as key sources of competitive advantage;
- *Systems theory*: This source of influence supports the view that organizations are dynamic and are open systems;
- *Psychological learning theory*: This stream of influence deals with aspects that handle levels of learning within individuals and organizations; and
- *The study of organizational context*: In this area of influence, issues of culture and impact of structures on the concerned organization are dealt with.

The rationale to trace the historical origins and development of the LO concept was to assist the researcher understand the prevailing circumstances and the type of environment then, which organizations faced. This understanding helps in evaluating the conditions therein to determine if educational institutions, particularly TTCs can benefit from adopting and applying the principles of the concept of LO. It is generally accepted that history informs the future. Consequently, from this historical analysis, it has emerged that key to organizational survival and remaining competitive in a fast-changing global business climate, learning is crucial whereby new knowledge and skills are sought for helping organizations to remain afloat. Thus the role played by learning in LOs is discussed below.

2.6 THE ROLE OF LEARNING IN LEARNING ORGANIZATIONS

In modern times, particularly where there are rapid changes in areas of economic, political, social, scientific environment and work environment, it is only those organizations which learn faster than the changes in the environment that may survive (Sohaib *et al*, 2015). Learning is, therefore, both the engine and the life-blood of learning organizations. Underpinning the importance of learning in relation to changing situations, Handy (2011:1) observed as follows:

“Just as the world has changed, so too has the process of learning. When the future was the extension of the present, it was reasonable to assume that what worked today would also work next year. That assumption must now be tossed out. During times of discontinuous change, it can almost be guaranteed that what used to work in the past will not work at all next time around.”

There are various theories of learning and numerous definitions of what learning is, and what it is that constitutes learning. The definition of learning, according to Nthurubele (2011), embraces two dimensions, namely:

- The acquisition of skill or *know-how*, which implies the physical ability to produce some action; and
- The acquisition of *know-why*, which implies the ability to articulate a conceptual understanding of an experience.

Accordingly, organizations and individuals learn and acquire knowledge through different ways. Sohaib *et al* (2015) identified four of these ways as situational learning, fragmented learning, opportunistic learning and double-loop learning. In addition, adaptive learning,

anticipatory learning, deuteron learning and active learning are essential strategies in facilitating learning (Marquardt, 2011). All learning that may occur as a result of either of the above actions takes place at three levels. Sohaib *et al* (2015), and (Marquardt, 2011) identified the levels as:

- *Individual level:* In this level, individuals learn in a formal, structured and controlled environment while informal and incidental learning occurs in unstructured environment. Individual learning is essential given that individuals form the units of groups and organizations;
- *Group level:* Group learning starts with dialogue which entails the free exchange of ideas and suggestions within the group and further share experiences with other groups in the organization; and
- *Organizational level:* Organizations learn from their stimuli and they scan important information from their environment. This enables the sharing of insights, knowledge and mental models of members of the organization.

Generally, the driving force behind learning organization is the need for change. Consequently, Lewis, Benjamin, Juda & Marcella (2008) noted that the theoretical framework linking the experience of living under the constant atmosphere of a world that is increasingly changing as demonstrated by its society and its institutions is transformation. For transformation to take place there must be learning or an attempt to learn. In light of the above, Gatty (2014:2) argued that *“in order to keep current with changing environments and business trends, learning has to be part of the equation. Learning is important to keep one’s skill sets updated and marketable...”*

Therefore, society needs to learn to understand, guide, influence and manage the transformation by becoming adept at learning so that it is able not only to transform institutions in response to changing situations and requirements, but should show an intent to invent and develop institutions which are learning organizations capable of bringing about their own continuing transformation. Associated with the concept of learning organization is the philosophy of organizational learning as defined earlier.

It was appropriate for this study to identify entities that may be termed organizations. Such entities included, amongst others, corporations, small businesses, schools, institutions of higher learning, non-governmental organizations, government agencies and other entities, where people group themselves to accomplish shared goals and objectives which could not be achieved through individual effort. Organizations by their nature are formed around a matrix of interrelated factors. For instance, political, collegial, institutional, economic, social,

educational and environmental factors play a significant role in influencing the life of an organization (Liaghati,Vessi & Sadogh, 2010). All organizations irrespective of their size and purpose need to survive. The increasing complexity, turbulence and uncertainty of the global environment, therefore, demand that organizations acquire and adopt new knowledge and technologies in order to be in a position to respond to the challenges they now face (Vemic, 2007).

The tough global competition continues to influence and change global economy and the character of organizations around the world. It thus forces these organizations to face internal, external and global competitions. These necessitate that they devise survival strategies to be, and also to remain competitive and to adapt to the changing circumstances and environment (Van Dam, 2005).

Notwithstanding the above, Ortenblad (2001), noted that there has been a debate amongst scholars as to what are the entities of learning and knowledge location. Ortenblad (2001) conceptualized the entities of learning and knowledge location in a model represented by Figure 2.1 below. The model attempted to identify who learns in an organization, the sources of knowledge and its effects on the individual and the organization.

In the ensuing debate about the nature of learning, Wilhem (2006) noted that a consensus amongst scholars has emerged that learning is seen as the most important source of sustainable competitive advantage for organizations. This trend has become a hallmark that propels organizations to success. Learning is viewed as the catalyst badly needed by organizations to forge ahead in a holistic way in their ideas, strategies and values, which the organizations aspire to achieve and to sustain competitive advantage (Rajal, 2010). It is therefore not a surprise that the key factor in both organizational learning and learning organization is learning. Embracing learning is seen as the most relevant strategy to be adopted by organizations to remain afloat (Alavi,Wahab & Muhamad, 2010).

Arguments are raised on who really learns. Is it the individual or the organization? Nthurubele (2011) noted that the importance of individual learning in an organization is both obvious and subtle in the sense that all organizations are constituted by individuals in a scenario where organizations can learn independent of any specific individual but at the same time not independent of all individuals in the organization. Organizations finally learn through their individual members.

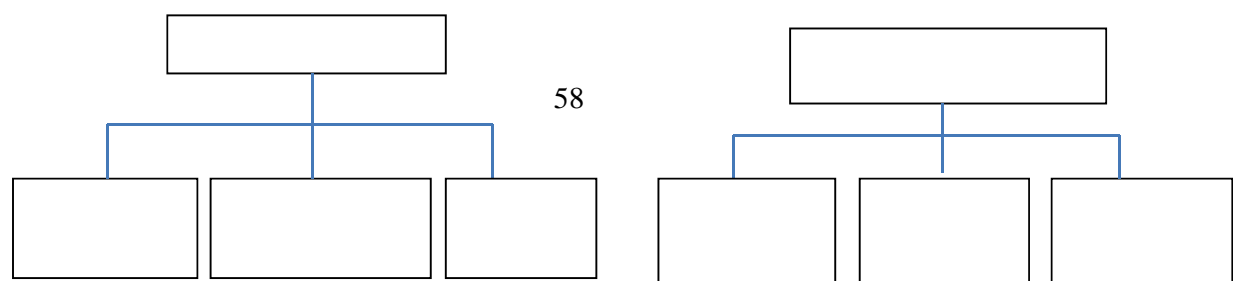


Figure 2.1: Entities of learning and knowledge, (Ortenblad, 2001:129).

Organizations should therefore take a keen interest in understanding the theories of organizational learning. For the purpose of this study, the learning process was viewed in the light of Liaghati *et al* (2010) models of learning as represented by Figure 2.2 below, which attempted to capture the critical components that are key to the formation of the conceptual framework of the learning organization. These components include the learning process, learning disciplines and the learning types.

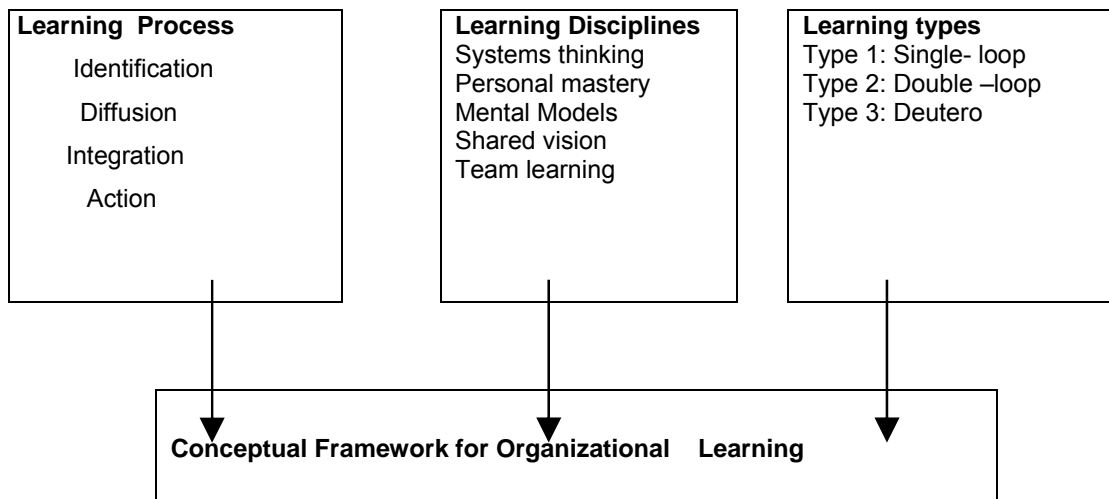


Figure 2.2: Model of learning in learning organizations (Liaghati et al, 2010:053)

Similarly, Eilertsen and London (2005) noted that learning in organizations takes different forms such as in loops, as illustrated in figure 2.3 below

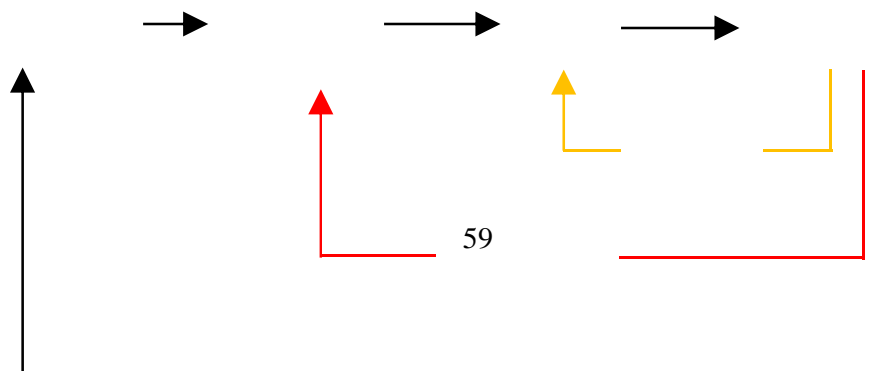


Figure 2.3: Learning loops (Eilertsen and London, 2005:3).

The three levels of learning indicated in Figure 2.3 above as suggested by Eilertsen and London (2005) are briefly explained below as follows:

- *Single-loop learning:* In this category, organizational learning occurs when errors are detected and corrected while tackling regular and recurring issues that do not require one's mental model and assumptions;
- *Double-loop learning:* Under double-looping, beside detection and correction of errors, the organization is involved in the searching and adjustment of existing norms, procedures policies and objectives. Members of the organization experience internal structural change in their beliefs, ideas and attitudes; and
- *Triple-looping:* Triple-loop learning encompasses and transcends both single and double-looping learning. Triple-looping learning focuses on transforming organizational members by helping them learn how to learn. Consequently, it challenges one's existing learning framework as well as one's mental model and assumptions.

As observed by Hallam, Hiskens and Ong (2013), learning is inherent to human survival and there is no day that passes without us learning, be it by absorbing new information or developing a new skill. Given the technological and the emerging knowledge economies, globalization, increasing competitiveness, new information and communication technologies and explosion of knowledge, the resistance against change has little chance to succeed. It is apparent, therefore, that organizations have been left with no choice but to endeavour to devise new strategies that will position them in the orbit and trends of learning organizations (Whitbeck, 2014). Since the 21st century is the age of the knowledge-based economy and the centre stage for change, the manner in which organizations are administered should change and be run through modern and technologically-oriented systems (Namasivayam, 2002). One of these modern systems is the learning organization concept proposed by Senge (1990) and Skyrme (2011).

Senge (2006), argued that an organization or institution should take all its stakeholders into account and together move the organization in the right direction. This entails working in a manner that transcends all sorts of internal politics and game playing that dominates traditionally run institutions. Be that as it may, there are challenges confronting learning in organizations. Garvin (2000) outlined the barriers and facilitators of learning as shown in Table 2.2 below. With regard to learning, Cors (2003) concluded by comparing old and new views on how people learn as shown in the Table 2.3 below.

Eilertsen *et al* (2013) indicated the impact of the three types of learning both to the organization and the individual member in Table 2.4 below.

Type of organizational learning	Type of work (change)	Appropriate for what kind of learning	Results in a change of action	Challenges your assumptions and mental models	Challenges your learning framework	Focus of learning type
Single-loop learning	Technical	When tackling routine, repetitive issues	Yes	No	No	Improving
Double-loop learning	Technical/adaptive	When you want to learn how to learn	Yes	Yes	No	Understanding and improving
Triple-loop learning	Adaptive		Yes	Yes	Yes	Transforming, understanding and improving.

Table 2. 2: Three types of organizational learning (Eilertsen & London, 2013:4).

Stage of learning	Barriers to learning	Facilitators to learning	Tools and techniques
Acquiring	-prevalence of a few traditional data sessions	-a broad base of contributors and data	-forums for brainstorming -generating new ideas and

	<ul style="list-style-type: none"> -difficulty separating signals from noise -biased filtered data collection -limited pooling of available information 	<ul style="list-style-type: none"> sources - a process for achieving diverse perspective and parts pf view -A willingness to embrace contradictory unexpected findings 	<ul style="list-style-type: none"> stimulating creative thinking -regular benchmarking and peer comparisons -quick feedback and market intelligence
Interpreting	<ul style="list-style-type: none"> -Biased, incorrect estimates , -improper attribution of cause and effect -Over confidence in judgment 	<ul style="list-style-type: none"> -a process of conflict and debate that tests prevailing views -the provision of timely accurate feedback 	<ul style="list-style-type: none"> -providing challenging reviews, sessions - dialectical inquiring devils advocacy process -audit lens
Applying	<ul style="list-style-type: none"> -Unwillingness to change behaviour -lack of time to practice new skills -fear for failure 	<ul style="list-style-type: none"> -incentives that energise new approaches -creation of space for learning - a sense of psychological safety 	<ul style="list-style-type: none"> -linking promotion, pay and status to the development of new ideas and skills. -eliminating unnecessary,obsolete work when new tasks are added -acceptance of mistakes due to systems problems - Unanticipated events or inexperience. -Partial immunity when reporting errors.

Table 2.3: Barriers and facilitators of learning, (Garvin, 2000:42).

Old answers on learning	New answers on learning
Knowledge is a thing that is transferred from one person to another.	Knowledge is a relationship between the knower and the known; knowledge is created through this relationship.
Knowledge is objective and certain.	Knowledge is subjective and provisional.
Learners receive knowledge.	Learners create knowledge.
We all learn in the same way.	There are many different learning styles
Knowledge is organized in stable, hierarchical structures that can be treated independently of one another.	Knowledge is organized ecologically, disciplines are integrative and interactive.
We learn best passively, by listening and watching.	We learn best by actively doing and managing our own learning.
We learn alone with our minds , based on our	We learn in social contexts, through mind, body

innate abilities.	and emotions.
We learn in predictable sequences from simple parts to complex wholes.	We learn in wholes.
Our intelligence is based on our individual abilities.	Our intelligence is based on our learning community.

Table 2.4: Old and new answers to how we learn(Cors , 2003:8-9)

To sum up, effective learning is about action whereby information gathered is used to generate knowledge management systems and statistical database and then using that knowledge to improve the organization's activities (Giesecke & McNeil, 2005). Again, learning is about moving from data gathering to using data to produce needed changes. Certainly, knowledge has become more important for organizations than financial resources, market position, technology or any organizational asset. Therefore, the acquisition, creation, storage, transfers and utilisation of knowledge becomes the backbone for success of organizations (Marquardt, 2011).

The question then was, 'what are the outstanding characteristics of LOs that help differentiate them from other organizations. The next subsection attempted to respond to the above question.

2.7 CHARACTERISTICS OF LEARNING ORGANIZATIONS

All human organizations are intricate, and one way of understanding their nature is through establishing and being appreciative of their characteristics which distinguish them from others (Kelly, 2015). In light of the above, Moloi *et al* (2006) and Senge (2006) categorized the characteristics of learning organizations under five core pillars or disciplines, namely:

- *Systems thinking:* According to Senge (2006) and Moloi *et al.* (2006), a systems thinking is grounded in systems dynamics and is highly conceptual as it provides a means of comprehending real organizational matters. Furthermore, it advocates that in any given phenomenon, it is crucial to look at the complete picture to arrive at a full understanding of the subject. Applying systems thinking to understand issues, an organization is viewed and understood as a system that is interconnected to a variety of different aspects of life, which intersect and thus influence each other. The various

but interrelated components are tightly bound together (Giesecke & McNeil, 2004). The various stakeholders in TTC include students, lecturers and significant others who are also role-players. All of these components should, as required by the systems thinking, exhibit a shift of mind, focusing on interrelationships rather than cause-effect chains as well as adhering to the processes of change as opposed to snap shots;

- *Personal mastery:* The term “personal mastery” describes any person who is exceedingly competent in a specified craft or profession and has the capacity to produce positive results and also master the principles of that which underpins the way an individual produces the intended outcomes (Senge, 2006). Commitment of an employee in the personal mastery discipline is crucial for it is in this realization that an employee will strive for excellence in any given task (Mason, 2015). Moloi *et al.* (2006) observed that employees who strive to become masters of their craft are often those who are described by their supervisors as dedicated to their work in their respective organizations. Commitment may be demonstrated in two ways. First to the organization and secondly, to student learning and these two commitments are essential factors for the transformation of colleges into learning organizations;
- *Mental models:* Explaining the discipline of mental models, Giesecke & McNeil (2004) and Senge (2006) pointed out that mental models are subjective images, deeply ingrained assumptions, generalizations and stories, which people have in their minds about themselves and other people, organizations, institutions and events occurring in the world. Furthermore, these mental models act as sifting mechanisms for our thoughts and judgements and also influence how an individual reacts and acts. In light of the above, Moloi *et al.* (2006) noted that these mental models may, if attention is not given, act as stumbling blocks to change. To be successful in the moves to transform colleges into learning organizations, it is vital that teacher educators undertake to uncover their internal pictures of the world with the view to scrutinise so that their state of mind may begin to shift and thus influence their pattern of thinking and also begin to realize the other side of the situations.
- *Shared visions:* An all-inclusive picture of the world which provides an object of focus for both the individual and the team is referred to as a shared vision connecting with what is to be learned and be valued (Giesecke & McNeil, 2004). This shared vision was seen by Whitbeck (2014) as the guiding factor of success brought about by the contribution of the members of the organization. Critical to this focus is the question in the minds of the members as to what will success look like? This serves as an

inspiration for a sustained effort to achieve positive results for the individual and the organization (Moloi *et al.*, 2006). Developing an attitude of commitment in a group by putting aside individual desires and submitting to the group and organizational goals for the creation of a genuine shared vision which binds together the group and the organization is very critical;

- *Team learning*: A key factor in team learning, according to Moloi *et al.* (2006), is dialogue which unites members and also compels them to put aside individual differences in favour of entering into a genuine act of thinking together for a purpose (Mason, 2011). Furthermore, Senge (2006) observed that team learning has to do with learning about alignments which result in fostering a spirit of teamwork amongst team members to function together as a whole unit to achieve a common purpose. Harnessing and fostering the spirit of teamwork, unity of purpose and collective thinking skills to develop the art and ability to create structures which lead to the realization of desired results, are distinct features of learning organizations; and
- *Dialogue*: Together with the above five distinguishing characteristics of a learning organization, Marquardt (2011) suggested a sixth character namely dialogue. According to Marquardt (2011), dialogue is intense, high-level, high quality communication based on the free, creative and shared exploration of subtle issues of listening intensely to another and suspending own views. By applying the discipline of dialogue, people can learn how to recognize the patterns of team interaction that either encourage or undermine learning (Marquardt, 2011). Therefore, successful dialogue makes it possible to recognise leaps of abstraction or jump from an observation to generalization and also uncover what we are not saying while engaged in conversation, balance inquiry and advocacy and recognize distinction between espoused theories, and theories in use.

In addition to the six key characteristics above, Kontoghiorghes *et al* (2005:18) advanced some eight defining characteristics of a learning organization that distinguish it from other organizations. These features include, but not limited to:

- Open and free flowing communication systems;
- Spirit of risk taking and adventurism;
- Support and recognition for learning and individual achievement;
- Provision of resources to enable members to perform the job;
- Presence of the spirit of unity, cooperation and teamwork;
- Giving of rewards for learning and individual initiatives;

- Creation of an environment conducive to learning and training; and
- Knowledge acquisition and management.

Furthermore, Skyrme (2010) identified more defining features and observe that learning organizations tend to:

- Provide continuous learning opportunities to their members;
- Frequently use learning to reach their goals;
- Link individual performance with organizational performance;
- Foster inquiry and dialogue, making it safe for people to share openly and take risks;
- Embrace creative tension as a source of energy and renewal; and
- Are continuously aware of, and interact with their environment internally and externally.

2.8 BUILDING A LEARNING ORGANIZATION

Organizations, as a matter of fact, do not organically transform into learning organizations but are prompted to do so by various internal and external factors. Furthermore, a learning organization is not a spontaneous occurrence but a product of a deliberate and purposeful action initiated by the leadership of that organization.

The concerned leadership needs to take into account the observation of Lewis *et al.* (2008) who cautioned that while good leadership is of the utmost importance at the top hierarchy of an organization, an effective and visionary leadership is the one that provides a platform for training and team-building activities that are seeded throughout the entire organization. The focus of these activities needs to cover areas such as enhancing interpersonal communications, conflict resolution and problem-solving skills (Nakopodia, 2009).

Garvin, (2008) suggested three key building blocks that are necessary for the successful building of LOs. These are:

- *A supporting learning environment:* This is an environment that supports learning and is characterised by four factors namely:
 - *Psychological safety:* This entails that employees cannot fear being marginalized when they differ with peers or authorities but need to be at ease in expressing themselves. Such an atmosphere promotes learning;
 - *Appreciation of differences:* Learning occurs when people become conscious of divergent ideas, recognizing value of competing, purposeful outlooks and alternative worldviews. This increases energy and inspiration, sparks new thinking and prevents sluggishness and drift;

- *Openness to new ideas*: Learning is not simply about correcting mistakes and solving challenges. It is about crafting novel approaches. Therefore, employees should be encouraged to take risks and explore the untested / unknown;
- *Time for reflection*: Many managers are judged by the sheer numbers of hours they work and the tasks they achieve. When people are too busy or overstressed by deadlines and schedule pressures, however, their capacity to think systematically and imaginatively is compromised;
- *Concrete learning processes and practices*: An LO is not cultivated effortlessly. It arises from a sequence of concrete steps and widely distributed activities, not unlike the workings of business processes such as logistics, billing order fulfilment and product development. Therefore, for maximum impact, knowledge must be shared in a systematic and clearly defined way; and
- *Leadership that enforces learning*: Learning in organizations is strongly influenced by the behaviour of leaders. When leaders vigorously question and listen to employees and thereby prompt dialogue, in this regard, people in the institution feel encouraged to learn. If leaders signal the significance of spending time on problem detection, knowledge transfer and reflective post-audits, these activities are likely to flourish and promote learning. When people in power demonstrate through their own behaviour a readiness to entertain alternative points of view, employees feel emboldened to offer new ideas and options.

Similarly, to facilitate and build the formation of a learning organization, Lewis *et al.* (2008) identified eight fundamental steps to be followed in the creation of a successful learning organization. These steps are:

- *A leader*: who plans to transform an organization into a learning organization needs to take calculated risks and venture into experimentation;
- *Decision-making*: should be inclusive and employees of the organization should be empowered;
- *Systematic acquisition of skills*: sharing of the skills and knowledge available amongst the employees and using them to advance the goals and objectives of the organization;
- *Availability of structures*: to recognize employee's individual initiatives and systems on how to reward deserving individuals;
- *Consideration for long-term*: effect and impact of the individual work on the work of the other employees of the organization;
- *Frequent use of cross-functional* on a daily basis;

- *Availability of opportunities* to reflect and learn from one's experiences; and
- *A culture that recognizes* and promotes feedback mechanisms.

Liaghati *et al* (2010) suggested that institutions which want to transform themselves into learning organizations have to choose one of two strategic direction options. These options are the systematic development of a learning organization and the development of learning organization by the principle of *side effect*.

- *The systematic development option:* This option entails that the vision of the organization is conceptualized and thereafter, the whole range of systematic solutions of its implementation are practically and fully implemented. It involves the utilization of a framework to identify patterns and inter-relationships and dealing with them holistically (Liaghati *et al* 2010).
- *The side effect principle:* In the case of the side effect principle, the concerned organization takes time to assess its various activities and upgrade them to the levels where the implementation of the learning organization concept may take form. The improvement occurs in the areas of, for instance, cultural orientation of the organization, learning initiatives in place, information systems and organizational structures (Liaghati *et al* 2010).

Notwithstanding both strengths and weaknesses in attempts to build a learning organization, the onus is firstly on the leadership of the concerned organization. Secondly, it is down to the employees of the concerned organization, to cooperatively embrace and understand that change is always inevitable. With this in mind, the creation of a conducive environment to learn new skills and techniques in order to compete and to survive need to be a concern to all. Moreover, it is to the advantage of both managers and employees to keep the organization afloat for mutual benefit.

Accordingly, leaders of national governments, leaders of organizations and employees should all commit to providing time, support, and opportunity to all to continuously learn. Therefore, this study was an attempt to find out the state of TTCs with regard to their understanding and adoption of the principles of learning organizations. Following the above, the researcher was strongly convinced that building an LO, requires co-operation, determination and willing participation of all stakeholders. These jointly, working for the success of their organization can ensure that theirs truly can become an LO in the true sense of the word.

2.9 OBSTACLES TO BUILDING A LEARNING ORGANIZATION

The concept of LOs is not without its fair share of challenges. Though there has been a wide publicity of Senge's (1990) concept of LOs, Wilhem (2006) argued that it is not easy to become a learning organization for it requires a lot of work and dedication. This difficulty may be due to the possibility that the concept is not proving to be relevant to the requirements and dynamics of organizations and lack of understanding of what the concept entails (Aretz & Linard, 2015).

Therefore, there was a pressing need to find out if the concept, as advocated, does genuinely create better and stronger organizations for the people who are employees and the society they seek to service. Furthermore, Whitbeck (2014) observed that the concept of learning organizations is probably more of a romantic device than a realizable empirical entity. As if Senge (2006) knew the sort of criticisms that were to be levelled against his concept of learning organizations, he advanced seven possible barriers to the success of the concept in what he termed learning disabilities, summarised as follows:

- *I am my own position*: This occurs when people focus only on their position within the organization and have little sense of responsibility for the results produced when all positions in the organization interact;
- *The enemy is out there*: This syndrome manifests itself when people focus on their positions and often do not see how their actions extend beyond the boundary of those positions;
- *The illusion of change*: This is when people should face up to challenging issues, stop waiting for someone else to do something, but solve problems before they grow into crises;
- *The fixation of events*: This leads to event explanations that are true for now but distract from seeing the longer-term patterns of change behind the events and understanding the causes of the patterns to events;
- *The parable of the boiling frog*: This is in relation to the maladministration of organizations to recognise gradually building threats to survival just as the frog placed in hot water brought to boiling temperature will not attempt to jump out of the pot but adjust to the temperature and slowly die;
- *The delusion of learning from experience*: This is when people's actions have consequences in the distant future or part of the larger operating system, which makes it impossible to learn from direct experience; and
- *The myth of the management team*: Because teams in business tend to spend their time fighting for turf, avoiding anything that will make them look bad personally, and

pretending that everyone is behind the team's collective strategy. This may result in the appearance of a cohesive team but is just a group of people that are proficient at keeping themselves from learning.

In addition to the above, Lewis *et al.* (2008) identified a host of challenges that may impede the introduction of the principles of the LO. The impediments include:

- *Fragmentation*: This is a result from members' linear thinking, specialization independent attitudes, internal squabbles amongst members, thus producing disunity and lack of cooperation;
- *Reactiveness*: This concerns thereflecting of a fixation on problem-solving rather than creation and innovation;
- *Competition*: Creating an environment in which appearing to be good before the authorities is more important than being actually good, seeking measurable short-term favours counts more than long-term achievement, individual members of the organization solve their own problems rather than a collective effort;
- *Power, politics and time factor*: These factors combined, are fundamental in influencing the amount and scope of learning that can take place in an organization.
- *Resistance to learning*: This can occur within a learning organization if the individual members of the organization are not convinced or feel threatened by change or believe that they stand to lose if they embrace the envisaged change; and
- *Size of the organization*: The size of the organization may itself become an internal barrier to knowledge sharing exacerbated by weaker inter-employ relationships, lower trust, reduced connective efficacy and less effective communication.

Furthermore, Yang *et al.* (2004) pointed out that the lack of a theoretically derived instrument for measure of the construct has deterred substantive scholars from conducting research in this area. However, the above observation should not deter scholars from conducting a continued search for a blueprint that has the prospects of delivering and turning any organization or institution into a learning organization. LOs do not solely depend on the willingness of the employees to learn, but also depend to a large extent on additional facets, for instance, organizational culture, psychological perspectives, policy and context(Liaghati *et al* 2010). Whitbeck (2014) argued that introducing an innovative approach into an organization and changing the organizational culture are interesting in terms of how organizational problems, for instance, in the quality of teaching and instructional methods can be addressed.

To conclude this section, it is worth noting the observations of Lewis *et al.* (2008) who pointed out that there are three major limitations for the concept of LO. Firstly, they focus

mainly on the cultural dimension of an organization whereas to transform an organization, it is important to attend to all structures, processes, and work arrangements of the organization. Secondly, despite the fact that learning organizations promote individual and collective learning processes at all levels of the organization, it does not connect them properly to the overall objectives and strategies of the organization. Thirdly, the concept remains vague for it does not spell out clearly the exact functions of organizational learning in the organization (Lewis *et al.*, 2008).

Notwithstanding the criticisms levelled against the learning organization concept, there is, according to Tsiakkios (2005), a common consensus that almost everything, everywhere in the world today is changing at an accelerated speed and the survival of organizations and individuals depends on their capability to adjust and find flexible ways to deal with the new changes that they have to face. Similarly, organizations that will be able to act in response and swiftly effect change within their structures and operations will succeed because they would have acquired new knowledge and skills that will permit them to be competitive and remain in the competition (Pasharddis, 2001).

The acquisition of knowledge and skills involves learning; hence, for organizations to increase their organizational capabilities, they should learn to act successfully in setting full lasting integrations, rapid development of technology, widespread social change and increasing competition (Abdolalahi, 2011). Consequently, Torem (2001) suggested ten factors that compel organizations to convert into learning organizations if they are to survive as the:

- Aim to reach the best performance and gain superiority in competition;
- Effort to intensify client relationships;
- Effort to improve quality in order to prevent regression;
- Concern for understanding risks and differences;
- Aim of innovation;
- Desire to improve the quality of the staff;
- Tendency to settle the disputes;
- Effort to increase the role of cooperation;
- Aim to be independent and free; and
- Aim to realize the importance of solidarity.

Therefore, the principles and values enshrined in the learning organizations ideals make it appropriate for the 21st century. Hence, the notion of learning organizations is arguably gaining credibility, in various areas of human activities such as businesses, universities,

colleges and schools. Institutions of higher learning, for instance, TTCs, will not survive nor will they be relevant to current times of decreased government funding, rising costs of education, rapid technological advances, increased demand for access and the calls for open and transparent accountability systems, if they resist to adapt to their changing environments (Dettmer, 2006).

For colleges to survive change, they not only have to learn to run their operations in a more business-like fashion, but they also have to be willing, when necessary, to add and shrink programmes quickly. These days the learning organization concept is about each person in the organization contributing to the collective accumulation of knowledge. The knowledge is disseminated through heads of all the people in the organization who have produced it, or who are at present holding it. It is a subtle resource entrenched in the collective mind (Nyhan, Gressey, Tomassini, Kelleher & Poell, 2003).

The accomplishment of the learning organization requires inter-organizational learning in a wide societal structure which entails looking further than learning in individual organizational units but moving towards understanding and seeing how these units can interconnect and team up with each other in constructing a self-motivated learning community (Nyhan *et al* 2003). All things considered, the call for learning organizations is likely to develop in the future as knowledge becomes more and more essential for economic activities, as well as being the key for individuals to contribute fully in work and diverse aspects of social life.

2.10 THE BENEFITS OF A LEARNING ORGANIZATION

To remain relevant and be in a position to effectively compete in this era of rapid information technology, it is vital for organizations to be dynamic and competitive. An organization should continuously look for ways and means to improve its standing. A climate of continuous improvement requires a firm commitment to learning that will create conditions necessary for the realization of the benefits expected from a learning organization (Garvin, 2008). Mowles and Stacey (2016) conclude that the benefits accruing to an organization or institution for adopting the concept of LOs is that:

- A learning organization is best placed to adapt to changing circumstances with an increased ability to manage change and pressure exerted by external forces better than its opponents.
- There is a co-ordinated system directing innovation and new ideas through promoting independent thought and being in touch with a fundamental part of humanity. That is to say, members of the organization are active actors not passive recipients.

- A knowledgeable organization is equipped and better placed to link resources to organizational goals and customer needs.
- A learning organization is committed to quality improvement of its products at all levels.
- A learning organization embraces and promotes the pace of change within an organization by stretching the boundaries of perceived limits.
- The corporate image of the organization is improved as more effort is applied to make the organization more people-oriented and thus give hope that things can get better even when faced with challenges.

Furthermore, a learning organization does away with the mindset that it is only senior management who are capable of doing the thinking for the entire organization. Learning organizations challenge all its members to tap into their inner resources and abilities and potential to build their own community based on the principles of liberty, humanity and a collective desire to be taught and to learn (Mason, 2011).

2.11 CONCLUSION

This chapter discussed the concept of LOs. The LO as it were, is viewed as that aspired-for platform where the opportunity to release individual potential and capabilities for the attainment of desired goals is provided and nurtured for the benefit of all. In line with the rapidly changing world, the need for the adoption of the concept of learning organization in modern times becomes inevitable. Definitions of LOs were advanced and it was found that scholars hold different interpretations of the LOs. The distinction between LOs and OL was made, and the origins of the concept was discussed

Also discussed, was the role of learning in learning organization as it has emerged from the literature that continuous learning is the heart of the concept of LOs. Furthermore, the distinguishing characteristics of LOs were discussed. Other issues explored include strategies on how to build an LO and obstacles that may hinder the development of LOs. The benefits for organizations that implement the concept of LOs were outlined.

In the next chapter, the aim was to establish factors which have the potential for developing TTCs as learning organizations and those which restrict the TTCs from functioning as learning organizations as stated in sub-aim 2 of this study.

CHAPTER 3

POTENTIAL FACTORS PROMOTING OR HINDERING DEVELOPING TTCs INTO LEARNING ORGANIZATIONS

3.1 INTRODUCTION

The purpose of this chapter was to discuss factors that promote the implementation of the learning organization (LO) and those factors which are barriers to the successful implementation of the concept particularly in education institutions such as teacher training colleges (TTCs). For the purpose of this study, colleges and universities were also referred to as tertiary as well as educational institutions. The researcher arranged this chapter to cover the following sub-topics:

- Relevance of the concept of 'learning organizations' to higher educational institutions in general and TTCs in particular;
- Potential factors promoting the implementation of the LO concept in TTCs;

- Potential factors hindering of the implementation of the LO concept in TTCs; and
- Teacher training colleges as LO.

3.2 RELEVANCE OF THE CONCEPT OF LEARNING ORGANIZATIONS TO HIGHER EDUCATIONAL INSTITUTIONS IN GENERAL AND TEACHER TRAINING COLLEGES IN PARTICULAR

In this section, the researcher firstly discussed the relevance of the LO concept in educational institutions in general, and its applicability to TTCs. The rationale for this approach was that the conceptualization of the LO concept was primarily for the business environment (Whitbeck, 2014). There have been arguments whether the LO concept can be applicable to educational institutions, owing to the different mandate and environment in which companies, firms, and educational organizations operate. Senge (2006) noted that the concept of LO had been applied in educational institutions. Under these circumstances, the role of tertiary institutions is highlighted below.

High level manpower needed for national growth and development is produced in colleges and universities. Hence, according to Nakopodia (2009), the aims of tertiary education were:

- The acquisition, development and inculcation of the proper value orientation for the survival of the individual and society;
- The development of the intellectual capacities of individuals to understand and appreciate their environment;
- The acquisition of both physical and intellectual skills, which will enable individuals to develop into useful members of the community; and
- The acquisition of an objective view of the local and external environs.

Certainly, tertiary education is structured around a milieu of relationships that are political, bureaucratic, collegial, and increasingly economic (Liaghati, Veisi & Sadogh, 2010). Given such a scenario as described above, tertiary institutions face a host of challenges which comprise rivalry in the form of high demand for online coursework, demands for quality products, increased accountability, and new marketplace requirements (Liaghati *et al*, 2010). In line with these challenges, tertiary institutions have to be flexible and must continue to improve if they want to thrive and take the lead in a fast-paced competitive and unpredictable setting (Rijal, 2009).

In light of the above, Liaghati *et al* (2010:052) state that:

“Learning is the central work of colleges and universities; therefore, for a higher education institution in this information age to grow and succeed, it must become a learning organization that both its roots and can branch out to new endeavours”.

Accordingly, White and Weathersby (2005) posed a critical question that “Can universities become true learning organizations?” In response, Jeffrey (2008) argued that paying attention to such a question has become increasingly urgent as the application of business models to institutions of higher learning becomes a key feature of national reform policies. The response to the question above has sparked intense debate on the relevance of the concept of LOs applicability to institutions of education.

There is serious divergence of opinion over whether universities can become LOs owing to the fact that the development of the learning organization concept and its corresponding models can be traced back to business transformation efforts (Jeffrey, 2008). This has led a number of scholars to question whether the learning organization concept can be practical to educational institutions. For instance, Garvin (1993) argued that universities do not fit the criteria for learning organizations. Conversely, Dill (1999) posited that this does not mean that they cannot fit the criteria.

Similarly, Bimbaum (2000), a former business expert argued that the analogy doesn’t hold because each institution serves a fundamentally different purpose.

Whereas businesses are motivated by profits and must continually adapt to changing customer tastes, universities are motivated by a core set of values that must be preserved if they are to uphold their social significance (Jeffrey, 2008). In this regard, both business and educational institutions can be learning organizations but assessed differently in accordance with their aims and objectives. In spite of the differences in constituencies, universities are facing mounting pressure to change. An example of such pressure can be seen on the effects on the remarkable transformation of Australian universities to a more entrepreneurial, commercial and managerial character (Harma, 2005). Equally, Governments around the world pressure institutions of higher learning to meet national economic needs through the pursuit of a highly skilled workforce strategy that compels universities to adopt business-like models in their actions, operations and delivery (Jeffrey, 2008; Simelane, 2015).

Despite these arguments, Bimbaum (2000) argued that reform efforts are priceless because they assist universities to consider themselves from other standpoints different from what

they are presently. As shown above, scholars concluded that it is both feasible and beneficial to reform and that for such reform to be effectual, business models would need to be tailored to the purpose and culture of institutions of higher learning (Bimbaum, 2000). This was the premise from which this research conceived of and approached the applicability of the LO concept in the Swaziland context.

In addition to the above, Lewis, Benjamin, Juda and Marcella (2008) observed that within the educational context, there is *prima facie*, fertile ground for the growth of a learning organization. This is so because universities are both explicitly and implicitly built on notions relating to the importance of learning at an individual level and the idea of learning as the basis for and driver of development is well recognized within universities (Lewis et al, 2008). The above viewpoint was supported by Liaghati *et al* (2010:052) as they observe that:

“It is important to understand how higher education institutes are building learning organizations. For this purpose, they need an organizational learning plan that determines what higher education institutions need to learn in order to do what they do better”.

Arguably, the pertinent question is, why would organizations aspire to be LOs? Reece (2004) summarized the response to this question in tabular form in Table 3.1 below. Reece (2004) further noted that none of the approaches in Table 3.1 fully addressed the concept of LOs as formerly envisaged by Senge (1990). This is so since too often, they focus on a particular need, feature or action of what a learning organization should be. Thus, some organizations have been branded learning organizations merely because they exhibit some facet or activity of what is professed to be a learning organization (Reece, 2004).

The next question therefore is what factors promote or hinder the implementation of the LOs concept? In the next section, therefore, the researcher addressed this double-barrel question; that is by first tackling the factors that promote LOs before turning to those that frustrate LOs. The key factors that this study considered to play a major role in this regard were leadership, organizational culture, organizational structures and technology. These factors were fully discussed in the following sub-sections.

Why organizations need to develop into learning organizations	The nature of the change
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Transition of societies and economies from an industrial base to an information base of production and this affects both profit and no- profit organizations.	The change of skill sets required of organizational members become increasingly multidisciplinary and interdisciplinary in nature.
That long lived organizations become learning organization, the longer they survive.	The assumption that a long lived organization has somehow learned how to survive and therefore it is a learning organization.
Gaining a competitive advantage to increase profits.	That technology and strategies alone no longer give organizations any certainty to their search for a sustained competitive advantage. Thus, organizations realize that it is the human capital that is the most difficult to replicate and copy.
Managing and exploiting organizational knowledge using available Information and Communication Technology (ICT).	That by warehousing all the organizations knowledge, the organization can control and exploit the organization's intellectual capital. In turn, by knowledge-sharing an organization is a learning organization.
Organizational learning equates to a learning organization.	That a learning organization will evolve out of the development and practice of organizational learning.

Table 3.1: Why organizations need to develop into learning organizations (Reece, 2007:30).

3.3 POTENTIAL FACTORS PROMOTING DEVELOPMENT OF THE CONCEPT OF LEARNING ORGANIZATIONS IN TEACHER TRAINING COLLEGES

There are various factors playing a crucial role in promoting the successful implementation of the LO concept in organizations including TTCs. Some of the key factors are discussed in detail below.

3.3.1 The role of leadership

The learning organization depends profoundly on effectual leadership. Leaders model the openness, risk-taking and reflection essential for learning, and communicate a persuasive vision of the LO, providing the empathy, and personal support needed to lead others towards

it. Leadership in TTCs needs to take into consideration that work groups have the capability to learn, change and develop (Senge, 2006; Giesecke & McNeil, 2004). Leaders cause change by affecting the behaviour of others. This can occur in a number of different ways. For instance, some leaders use power and authority while others use influence and persuasion. Still others lead by example (Marttinette Jr., 2002).

The role of leadership in influencing TTCs to become LOs was confirmed by Reece (2004) in her study where she investigated the method to become LOs amongst universities in Australia. She found that leadership was an essential factor in bringing universities in Australia to become LOs (Reece, 2004). Again, a study that was conducted by Singteantrakul (2008) to explore factors facilitating LO practices in public health centres, confirmed the significant role of leadership for assisting their organization implement the concept of LO (Singteantrakul, 2008).

Therefore, an aligned strategy that is clearly executed may not generate impact or results if it is not backed by leadership. A lack of commitment, either implicit or explicit, from leadership to sustain learning and development, is a manifestation on the organization's value as a whole (Rajal, 2009). If executive leadership is clearly behind learning and development; it will resonate across the TTCs and produce needed results (Rajal, 2009). When learning is viewed as a key business or strategic endeavour, barriers are removed. Learning and development are considered as strategic assets when senior executives care about the mission and require results. When learning and performance are central to an organization's values and goals, it will have leadership assurance and empower the learning and development role to deliver results (Rajal, 2009).

There is general consensus that leadership is one of the least understood constructs in social sciences (Stefanchin, 2014; Yukl, 2010). This lack of consensus might be the reason why there is lack of concurrence surrounding a universal definition of leadership (Stefanchin, 2014). In spite of the above, various people have developed taxonomies of leadership as a construct. Table 3.2 below captured some of the conceptualization of leadership by various scholars. In either case, the researcher concurs with the view that the role of leadership in a TTC setting can impact the institution either positively or negatively, depending on the leadership characteristics the leader exhibits.

To develop into an LO means transforming from a traditional organization to one which values people and emphasizes learning to improve performance (Rajal, 2009). Accordingly,

this requires people who thrive and focus on the challenges of change, and who can foster environments of innovation.

Authors	Definition
Barrow (1997:232).	The behaviour process of influencing individuals or groups towards set goals.
Burns (1978:425).	Is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political and other resources...in order to realize goals independently or mutually held by both leaders and followers.
Bass (1990:19).	Is an interaction between two or more members of a group that often involves a structuring of the situation and the perceptions and expectations of the members.
Katz & Kahn (2003:574).	Any act of influence on a matter of organizational relevance.
Uhl-Bien et al (2007:299).	A complex interplay from which a collective impetus for action and change emerges when heterogeneous agents interact in networks in ways that produce new patterns of behaviour or new modes of operating.
Bennis (2007:132).	A fundamental and profound engagement with the world and the human condition.
Yukl (2010:8).	Is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating and collective efforts to accomplish shared objectives.
Northouse (2010:3).	Is a process whereby an individual influences a group of individuals to achieve a common goal.
Pierce & Newstrom (2011:10).	Is a sociological phenomenon (a process) involving the intentional exercise of influence exercised by one person over one or more other individuals, in an effort to guide activities toward the attainment of some mutual goal, a goal that requires interdependent action among members of the group.
Day & Antonakis (2012:5).	An influencing process and its resultant outcomes that occurs between a leader's dispositional characteristics and behaviours, follower perceptions and attributions of the leader, and the context in which the influencing occurs.

Table 3.2: Conceptualization of leadership (Stefanchin, 2014:50).

Furthermore, these should be people who persuade, have confidence, and collaborate with others, and who are prepared to chart a course in uncharted territories (Rajal, 2009). Hence an LO requires effective leaders who provide a sense of direction to organizational members and facilitate the required transition. Consequently, leaders play a key function in the individual or group performance and the achievement of goals. The accomplishment or collapse of a group and the organization depends on the intrinsic worth of the leader (Rajal, 2009). The question that follows therefore is: “what type of leadership style fits in with the leading of LOs?” Most scholars agree that a transformational leadership style is best suited for leading their organizations to become LOs.

In light of the above, Rajal (2009) concluded that transformational leadership is best suited for leading a traditional organization to become a LO. According to Rajal (2009), transformational leaders trust their subordinates and give them the freedom to breathe and grow; hence such a leader is more developmental and constructive for leadership of both individual employees and the organization as a whole. In this regard, transformational leaders are designers, stewards, and teachers (Dorzlime, 2013). Their main responsibility is to build organizations where people are constantly expanding their capacity to understand shared vision or mental mode, and are ready to face new challenges.

In light of the above, the researcher adopted Pierce and Newsroom's (2011:10) sociological view that *"leadership involves the intentional exercise of influence by one person over one or more other individuals, in an effort to guide activities towards the attainment of some mutual goal, a goal that requires interdependent action among members of the group."*

Under these circumstances, Matin and Alavi (2007) concluded that the prerequisite of organizational transformation and development of LO is transformation of leaders' intellectual models. This view is supported by research which constantly reveals that organizations depend on leadership transformation. But on the downturn, the implementation of LO can be thwarted by leaders, managers and supervisors who tend to be nervous and threatened by inviting employee participation in organizational decision-making, fearing that they will be unable to direct or control or even losing authority (Austin & Hopkins, 2004).

3.3.2 Organizational culture

According to Fearon and McLaughlin (2013), organizational culture is a system of shared assumptions, values, and beliefs, which govern how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act and perform their jobs. Every organization develops and maintains a unique culture which provides guidelines and boundaries for the behaviour of the members of the organization.

In addition to the above, Fearon and McLaughlin (2013) posited that organizational culture is composed of seven characteristics that range in priority from high to low. These characteristics are innovation, attention to detail, emphasis on outcome, emphasis on people, teamwork, aggressiveness and stability (Fearon and McLaughlin, 2013). Accordingly, every organization has a discrete value for each of these characteristics, which when combined; define the organization's exclusive culture (Davenport & Prusak, 2009).

Members of organizations make judgment on the value their organization places on these characteristics and then adjust their conduct to match this professed set of values (Fearon and McLaughlin, 2013). Furthermore, Frost (2010) pointed out that culture in an organization can be divided into three levels, namely:

- *Artefacts*: These represent the observable elements such as processes, structures, goals, climate, dress code, furniture, etc. An outsider can see them but may not be aware of why things are the way they are;
- *Espoused values*: These are the values espoused by the leaders. These are mostly grounded in shared assumptions of how the organization ought to be run. If there is a considerable mismatch between the leadership espoused values and the dissenting elements, then the organization may be in trouble; and
- *Assumptions*: These are the actual values of the culture. They refer to the views of the world. These assumptions should correlate at least to a certain degree to the espoused leadership values for the organization to function smoothly

Frost (2010) summed up the inconvenience with managing culture in organizations as follows:

- Culture reaffirms itself by rejecting misfits and promoting those that adhere to the norms of the organization;
- Culture often consists of learned responses that are hard wired into the organization. The actual events may be forgotten which is an indication that organizations are far more likely to remember interpretations of events rather than the event itself; and
- Culture contains falsehoods. Past lessons are applied often without understanding them and their reasons for being.

Phongsichomphu (2013) advised that to be a successful LO, it is important to transform the organizational culture, which facilitates information sharing amongst members of an organization. In this case, the above assertion was confirmed in a study that was conducted by Chang and Lee (2007) into leadership, organizational culture, learning organizations and job satisfaction. The study revealed that organizational culture had a positive influence on the life of an organization (Chang & Lee, 2007). For these reasons, paying attention to organizational culture is particularly important. This is so because employees functioning within a positive organizational culture are more likely and more able to respond to changes in client needs with innovative suggestions and sustainable efforts to implement new ideas that lead to enhanced client outcomes (Austin & Hopkins, 2004).

To sum up, it is clear that a mutual and collegial culture is understood to be essential for facilitating organizations' development into LOs (Lo, 2004). Such culture is characterised by norms of shared support, respect for colleagues' ideas, keenness to take risks in attempting new practices, the exchange of honest feedback, shared celebration of success and a culture that values the contributions of members (Silins & Mulford, 2002).

However, on the negative, inside an organization, many existing behaviours and decisions are predetermined by basic supposition held by employers. These assumptions are often derived from ideas that worked in the past, and have come to be seen as the way of how things are done here. In that case, deeply rooted, but outdated beliefs and behaviours can stand in the way of organizational adaptability and modernization (White, 2014). Another negative aspect is that some organizations have long structures characterized by dated job descriptions, detailed laws and regulations, extra controls, lack of practical freedom for employees, concentration of decision-making and lack of consigning powers to lower levels. All these are barriers of development of a culture of learning (Matin & Alavi, 2007).

3.3.3 Organizational structure

The formation of and determinants of various organizational structures, are informed by divergent factors such as environment, technology, size of the organization, strategy, and politics (Scholl, 2003; Penguin, 2003). Therefore, Shapiro (2015) observed that structure is not simply an organizational chart but it is all the people, positions, procedures, and related elements that constitute the organization (Shapiro, 2015).

In effect, structure defines how all the pieces, parts and processes work together, and must be totally aligned with strategy for the organization to achieve its mission goals and objectives (Shapiro, 2015; Underdown, 2003). Correspondingly, McLaughlin (2015) noted that organizational structure defines how tasks are divided, grouped, and coordinated in an organization in order to clarify the roles members of the organization perform (Sablinski, 2003). This is done so that everyone understands their responsibilities (McLaughlin, 2015). Furthermore, structure in an organization consists of a combination of six different elements which impact on how the tasks are carried out. These elements, as noted by McLaughlin (2015) are: work specialization, departmentalization, chain of command, span of control, central and decentralization, and formation.

In view of the above, Lam (2011) classified organizational structures into two distinct categories, namely:

- *The mechanistic organization:* This category has a more rigid structure and is typically found where the environment is stable and predictable. The characteristics of this structure are:
 - Tasks required by the organization are broken down into specialised, functional differentiated duties and individual tasks are perused in an abstract way which is more distinct from the organization as a whole;
 - The precise definition of rights, obligations and technical methods is attached to the roles, and these are translated into the responsibilities of a functional position. There is also a hierarchical structure of control, authority and communication;
 - Knowledge of the organization is located exclusively at the top of the hierarchy, with greater importance and prestige being attached to internal and local knowledge, experience and skill rather than that which is general to the whole organization; and
 - There is a tendency for interaction between members of the organization to be vertical, i.e., between superior and subordinate.
- *The organic organization:* In this category, there is much more fluid set of arrangements and is an appropriate form for changing environmental conditions which require emergent and innovative responses. The features of this structure are:
 - Individuals contribute to the common tasks of the organization and there is continual adjustment and re-definition of individual tasks through interaction with others.
 - There is spread of commitment to the organization beyond technical definition, a network structure of control authority and communication, and the direction of communication is lateral rather than vertical.
 - Knowledge may be located anywhere in the network, with this *ad hoc* location becoming the centre of authority and communication.
 - Importance and prestige attach to affiliation and expertise valid industrial, technical and commercial milieus external to the firm.

Of importance to note is that, mechanistic and organic forms of structures are polar ends of a continuum and, in some organizations, a mixture of both types can be found (Lam, 2011). Table 3.3 below summarised the different structures as found practiced in different organizations. As can be seen, structure has a direct influence on the success and also the failures of an organization. In light of the above, Wolf (2002) noted that good organizational structure influences the execution behaviours of an organization for it assists in shaping of competencies and processes that result in good service delivery.

Organization archetype	Key features	Innovative potential
Simple structure	An organic type centrally controlled by one person, which can respond quickly to changes in the environment, e.g. small start-ups in high-technology.	Entrepreneurial and often highly innovative, continually searching for high-risk environments. weaknesses are the vulnerability to individual misjudgments and resource limits on growth.
Machine bureaucracy	A mechanistic organization characterized by a high level of specialization, standardization and centrally controlled. A continuous effort to rationalize tasks through formalization of worker skills and experiences, e.g. mass production firms.	Designed for efficiency and stability. Good at dealing with routine problems, but highly rigid and unable to cope with novelty and change
Professional bureaucracy	A decentralized mechanistic form which accords a high degree of autonomy to individual and functional specialization, with a concentration of power and status in the authorized experts. Universities, hospitals, law and accounting firms are typical examples	The individual expert may be highly innovative within a specialist domain, but the difficulties of coordination across functions and disciplines impose severe limits on the innovative capability to the organization as a whole.
Divisionalized form	A decentralized organic form in which quasi-autonomous entities are loosely coupled together by a central administrative structure. Typically associated with larger organizations designed to meet local environmental challenges.	An ability to concentrate on developing competency in specific niches. Weaknesses include the centrifugal pull away from central R&D towards local efforts, and competition between divisions which inhibit knowledge sharing.
Adhocracy	A highly flexible project-based organization designed to deal with instability and complexity. Problem-solving teams can be rapidly reconfigured in response to external changes and market demands. Typical examples are professional partnerships and software engineering firms.	Capable of fast learning and unlearning; highly adaptive and innovative. However, the unstable structure is prone to short life, and may be driven over-time toward bureaucracy.

Table 3.3: Structural archetype and their innovative potential (Lam, 2011:167).

The existence of an organizational structure that supports learning is crucial if an organization will transform itself into an LO (Wai-Yin Lo, 2004). Emphasizing the importance of organizational culture, Whitbeck (2014:29) had this to say:

The study of organisations from the standpoint of culture and climate represents a powerful school of thought. This is because of its potential for the development of valuable insights into the behaviour of organisations, especially as that behaviour relates to organizational effectiveness.

Conversely, a poorly designed organizational structure generates an atmosphere of ineffectiveness, demoralisation and helplessness amongst its members (Clemmer, 2003).

3.3.4 Technology usage

Barros, Ramos and Perez (2015) stated that the advancement of technology and information systems (IS) leads organizations to seek strategies that assist in acquisition, rendition, storage and dissemination of knowledge in the organization. This is in order to facilitate reuse in time, thus preserving organizational memory (OM) (Baroso, *et al*, 2015). The challenge for organizations is in identifying and implementing a system that adequately supports OM. Rupcic and Begicevic (2007:1) correctly stated that:

When organizations exhibit substantial efforts to transform themselves according to the learning organization guidelines, thereby seeking suitable efficient and cost-effective means of acquiring, disseminating and transforming the knowledge into organizational practice, the e-learning technology serves as the recommended strategy showing highest potential.

It follows therefore, that the LO concept requires learning and knowledge sharing and disseminating amongst members of the organization. Given the increasing need to learn on an individual basis makes the mastery of new and swiftly evolving types of learning methodology necessary. Information Technology (IT) plays a leading role in facilitating and enabling knowledge management (Rupcic & Begicevic, 2007). Challenged by technological advancements along with current social changes, organizations are facing greater insecurity urging them to make moves towards adopting new models of interaction with their stakeholders, such as IT.

Curran (2004) defined e-learning as a type of learning supported by ITC that improves quality of teaching and learning. It can be described as a learning process in which those learning can communicate with their instructors and their peers, and access e-learning materials over the internet or other computer networks (Rupcic & Begicevic, 2007). In light of the above, Maeda (2002) noted that the key features of e-learning include:

- High quality of educational materials can be provided, regardless of the quality of the instructor;
- Educational materials are made available in accordance with the levels and progress of the learner;
- Learning opportunities can be provided to a large number of learners simultaneously;
- People can learn anytime, anywhere and at their own pace;
- Learner progress and performance can be monitored in real time;
- Unlike correspondence courses, e-learning eliminates the work of distributing printed materials, CDs, videos and other, and awaiting learner response;
- Educational resources can be updated in real time;
- E-learning systems can support interactive communications; and
- The time and costs involved in bringing learners together for classroom training can be eliminated.

Following the above, Rupcic and Begicevic (2007) gave a comparison of opportunities and threats posed by technology in learning. These are summarised in Table 3.4 below. On the whole, it is true that technological innovations enhance working and learning effects. They also tend to show diminishing effects when implemented in organizations that fail to adopt new ways of thinking and work to act as OL (Rupcic & Begicevic, 2007). The process of IT implementation entails the process of alignment that has both social and technical aspects.

The adoption of e-learning by organizations represents one of the most important phenomena in the development of higher educational institutions (HECTIC, 2002), alongside being an opportunity for universities to modernize and answer the social and political pressure towards wider access to higher education and lifelong learning (Rupcic & Begicevic, 2007). In light of the above, Barros *et al* (2015) and Phongsichomphu *et al* (2013) concluded that the introduction of IT flattens the structure of the organization and promotes greater dissemination of information to all individuals. This makes the organization more informed, flexible and organic.

Consequently, IT is a significant device for LOs. This is so because organizations in this day and time rely on modern technology which is accurate, easily accessible, convenient for sharing, and instant (Phongsichomphu *et al*, 2013). Evidence for the importance of IT is drawn from the study that was conducted by Phinaisup & Kampan (2007) into organization and management. The findings indicated that knowledge management technology and team management technology could predict becoming an LO for the concerned organization (Phinaisup & Kampan, 2007).

Opportunities	Threats
Learning anywhere and anytime just in time any time approach.	Problem of acknowledging such education and the acquired diploma from employers.
Lifelong learning.	Possibility of increased share of potential employees with easily acquired diplomas without having the knowledge adequate to their graduated degree.
Flexible access to learning, (e-learning can reach more learners over a range of times and locations, possibility of parallel working and studying).	Technology could overcome face to face communication (e-learning can fail in developing required social skills and human contact can be lost).
Cutting down educational costs.	
Increased share of high education staff.	
Answer to technology imperative.	

Table 3.4: Opportunities and threats posed by technology in learning (Rupcic & Begicevic, 2007:11).

Therefore, the proficient use of IT requires a work-force that can evolve as technology evolves. This means that learning will become an indispensable part of what it means to do the job well. IT has now turned out to be part of the work itself, rather than something done to prepare for a job or career.

In addition to the above factors, Giesecke & McNeil (2004) outlined some other important factors that have the potential to promote the concept of LO as follows:

- *Commit to change:* It is essential that an understanding that an LO is one that will strive for change is necessary. Thus, to become an LO, there is need to make commitment to changing what is currently done and how it is done. Leaders must guide the change with a positive approach and clear vision.

- *Connect learning with the organization's operations:* Leaders need to connect learning to business operations. An LO is not about promoting learning for the sake of learning, but it is about promoting learning to improve work processes and to enhance services.
- *Assess organizational capability:* A comprehensive assessment of how well the organization can address the five disciplines is needed. For instance, does the organization have the technological capacity, relevant people and knowledge necessary to encourage learning?
- *Communicate the vision of LO:* For success to be realised, people in the organization need to understand and further commit to the vision of the LO. There is need to establish communication systems within which will promote exchange of information amongst members of the organization.
- *Demonstrate and model a commitment to learning:* By understanding that learning is a continuous process and that individuals and groups learn from their mistakes, it is appropriate that individual and team learning is encouraged.
- *Cut bureaucracy and streamline structure:* Limiting bureaucratic procedures will help promote creativity, encourage problem solving and encourage thinking rather than mindless obedience to rules. This will be achieved by avoiding top-down hierarchical organization in favour of flat structures that encourage interdepartmental activities. In this sense, communication will promote learning.
- *Capture learning and share knowledge:* Learning organizations thrive when knowledge is shared. Learning at all levels of the organization will support personal development and mastery. Furthermore, sharing knowledge will allow the organization to benefit from individual and group learning and thus encourage change.
- *Reward learning:* It is essential that organizations reward learning in order to encourage its members. Systems such as performance appraisals should include rewards for developing new skills for teamwork and for continuous personal development that support organizational goals.
- *Learn more about learning organizations:* The concept of the learning organization is continuously budding. As a result, Learning Organizations are not only about learning within the organization but also about improving, enhancing, and strengthening the concept for better understanding and applicability. Therefore, personnel need to seek ways to improve their understanding of learning as they are enhancing their own organization.

- *Continuously adapt, improve, and learn:* The outstanding achievements of an LO are the continuous progression of growth, transformation and improvement. The organization becomes better and stronger as it changes, meets new challenges, incorporates new technologies, provides enhanced services and meets the challenges of an ever-changing information environment (Giesecke and McNeil, 2004).

Together with the above, Martinette Jr. (2002) provided more factors arguing that these factors can assist organizations in their efforts to become LOs, hence, they have to be skilled in:

- Systematic problem-solving that relies on scientific method rather than guesswork;
- Experimentation with new approaches;
- Learning from experiences and past history;
- Learning from best practises; and
- Transferring knowledge quickly and efficiently through the organization.

There is growing tendency towards more mutual and assessment-driven organizational models across organisational types. For instance, in business, education as well as non-profit organisations the trend is the same. Even the most doubtful literature suggests that universities can become more like LOs and might even gain from doing so (Giesecke and McNeil, 2004). Transforming colleges and universities into LOs is achievable when change leaders address genuine uncertainties concerning contradictory institutional purposes, when they incentivise and facilitate change, when they maintain their efforts, when they establish formal and informal structures to support collaboration, and when they implement change at a cautious pace (Giesecke and McNeil, 2004).

Because colleges and universities can ordinarily resist the changes described here as a threat to their central values, change agents should also expect this resistance and be proactive in responding to it. If they are empowered and supported in change efforts, department leaders can play a key position in facilitating change. Literature has indicated that as long as change agents are attentive to universities' justifiable concerns, change efforts can succeed in promoting LOs (Giesecke & McNeil, 2004).

3.4 POTENTIAL FACTORS HINDERING THE IMPLEMENTATION OF THE CONCEPT OF LEARNING ORGANIZATIONS IN TEACHER TRAINING COLLEGES

Some of the factors that were cited as promoting the successful implementation of the LOs concept above can also become hindering factors depending on how these are viewed and implemented. For instance, non-innovative leaders bring to the organization toxic leadership characteristics such as information retention, favouritism, lack of vision, unclear goal-setting, lack of trust, controlling, ambiguous and unilateral decision-making process (Northouse, 2010). Whitbeck (2014) noted that implementation of LO models can be difficult, complicated and time-consuming. Furthermore, innovative ideas generated in team learning processes can run contradictory to existing organizational rules and regulations. In addition, some staff members who may be distrustful, disengaged, or overextended may be actively or passively resistant to taking part in decision-making processes (Lindberg & Meredith, 2012). Learning organizations depend on inter and intra-level communication. Such features are often characterized as obstacles to collaboration that must be overcome if universities are to adapt to fast-paced change.

TTCs as organizations too, are affected by the factors discussed below. Matin and Alavi (2007) as well as Giesecke and McNeil (2004) cited the following as some of the hindering factors to TTCs developing and implementing the LO concept.

- *Bloated bureaucracy*: Unnecessary layers of management, pointless approvals and departmentalization can slow down progress to an organization's attempts to be a learning organization;
- *Entrenched culture mired in the past*: The most challenging aspect of driving change in organizations is the difficulty in breaking the old mind set of members in the organization. It is common for people to say; "we will do it the way we are used to" thus, thwarting progress to implementing the principles of the learning organization;
- *Power planning and sequencing*: Careful planning and well-oiled sequencing of programmes and activities are of the essence in achieving the LO objectives in organization. Hence, poor and wrong sequencing of events and programmes will be a huge setback in the implementation of the LO concept;
- *Lack of patience*: implementing the LO concept involves many steps and thus require patience and time. Doing too many things too soon may result in skipping important steps and thus derail the whole innovation programme;
- *Lack of meritocracy*: Meritocracy relates to appointing worthy and relevant personnel to run the affairs of the organization. If wrong people are appointed to key positions, the failure of the implementation of the LO concept is guaranteed;

- *Lack of recognition and reward system:* Reward system plays a major role in building morale and encouragement amongst members of an organization. The lack of this system brings about lack of commitment and responsibility amongst members of an organization. This fact strongly militates against the concept of LO;
- *Lack of dialogue and engagement:* Dialogue and engagement are key to the success of the implementation of the LO concept because they lead to expression of divergent opinions, listening to each other and enhance cooperation. The lack of these factors leads to fragmentations, small groups, and general disunity amongst members;
- *Lack of learning opportunities:* The lack of zeal and enthusiasm amongst members to learn is a serious threat to implementation of the LO because learning is the key foundation of the LO concept;
- *Fear to take risks:* Implementing the LO concepts require management and general members alike to be willing to take calculated risks aimed at advancing the course for the LO concept. If there is general fear to venture into the future, the implementation of the LO is at serious risk;
- *Failure to maintain gains:* It is of the essence that gains made in implementing the LO concept are preserved and used as basis for future developments. If the gains are not maintained, the TTCs run the risk of starting from square one all the time. Such a scenario will bring about confusion and despondence amongst members of the TTCs;
- *Failure to share information:* Information is power. Leadership and members need to share insights, knowledge and experiences and learn from each other. Failure to share experiences and knowledge prevents members from applying newly gained knowledge that might be very useful to the TTCs. Withholding knowledge from each other surely disables the progress of an organization; and
- *Lack of checks and balances:* At given points, there should be time given to take stock and review progress made. This will give the TTCs the opportunity to reflect and identify areas of both strengths and weaknesses and then apply corrective measures. The lack of this vital tool will make an organization not to know whether it is going forward or not. Not knowing where you are going is a recipe for failure and disaster.

As can be seen, implementing the LO concept is not an easy thing to do. It requires effort and will power, both in leadership and general members of the TTCs because adaptability requires that those inside organizations must respond to the challenges coming from

outside. Gaining knowledge, expertise and skills alone is not enough but members in organizations need to act and utilize knowledge gained in the course of learning. Given that there are the dynamics of environmental changes in the current moment, members of organizations cannot afford to fail the progress, sustainability and competitiveness of their organization. The next section discusses TTCs as LOs in their own right.

3.5 TEACHER TRAINING COLLEGES AS LEARNING ORGANIZATION

Teacher training colleges (TTCs) can change society in many ways as they also mirror societal values and norms. As a result, TTCs play a vital role in the development of education because they produce future teachers who are major facilitators of learning at all levels of education (Mwangi, Kamenju & Rantaugu, 2013). The global completion and swiftness of changes emphasize the importance of change within organizations, TTCs included. Knowledge is becoming a reliable source of sustained competitive advantage (Vemic, 2007).

TTCs which are constantly creating new knowledge within their ranks and implementing it stand a chance for survival. Consequently, the LO concept to TTCs can be seen as a response to an increasingly unpredictable and dynamic environment. TTCs as organizations derive their beliefs, goals and objectives from the environment around them (Janakiraman, 2015). Thus becoming an LO seems a logical step for TTCs to adapt and adopt the LO concept for their own survival and relevance. TTCs as educational institutions, deliver knowledge to teacher trainees through teaching processes from college lecturers and from other diverse knowledge sources. Since learning is an essential process within TTCs, people may regard TTCs as LOs (Georgescu, 2007). Hence, Matin *et al* (2007) pointed out that learning can help TTCs with any changes and innovations that may help them become LOs.

Rupcic and Begcevic (2007) concurred that the LO concept is viewed as a model characterised by mutual working environment and its elasticity to quickly react to environmental challenges. Its implementation can be recommended for academic organizations in order for them to enhance their capacity and to continuously renew knowledge of their members and clients. Therefore, the fundamental source of competitive advantages can only be found in investing in the improvement of educational organizations (Rupcic and Begcevic, 2007). Improvement for TTCs in their operations and service delivery will come only through learning.

Therefore, TTCs need to take Learning as one of its principal purposes to expand knowledge, not knowledge for its own sake as an academic pursuit but knowledge that comes to reside at the centre of what it means to be productive (Reece, 2004). In other words, learning is no longer a disconnect activity that occurs either before one enters the work place or in isolated classroom settings, nor is it an activity preserved for a managerial group. The behaviours that define learning and the behaviours that define being productive are one and the same for learning is at the centre of the productive activity (Reece, 2004).

Therefore, taking into account the major purpose of TTCs as learning as well as teaching entities, the model of LO should enable the emergence of a new TTC as an LO or learning community with its manifold benefits for the society (Rupcic and Begcevic, 2007). Thus, the desired product of such transformation towards the LO should be a collaborative working environment accompanied by flexibility to respond more promptly to challenges and operate more effectively based on the broad idea that knowledge and learning are the foundation of individual, organizational and corporate competitive advantages (Rupcic and Begcevic, 2007).

TTCs can no longer be viewed as individual organizations with clear-cut boundaries, pursuing a single strategic direction by a single mode of knowledge production. It is important to realize that the original setting of the concept of learning organization as proposed by Senge (2006) is in the life and successes of business. However, its nature shows a great degree of universality. Hence, the principles underpinning the LOs are applicable to TTCs.

Table 3.5 below demonstrated how the five disciplines can be applied in both TTCs and business organizations alike (Lo, 2004). The five disciplines namely: personal mastery, mental model, shared vision, team learning and system thinking (Lo, 2004), were explained as to how they can influence, guide and help transform colleges and universities. Other factors are inclusive collaborative structures, effective communication channels, integrated professional development programmes and teaching-learning- focused leadership (Sillins *et al*, 2002).

Like business organizations, TTCs are under strong imperatives to improve in order to adapt to changes that are continually taking place in the global arena. Whereas educational reforms cannot be avoided, the LOs approach, which has been successfully adopted in the field of business, could be an optional strategy for transforming TTCs too (Lo, 2004).

As shown above, there are potential challenges in implementing the LOs concept in TTCs. TTCs need to balance their inconsistent imperatives between stability and change, between central leadership and broad involvement, and between individual autonomy and collective collaboration (Lo, 2004). Table 3.5 below explained the relevance and application of the concept of LO in the context of educational institutions.

Be that as it may, the onus to transform TTCs is on all stake-holders. For example, institutional administrators, governing structures and lecturers could jointly pursue the ideals of community of learning in their institutions. This, they can do, driven by the love of learning, pursuit of excellence in one's area of specialization, and promotion of team-work as opposed to the historical inflexible hierarchical resistant traditional culture in higher education which often runs counter to the principles of the LOs. Therefore, the inability of TTCs to rise above a constricted view of education without understanding its impact on the larger world-view will impact the successful development and implementation of the LO concept in their organizations. The question is 'what should TTCs do to become LOs?

Discipline	Application of the characteristics of the LO in the context of school/college/university setting
Personal mastery	Individuals have a clear view of their personal goals and seek to understand the context in which they work. Encourages critical examination of the current practices and continuous learning for improvement. Adopt a wide variety of professional development strategies. Ties professional development to real institutional issues. Allocate sufficient resources to support regular professional development. Individuals enjoy a high level of job satisfaction
Mental model	Individuals are open to change and new ideas. Individuals feel free to experiment and take risks. Views mistakes as part of the learning process. Encourages reflection and values diversity of opinions
Shared vision	Promotes a common understanding of the institutional vision and shared sense of direction. Allows wide participation in establishing/reviewing the institutional goals and vision. Individuals show commitment to the institution's vision rather than compliance. Reviews institutional goals and priorities regularly. Aligns the curriculum with the institutional vision.
Team learning	Institutional structures encourage collaboration among staff. Organizes regular informal meetings and sharing sessions among subgroups. Provides training opportunities for groups of staff on how to work and learn in teams. Recognizes and values skills and contributions of team members. Facilitates ongoing professional dialogue and inquiry among teachers. People trust and respect one another.

	Cultivates a climate of collaboration and mutual support.
Systems thinking	Shares decision-making authority. Establishes open and reciprocal channels of communication within the institution. Individuals are mutually responsible and act with the full knowledge and understanding of others in the institution. Connects to the wide context; individuals are aware of the external issues that may impact on the institution. Provides assessment to best current knowledge.

Table 3.5: Characteristics of a learning organization in the context of educational institutions (Lo, 2004:7-8).

Crucial arguments are that indeed TTCs are significant contributors to the growth of knowledge society and economy as they act as agents for social change, doing research and availing research results and promoting economic development (Reece, 2004). Reece (2004) contended that for TTCs to evolve and become LOs there was need for a definite theory and model from which they could develop to LOs. Precisely, this was the intention of the current researcher, to develop a strategic model to develop TTCs in Swaziland into LOs.

Therefore for TTCs to develop into LOs, they need to, as Reece (2004:40) put it: *If the 'ideal' learning organization is ever to become a reality, and if employees are to become continuous learners, the notion of self-directed learning has to move beyond the buzzword phase and become a major force in employee training.* The above statement clearly indicates that, for TTCs to develop into LOs, they need to have staff-members that comprised of people who are dedicated to, and competent in continuous learning. The said staff, Reece (2004) continued:

- Must be bound by an organizational culture, of commonly held core principles and values;
- Must adhere to organizational processes, procedures and practices that not only esteem, but also actively promote learning for all members;
- Be members who are able to act autonomously, are highly empowered and are able to develop, use their innovation and creativity;
- Must be people who are able to teach others how to learn;
- Must be able to lead others by developing the leadership potential of others to ensure that leadership is seen as a collective act emanating from many levels; and
- Need to recognize that the purpose of this learning is to advance and achieve both the TTCs and individual interests of the members whether individual or collectively, harnessing this learning.

On another note, the role and influence of TTCs in the affairs of professional teachers is a significant one. Therefore, it is necessary to establish the relationship between teacher professionalism and the concept of LO. Given that teacher professionalism entails the achieving of a professional-level mastery of the complex skills and knowledge, it is thus required of a profession to engage in a prolonged and continuous process of learning (Lo, 2004). The continuous process of learning enhances the upgrading of skills and knowledge for the benefit of the teacher in the respective area of specialization. The overall result is the recognition of the employee's growth by the employer, which often comes in the form of improved remuneration, promotion and general upward mobility (Snyder, 2011).

Similarly, the goals of the LO concept as encapsulated in its core definition, are that it represents an organization that learns continuously and transforms itself. Learning takes place in individuals, teams, the organization and even the communities with which the organization interacts. Learning is continuous, and results in changes in knowledge, beliefs and behaviours. In addition, learning enhances organizational ability for innovation and growth. In essence, the learning organization has entrenched systems to capture and share learning (Hatmanto & Tasriayah, 2011).

Therefore, viewed and compared on the basis of their goals, content and processes, the concepts of teacher professionalism and the LO indicate compelling evidence that the two share similar principles. Hatmanto and Tasriyah (2011) identified the similarities as follows:

- Both concepts cultivate the importance of system thinking in the sense that while system thinking is central to the LO, it is also encouraged in teacher professional development especially in that educational teams form the core of professional development.
- Both learning organization and teacher professional development nurture personal development in its members.
- The importance of shared vision is given a great deal of attention in both concepts.
- Both LO and teacher professional development encourage team learning in the process of professional development for the sake of the individual member and the organization.
- While teacher professional development acknowledges attitudes as the one element to be developed in the teacher professionalism, LO also advocates the mental models to be developed in organizations.

3.6 CONCLUSION

This chapter looked into issues of the relevance of LO in educational institutions, in particular TTCs. The literature indicated that these institutions cannot escape the winds of change and are therefore expected to conform to this phenomenon or risk being left behind and becoming irrelevant to the ever-changing needs of society. Therefore, these institutions need to contend and also apply themselves in the search and implementation of factors that promote the LO principles and further attend to the factors that hinder the successful implementation of these principles in an effort to eliminate them, for the good of their clients, development and survival.

The literature also indicated that regardless of the fact that there are so many diverse perspectives on the LO, practitioners, consultants, scholars and change agents tend to converge upon a common set of ideas and aspirations for the LO. Notably, it has emerged that an LO seeks to build learning climates in organizations that are characterised by experimentation, risk-taking, collaborative inquiry, dialogue, teamwork, flexibility and empowerment of members of the organization.

Generally, factors promoting the successful implementation of the LO concept and those hindering it are within the capability of all stakeholders including: leadership, managers, supervisors and all staff in an organization to attend to, adjust until consensus is reached. This is done for the good of the institution and the workers as well.

The next chapter looked into the development of education in Swaziland and the state of TTCs in the country, and further discussed how these institutions are governed.

CHAPTER 4

GOVERNANCE AND STRATEGIC MANAGEMENT OF TEACHER TRAINING COLLEGES IN SWAZILAND

4.1 INTRODUCTION

The purpose of this chapter was to establish how Teacher Training Colleges (TTCs) in Swaziland were currently being governed and/or strategically managed. For clarity purposes, TTCs, tertiary and higher education institutions were used interchangeably. This position was in line with the understanding of Wiesen and Bailey (2003) who observed that tertiary education referred to any type of education that is undertaken after completing secondary education, while higher education refers to a broad range of learning that takes place in colleges and universities. Though there is debate going on about the superiority of tertiary to higher education, Wiesen *et al* (2003) argued that both tertiary and higher education offer students opportunities to learn diverse expertise which prepares them for different types of careers.

The rationale for investigating governance and strategic management of TTCs in Swaziland was the realization, as stated by Speziale (2012), that higher education institutions are complex organizations characterized by a multiplicity of conflicting interests and significant national and institutional differences. Equally, higher education worldwide is going through a host of challenges and transformation. Some of the forces driving changes in institutions of higher learning include: the massification of higher education, the emergence of the

knowledge economy, demographic trends and the information and communication technologies (Speziale, 2012). This chapter was organized as follows:

- Governance of educational institutions globally;
- The concept of strategic management in general and of educational institutions in particular;
- Development of education in Swaziland;
- The governance of TTCs in Swaziland; and
- The strategic management of TTCs in Swaziland.

4.2 THE CONCEPT OF GOVERNANCE IN EDUCATIONAL INSTITUTIONS GLOBALLY

Whereas the focus of this chapter was on Swaziland, it was still necessary to look at trends in the governance of universities and colleges globally with the view of benchmarking for best practices. Generally, the governance of tertiary institutions has been an issue of intense discussion resulting in the formulation, and application of different models of governance (Castro, 2012). The definition of the term 'governance' in the context of educational institutions varies tremendously. In this regard, Harvey (2014) advised that the definition of governance in educational institutions needed to be treated with caution since it was open to different interpretations in different contexts.

This was so because in practice, governance today is a muddled and contested subject where the confines between levels are blurred and where power and authority between actors in the system are in a state of flux (Locke et al, 2011). De Boer and File (2009:10) viewed governance in educational institutions in the following manner: *"governance refers to the formal and informal exercise of authority under laws, policies and rules that articulate the rights and responsibilities of various actors, including the rules by which they interact."* In light of the above, De Boer and File (2009:10) further identified two aspects of institutional governance namely:

- *Internal (institutional)*: Internal governance refers to the institutional arrangements within educational institutions for instance, lines of authority, decision-making processes, financing and staffing. Activities in this category include:
 - Governance and operating conditions
 - Status and conditions of employment and recruitment of staff.

- *External (system)*: external governance refers to the institutional arrangement on the micro or system level such as laws and decrees, funding arrangements, and evaluations. Under this category, emphasis is on:
 - Relationships between institutions;
 - Relationships between institutions and governments;
 - Distribution of powers across various stakeholders; and
 - Increased co-ordination and interconnectedness tendencies.

Following the above, educational institutions' governance is thus understood as the external and internal coordination of educational institutions and research. This coordination may have both formal and informal components (Eurydice, 2008). Harvey (2014:1) defined academic governance as follows:

“Governance is the structure of relationships that bring about organizational coherence, authorise policies, plans and decision, and account for their probity, responsiveness and cost-effectiveness.”

Added to these debates, is the notion of shared institutional governance. Articulating this aspect, Stensaker and Vabo (2013) pointed out that shared governance is a form of steering beyond state influence, in which societal influence is secured through various networks or other steering arrangements. This perspective also took into account the influence and representation of academic staff in various decision-making processes within the institution (Harvey, 2014). In the following discussion, the researcher traced the origins of formalised forms of governance in educational institutions.

Machado, Peterson and Taylor (2008) posited that the origins of higher education institutions governance can be linked to three different models namely: the Humboldtian, Anglo-Saxon, and the Napoleonic models. The Humboldtian model is characterised by advocating for freedom for professors and students with respect to study and teaching. The Anglo-Saxon model is notable for its very high level of autonomy and low state intervention in institutions, while the Napoleonic model is characterised by a centralized approach (Machado & Taylor, 2008).

The diverse models of governance for higher education in the world nonetheless share common heritage and features. Some of these commonalities, as noted by Amaral, Taylor and Machado (2004) included, firstly, the inadequate funding for public higher education through the protective cloak of the existing welfare state. Secondly, it is the inability to

adequately manage emerging massification. Thirdly, it is the lack of experience and expertise to confront the current and projected increase of students' enrolment. Equally important to note, is the fact that there are various but significant bodies that make pronouncements on the manner universities and colleges should be governed. Some of the organizations expressing their views on higher education governance include: the American Association of University Professors (AAUP), The National Education Association (NEA), the American Federation of Teachers (AFT), the Association of Governing Boards (AGB) and the Australian Vice-Chancellors' Committee (AVCC). Below is a summary of the views of each organization:

- *The AAUP*: The statement formulated by this organization on the governance of universities and colleges was based on the principles of democratic values and participation of all stakeholders. Jiang, and Wei (2011) noted that the AAUP represents the first ever coherently stated formal statement on university and college governance issues. High in the list were issues such as the importance of faculty involvement in personnel decisions, selection of institutional administrators, budget preparation formulation and determination of university and college policies. Thus, the major concern of the AAUP statement was general education policy and internal operational arrangements leading to a philosophy of shared governance in higher education.
- *The NEA*: The main feature of the NEA statement was that the government and external agencies should desist from intervening in domestic governance of institutions of higher education when they are functioning in accordance with state laws. Furthermore, governments should recognize that conserving the autonomy of universities and colleges is critical to protecting academic freedom, the advance of knowledge and the pursuit of truth (NEA, 1987).
- *The AFT*: This organization outlined six principles to affirm standards of academic freedom, faculty contribution in curriculum selection and development. In addition, the statement maintains that participation in shared governance should be recognized and wholesale while at the same time, recognising each stakeholder's contributions to the academic enterprise in a manner that is appropriate to institutional functions and responsibilities (AFT, 2002).
- *The AGB*: This organization puts emphasis on the notion that higher education institutions govern in the public trust. Thus a statement was crafted that defines general principles upon which governing boards are to function and the key responsibilities of the governing boards in universities and colleges. These principles

comprise firstly, that the decisive responsibility for governance of the institution rests in its governing board. Secondly, the board should establish effective ways to govern while respecting the culture of decision-making in the college or university. Thirdly, the board should approve a budget and establish guidelines for resource allocation using a procedure that reflects strategic priorities. Fourthly, boards should ensure open communication with all campus constituencies. Fifthly, governing boards have the final responsibilities to appoint and assess the performance of the president and that governing boards should play a significant role in relating the institution under their care to the communities they serve (AGB, 2010).

- *The AVCC:* In Australia, the AVCC put forward a statement on governance of universities that noted the co-existence of a business and traditional models of governance in Australian institutions of higher learning. Admittedly, these different models reinforced the understanding that there is no one single way to achieve an effective governance arrangement. The AVCC defined the responsibilities of university governance including legal obligations and legislative requirements for the internal governing boards of Australian institutions of higher learning. The key function of governing boards is to make available a programme of induction and professional development and further ensure that members were aware of the nature of their duties and responsibilities (AVCC, 2003).

Given the above, Hogan and Trotter (2013) concluded by noting that there are four general models of governance practiced in educational institutions, namely:

- *Unicameral governance:* This is governance by a single governing body responsible for both administrative and academic matters.
- *Bicameral governance:* In this arrangement, the institution is governed by two legislative bodies such as a governing board/council and a senate.
- *Tri-cameral:* This is governance by three legislative bodies, for instance, a governing board, a senate and an educational council.
- *Hybrid governance:* This is a blend of governance usually unicameral in nature and combining a board, council and senate and each is responsible for a specific task of the governance function

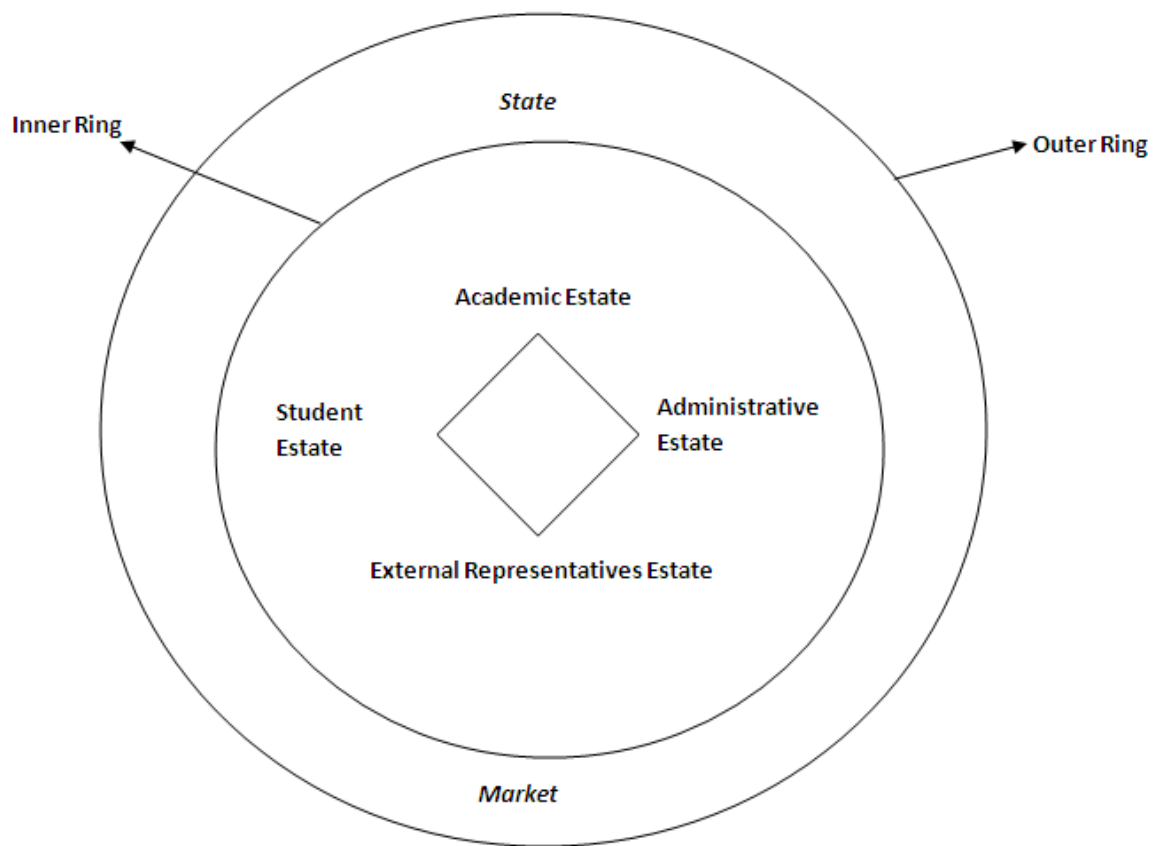


Figure 4.1: Theoretical framework for tertiary governance model (Melo et al., 2008)

The governance of colleges and universities globally is transacted through the application of various theoretical frameworks. According to Henard and Mitterle (2009), various theoretical frameworks for higher education governance have been put forward. For instance, Melo, Sarrico, and Radnor (2008) noted in Figure 4.1 above that the governance structures in higher education comprise - '*inner ring*' and '*outer ring*.' Accordingly, the inner ring represents the internal governance structures, which are the internal co-ordination mechanisms and the outer ring represents the external governance mechanisms or the external co-ordination mechanisms. In particular, the inner ring is composed of the university's four estates, namely: the students, academic staff, non-academic staff and the external representatives. On the other hand, the outer ring is constituted by the state and the market. The model in figure 4.1 best summarised the governance structure in higher education as seen by (Melo et al., 2008).

As a matter of fact, whatever governance framework is in place, for it to succeed depends on the positive contributions of the various actors in the life of an institution. With the above in mind, Henard and Mitterle(2009) identified three critical actors involved in higher education governance, both at institutional and national level in the form of:

- The academic oligarchy built out of the academic heartland visible in faculty boards, senates and stakeholders on governing boards, academics and students.
- The intermediary organisational actors, for instance, governing boards, supervisory boards vice chancellors, presidents, chief executive officers who started becoming more influential in the 1980s due to changes in the system.
- The state actors, visible as ministerial administrators from higher education, finance, government advisory boards and the minister/secretary.

Dill (2001) observed that governance trends in tertiary institutions tend to be regional and global rather than being local-specific. The reasons for taking this route is due to the fact that, in essence, tertiary institutions the world over share similar challenges such as increases in enrolment, shrinking public funding, increasing competitiveness amongst institutions and the increasing involvement of privately owned tertiary institutions. Furthermore, institutions of higher learning are affected by the continuous transformation of the global world economy, and the resultant modifications in policy imperatives related to education in many countries of the world, thus, necessitating change in the governance of higher education (Dill, 2001).

With regard to the African continent, the governance of higher education has received a boost through the formation of the Pan-African Institute of University Governance. This organization was jointly formed by the '*Agence Universitaire de la Francophonie*' and the Association of Commonwealth Universities based in Cameroon. The major goal for this structure was to improve all the practices which contribute to the smooth running and the modernization of higher education in Africa. At the centre of the founding principles of the organizations was the articulation of five key challenges as stated below:

- A challenge of efficiency to develop the universities' practices of governance and make them real actors of the development;
- A technical challenge to help universities rationalize their means and realize in best their mission;
- A strategic challenge by the pooling of tools and the exchange of the good practices;

- An African challenge to realize an African community of higher education which transcends the language and political barriers; and
- A political challenge through its network of partners and experts.

South Africa faces issues connected to the governance of its institutions of higher education that correlates with international trends. According to Hall and Symes (2005), the traditional models for governance in higher education particularly those applied in Europe and North American institutions are not entirely applicable into the South African context. Higher education in South Africa had been rooted in the apartheid racial segregation system with its inherent inequalities in higher education provision and governance.

Transformation of higher education in South Africa began shortly after the advent of non-racial multiparty democracy in 1994, which saw the creation of the National Commission on Higher Education (NCHE) to help forge co-operative governance between institutions of higher learning and the government. The concept of co-operative governance assumes a proactive, guiding and constructive role for government. It also assumes a co-operative relationship between the state and higher education institutions. Owing to the state-higher education institutional relationship, three implications emerged. One implication of this, for example, is that institutional autonomy is to be exercised in tandem with public accountability. Another is that the Education Department's oversight role does not involve responsibility for the micro-management of institutions. A third implication is that the Ministry will undertake its role in issues related to higher education in a transparent manner (Hall & Symes, 2005).

Hall and Symes (2005) argued that the NCHE was viewed as a manoeuvre by the government to systematically tighten control by the state and the corrosion of both the procedural and substantive autonomy of the individual colleges and universities. In reality, the theory of institutional autonomy refers to a high degree of self-regulation and administrative independence with respect to student admissions, curriculum, methods of instruction and assessment, research, establishment of academic regulations and the internal managing of resources generated from private and public sources. Such autonomy is a condition of efficient self- government (Hall & Symes 2005).

On balance, there is no ethical foundation for colleges and universities to use the principle of institutional autonomy as an excuse for resisting democratic transformation or in protection of mismanagement. Institutional autonomy was therefore inextricably correlated to the demands of public accountability (Hall & Symes, 2005). To summarise, the researcher held

the viewpoint that governance in educational institutions is not uniform and could not be so. The choice of a governance model was dictated by the peculiar position and circumstances as well as the environmental conditions faced by the individual institution. Connected to issues of governance in tertiary institutions is the notion of strategic management of institutions. The following discussion attempted to explain the concept and further establish its relevance to educational institutions such as TTCs.

4.3 THE CONCEPT OF STRATEGIC MANAGEMENT IN TERTIARY INSTITUTIONS

Strategic management of TTCs was the major focus of this study. Following therefore, is a closer look at the essentials of strategic management and how the concept could be applied in TTCs for them to accomplish a better future and make certain that the realization of higher quality teacher training is achieved. In Hunger and Wheelens' (2007) view, strategic management is the set of managerial decisions and actions that determine the long-run performance of an organization. Furthermore, it entails specifying the organization's mission, vision, objectives, developing policies and plans regularly in terms of projects and programmes, which are calculated to achieve the envisaged objectives and then allocates resources to implement the policies and plans projects and programmes (Hunger and Wheelen, 2007). In this regard, Nigel, (2015:2) concluded that:

Strategic management is the process of administering a company, business or organization such that it continuously formulates, adjusts and implements strategies in an inclusive approach to corporate governance which broadens the strategy process to embrace the interest of all key stakeholders, not just the shareholders.

In addition, Barnat (2014) noted that elements of strategic management include strategic plan which involves formulating strategies from which overall plans for implementing the strategy are developed. Strategic control consists of ensuring that the selected strategy is being implemented appropriately and that it is producing the desired outcomes.

Correspondingly, Dess *et al* (2005) noted that strategic management focuses on three ongoing organizational processes. In the first place, it is the analysis of strategic goals, vision and mission along with the analysis of internal and external environment of the organization. Secondly, it concentrates on establishing why some organizations outperform

others and how to develop competitive advantage that can make the organization competitive. Thirdly, strategy entails that an organization becomes different from everyone else (Dess *et al*,2005).

With the aforementioned in mind, Matheson and Tanner (2010) argued that being strategic means becoming selective, sorting the critical few from the important many and giving the selection bite by shifting resources and demanding performance sufficient to make the desired difference. Strategic management is a broader term than strategy and denotes a process that includes top management's analysis of the environment in which the organization operates prior to formulating a strategy, as well as the plan for implementation and control of the strategy (Parnell, 2008).

Thus, strategic management in educational institutions is characterised by a dynamic view that the environment from which that particular college or university operates needs to be considered. This is in realisation that the environment contributes and acts as the primary determinant of strategy, and choices for direction. Generally, strategic management is change- oriented, and stresses innovation and creativity. The strategic management process can be summarised in five steps, namely, external analysis, internal analysis, strategy formulation, strategy execution and strategic control (Parnell, 2008). These steps were briefly discussed below.

- *External analysis:* this involves analyzing the opportunities and threats that exist in the organization's external environment, including industry and macro-environmental forces.
- *Internal analysis:* this stage concerns itself with analyzing the organization's strengths and weaknesses in its internal environment and then considers the appropriateness of its mission.
- *Strategy formulation:* under this category, there is the formulation of strategies that build and sustain competitive advantage by matching the organization's strengths and weaknesses with the environment's opportunities and threats.
- *Strategy execution:* this area is concerned with the implementation of the strategies that have been developed.
- *Strategic control:* key to this strategy is the measuring of success and making corrections on an ongoing basis when the strategies are not producing the desired outcomes.

The implementation of the above steps requires that the management of higher education needs a framework that will ensure that the above is successfully carried out (Kettunen, 2009). More-so, as observed by Hatami (2011), the traditional concept of management is not as proficient as before, for it to be able to manage present-day organizations. Present day leaders and structures of higher education institutions for them to efficient, need to grapple and respond to questions such as:

- How is the operation of higher education system at the present with regard to perspective, goals and duties?
- What is the principals' and university professors' idea about existing threats and opportunities affecting higher education systems?
- What is the principals' and university professors' idea about strengths, and weak points existing in the environment affecting higher education system?
- According to present situation, which model of management approach could be offered?
- Finally, what is the principals' and university professors' idea about the offered model of management?

Hatami (2011) further noted that the environment in current times changes continuously and this necessitates that for TTCs to survive, they must become compatible with changing times. The transforming environment calls upon institutions of higher learning to embrace the concept of strategic management instead of the traditional management styles. Strategic management in recent times is viewed as one of the necessary devices of management. As a model, strategic management incorporates features such as strategic thinking, strategic planning, strategic goals, and strategic implementation of processes and strategic evaluation of programmes. Furthermore, as a systematic approach to analyze the environment, strategic management assesses the institution's strengths and weaknesses, and identifies opportunities where the institution could have a competitive advantage for better service (Shrestha, 2008).

TTCs as educational institutions operate within a defined environment. Accordingly, Hatami (2011) observed that these environmental conditions can be divided and analyzed in different ways. The common divisions are: firstly, the unstable environment which involves a lot of changes and their deformation factors. Secondly, it is the intricate environment characterised by an assortment of differences and diversity in environmental factors and competition conditions. Therefore, different environmental conditions have different effects on individual and organizational behaviour (Hatami, 2011).

Responses to the above challenges can be made affordable if TTCs become learning organizations. Changes in management theories and the rise of strategic management concept in recent times have helped leaders of educational institutions to improve their organizational performance (Shrestha, 2008). For TTCs to engage in the above-mentioned exercise means that they should either collectively or singularly have the means to recognise their weaknesses and strengths and act accordingly. Macdonald (2010), as indicated in Table 4.1 below, gave clarity on three perspectives of strategic management. Briefly, the three different perspectives mentioned above entail the following:

- *Traditional perspective:* this perspective consists of analyzing the internal and external environments of an organization to arrive at institutional strengths, weaknesses, opportunities and threats (SWOT). The outcomes from the analysis become the basis for the development of organizational missions, goals and strategies. Infact, the organization takes advantage of organizational strengths and environmental opportunities to neutralize its weaknesses and impending environmental threats.
- *Resource-based perspective:* The emphasis of this perspective is based on the questions as to why some organizations persistently outperform others. It is realised that some organizations are able to develop distinct competencies in particular areas, particularly at leadership level. Such an understanding led to the conclusion that organizations with high quality general managers will outperform their rivals. Key to this perspective is the view that an organization consists of a number of resources at its disposal. These resources include general organizational resources, financial resources, physical resources and human resources. Figure 4.2 below illustrated how these resources connect to each other.
- *Stakeholder perspective:* This perspective was developed as a response to the concerns of organizational managers who were being buffeted by increasing levels of complexity of change in the external environment. The perspective favoured the inclusion, and also made it the responsibility of an organization to be concerned about groups or individuals who significantly affect or are affected by the organizations' activities.

Features	Traditional	Resource based	Stakeholder
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	perspective	perspective	perspective
Origin	Economics, other business disciplines, and consulting firms	Economics, distinctive competencies and general management capability	Business ethics and social responsibility
View of Organization	An economic entity	A collection of resources, skills and abilities	A network of relationships among the organization and its stakeholders
Approach to strategy formulation	Situational analysis of internal and external environments leading to formulation of mission and strategies	Analysis of organizational resources,, skills and abilities. Acquisition of superior resources, skills and abilities	Analysis of the economic power, political influence, rights and demands of various stakeholders
Source of competitive advantage	Best adapting the organization to its environment by taking advantage of strengths and opportunities and overcoming weaknesses and threats	Possession of resources, skills and abilities that are valuable, rare and difficult to imitate by competitors	Superior linkages with stakeholders leading to trust, goodwill, reduced uncertainty, improved business dealings and ultimate higher organizational performance

Table 4.1 Three Perspectives on Strategic Management compared (McDonald, 2010:6)Advantages of strategic management

- Strategic management enables the organization to be proactive and to actively shape its own destiny thus helps avoiding being taken by surprise by new challenges and developments (Paris, 2003).
- Strategic management promotes and enhances stability to the organization in spite of increasing frequent leadership changes, as observed by Simmons and Pohl (1994).

- Strategic management creates a broad decision-making group by actively involving middle and operational levels of management by pushing decision-making down to involve everyone in the organization (Paris, 2003).
- Strategic management has evolved to the point that it is of primary value to help the organization operate successfully in dynamic, complex environments. To be competitive in dynamic environment organizations have to become less bureaucratic and more flexible (Hunger & Wheelen, 2007).
- In colleges and universities, as in industry and business, one of the greatest benefits arising from the adoption of a strategic management approach to decision-making is the premium it places on identifying and strengthening core competences (Matheson *et al*, 2010).

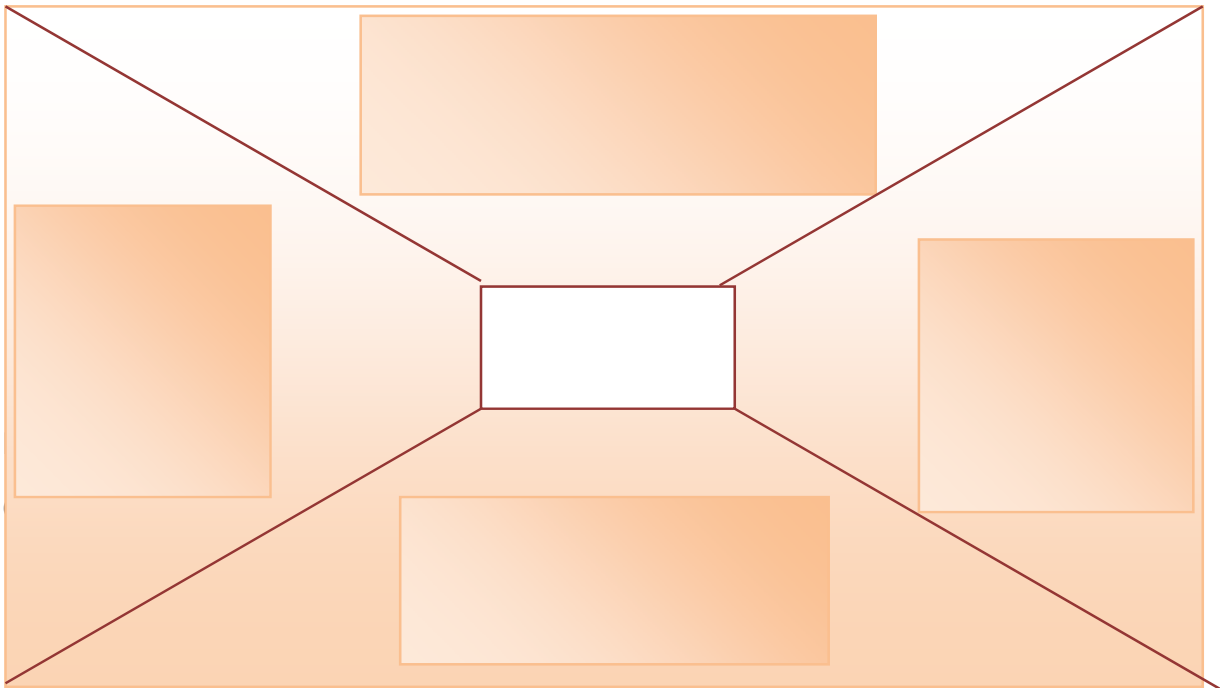


Figure 4.2 the strategic management model used for industry.

- It is too easily neglected that such constructions are conceived for a completely different world. More than what is true for business, in higher education strategic management needs to be worked out with a keen eye on the specific organizational characteristics of that sector (Tavernier, 2005).
- To find out what is really important for strategic decision-making in universities, instead of relying on yet another perspective model of yet another management guru, it is much more rewarding to start out from comparative benchmarking and to

look at concrete cases of decision-making in some major universities (Tavernier, 2005).

- Doing so, most striking in the educational world of today is the astonishing power of networking and strategic alliances that result from it. In a globalising world interuniversity competition for talent has become very real. Attracting and retaining best staff and students requires an allocation system that rewards excellence, allows for decentralised decision-making and makes bottom-up growth of centres of excellence possible (Tavernier, 2005).

The next discussion focused on Swaziland. Issues under discussion included a brief historical background on Swaziland, development of education, teacher training and funding of tertiary education.

4.4 EDUCATION IN SWAZILAND

TTCs in Swaziland function within and are influenced by the overall education system of the country. For this reason, the researcher attempted to outline the historical background on Swaziland and the development of education in the country spanning the pre-independence and post-independence periods.

4.4.1 Historical background on Swaziland

The kingdom of Swaziland, a former British colony and now a sovereign state since 1968 is located in Southern Africa, bordered by the Republic of South Africa in the north, west and south, and by the Peoples' Republic of Mozambique in the east, as indicated in Figure 4.2 below. It is divided into four geographic regions namely: the High Veld, Middle Veld, Low Veld and the Lubombo Plateau. Swaziland is divided into four administrative regions being Hhohho, Manzini, Shiselweni and Lubombo. Major cities are Mbabane, the capital city, Manzini, Nhlengano and Siteki. Figure 4.2 shows the territorial map of Swaziland.

The country is ruled by His Majesty King Mswati 111 and has a population of about 1.2 million people as per the last national census which was conducted in 2007 (Government of Swaziland, 2007). There is a Parliament which consists of a Senate with 30 members and the House of Assembly which has 55 members who are nationally elected every five years. The economy of the country is largely composed of agriculture, mining, forestry and manufacturing.

4.4.2 Development of education in Swaziland

The emergence and development of western education in Swaziland entailed the building of formal schools, organised enrolments and the need for trained teachers. It is in this context that the researcher felt that teacher training initiatives were not a separate issue but closely linked to the expansion of educational provision, increased number of schools, and increased school enrolments.

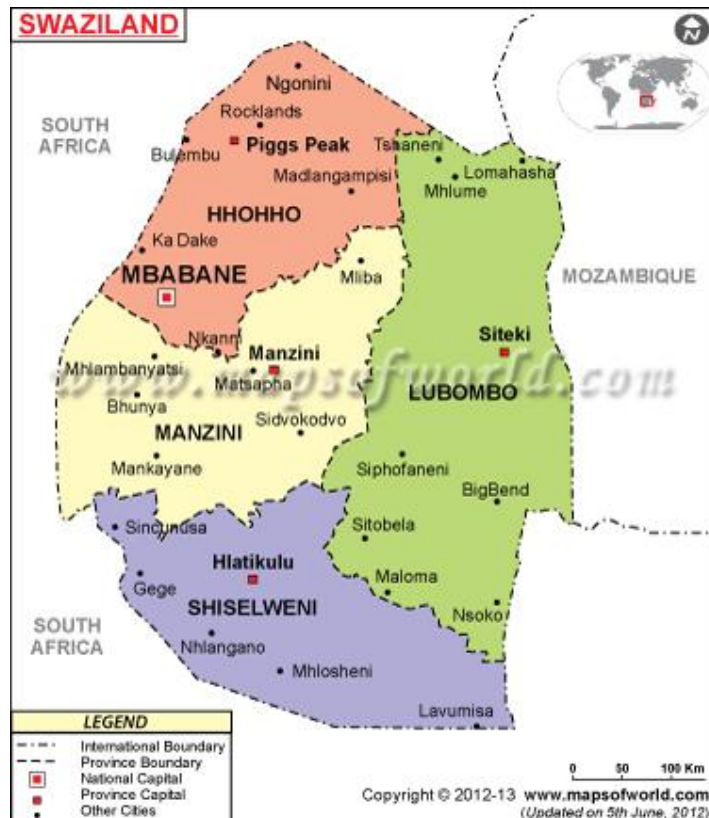


Figure 4.3 The four administrative regions of Swaziland (Mapsofworld.com. 2012)

Consequently, a brief outline of the historical development of education in the Swaziland was provided. The outline was confined to the period 1888 -1968. This era is best described as pre-independence Swaziland. According to Cazziol (1989), education in Swaziland developed in the following manner:

1888 - 1901--- This period is marked by slow beginnings with some encouraging successes. Most schools built in this period were a result of individual missionaries. Notable schools in

this period include St Christopher's, Mahamba and Mhlosheni. Progress was however, halted by the beginning of the Anglo-Boer war (Cazziol, 1989).

1903 - 1927 Schooling activities resumed after the war. Amongst important schools were: Ka Boyce by the S.A.G.M., St Francis and St Marks by the Anglicans, Endzingeni, Manzini and Siteki Nazarene by the Church of the Nazarene; Salem, Nazareth and Florence Christian Academy by the Scandinavian Alliance Mission. The Roman Catholic Church established Mater Dolorosa, St Josephs and St Philips while the Norway Free Evangelical established the New Haven School at Eluqolweni. Progress was affected by the land disputes between the Swazis and the British authorities which created tension and mistrust between the whites and the Swazis (Cazziol, 1989).

1928 – 1946 Slow progress was realized and the department of Education was established in 1928. At this point, all mission schools were given financial grants in aid. There was also increased interest amongst Swazi chiefs to establish national schools to avoid sending their children to mission schools. The beginning of the Second World War again affected the momentum in schooling activities in the country (Cazziol, 1989).

1947 - 1968 This period was characterised by an increased interest in education and there was thus rapid expansion of education in the country with increased funding from the colonial Government perhaps in preparation for independence in 1968 (Cazziol, 1989). The missionary schools which dominated the education system of Swaziland until independence, contributed immensely and shaped the Swaziland of today by:

- Producing educated nationals for both Christian and national duties
- Empowering Swazis with skills of reading and writing as well as life skills for survival such as agriculture, carpentry, and brick laying.
- Preparing the Swazi nationals for a post-colonial Swaziland.

True to its character, education entails acquisition of knowledge, assisting people produce enlightened, thinking and innovative citizenry, who then make and take informed decisions, and thus bring about a transformed and a developed society. The response of the Swazi nation to educational advances is indicated by the statistics in the following tables. Tables 4.3 and 4.4 and 4.5 depicted the situation as it stood in pre-independence times. Only five years of the situation leading up to 1968 were considered in this example.

Year	No. Of Schools	Enrolments	No. of Teachers
1964	342	47,894	1482

1965	332	49, 513	1375
1966	344	55,005	1468
1967	349	59, 287	1539
1968	358	62108	1627

Table 4.2 Primary education in the last five years before independence in 1968 (Clarke, 1970)

Table 4.5 was an illustration of the status of teacher training activity obtaining in the country five years leading up to independence in 1968. For instance, in 1968 the total enrolment of teacher trainees in teacher training institutions stood at 243. This figure referred only to primary school teachers.

Year	No. Of Schools	Enrolments	No. of Teachers
1964	32	2783	168
1965	32	2930	185
1966	31	3221	205
1967	31	3792	232
1968	31	6126	300

Table 4.3: Secondary education in the last five years before independence in 1968 (Clarke, 1970).

This may explain why there were so many Xhosa and Zulu speaking teachers in the post-primary level of the country's educational system. Compare this figure with the one in Table 9 which indicated that in 2011 the total enrolment of teacher trainees in teacher training institutions in the country stood at 1779. (This figure excluded teachers trained at the Swaziland College of Technology and outside of the country).

Year	No. Of trainees	Upper primary and science	Lower Primary Domestic
1964	131	72	49
1965	159	92	67
1966	174	75	103
1967	195	75	121

1968	243	126	117
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Table 4.4: Teacher training in the last five years before independence in 1968 (Clarke, 1970).

Tables 4.6 and 4.7 indicated the ownership of schools in Swaziland both at primary and post- primary levels as well as the pupil enrolments at independence in 1968.

Type of school	No. Of schools	Enrolment (Boys)	Enrolment (Girls)
Government	38	6,212	6,089
Grant Aided	186	24,3651	22, 597
Private	127	4994	4,798
TOTAL	351	35,521	33, 484

Table 4.5: The ownership of primary schools in 1968 (Clarke, 1970)

Type of school	No. Of schools	Enrolment (Boys)	Enrolment (Girls)
Government	21	1996	1250
Grant Aided	33	2573	2208
TOTAL	54	4569	3458

Table 4.6: The ownership of secondary/high schools in 1968 (Clarke, 1970).

The development of education continued after 1968 with the full participation of Christian missions. For instance, the development of education was best explained by Tables 4.8, 4.9 and 4.10. These tables only illustrated figures for the period 2011 in primary, secondary/high school and teacher training institutions. The increase in educational infrastructure and facilities was a clear testimony that the country had built on the foundation of missionary education in order to realise its educational and developmental destiny.

Type of ownership	Number of schools
Government	4
Community	357
Mission	205
Private	37

TOTAL	603
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Table 4.7: The number and ownership of primary schools in Swaziland in 2011
(Education Census Statistics Report, 2011).

Type of ownership	Number of schools
Government	9
Community	171
Mission	47
Private	46
TOTAL	250

Table 4.8: The number and ownership of secondary/high schools in Swaziland in 2011(Education Census Statistics Report, 2011).

From independence to 2011, the state of teacher training was indicated in table 10. The statistics indicated a marked increase in training activity in the education sector as compared with 1968.

Institution	Enrolments
UNISWA	439
SANU	402
William Pitcher	486
Ngwane Teachers College	452
TOTAL	1779

Table 4.9: Teacher training enrolments in Swaziland in 2011(Education Census Statistics Report, 2011).

4.5 TEACHER TRAINING IN SWAZILAND

Early teacher training initiatives to prepare candidates to be qualified teachers in Swaziland were conducted in the then Union of South Africa. Teacher training institutions in this regard included colleges such as, Kilnerton in Pretoria, Sweet Waters in Natal and Morija in Basuthuland. The pioneer work for in country teacher training programme is credited to the Church of the Nazarene, which is situated in the City of Manzini (Mbingo, 2008).

According to Mbingo (2008), the Church of the Nazarene established a teacher training college wing within its premises. The first group to enroll to pursue a one-year programme in teaching called Elementary Vernacular Teachers Course (EVTC) began in 1936. The entry requirements at the Nazarene teacher training college in 1936 stood at standard six and the training duration was nine months, culminating in the award of the EVTC teaching certificate which enabled a teacher to teach Grades One to Seven. The teaching qualification was upgraded from EVTC to a primary teacher's certificate (PTC) whose entry qualification was a Junior Certificate (JC) also known as Form Three or Grade Ten in today's arrangement of the education system of Swaziland (Mbingo, 2008).

In 1950 the colonial Government established the Government-owned Matsapha Teacher Training College which was later moved to Manzini and renamed William Pitcher Teacher Training College. William Pitcher was the first head of the new teacher training college which was named after him to recognize his contributions toward its establishment and development. To date, this college still offers teacher training programmes culminating in the acquisition of a Primary Teacher's Diploma (PTD) and a Secondary Teacher's Diploma (STD) to primary and secondary teachers, respectively. The requirement for admission for the Primary Teacher's Certificate was also Form Three but the Secondary Teacher's Certificate required Grade Twelve or Form Five (Gumedze, 2015).

Ngwane Teachers' College (NTC) is a government-owned teacher training, which was established in 1982 through the assistance of the European Economic Community (EEC) to help alleviate the acute shortage of primary school teachers in the country. Ngwane Teachers' College began with the PTC teacher qualification programme and only introduced the PTD programme in 1987. The upgrade of the teacher qualification from certificate to diploma was for enhancing quality and to align teacher training qualifications with other countries in the Southern African Development Community (SADC) (Mahlalela, 2015).

The Swaziland College of Technology (SCOT), formerly known as the Trades School was founded in 1964. Most of the programmes offered at SCOT were and still industry-related and these include civil engineering, carpentry, building, electrical engineering, mechanical engineering, and telecommunication, as well as information communication technology (Mdluli, 2014). The only aspect related to teaching offered at SCOT concerns the technical teaching and commercial teaching, specialising in Accounting and Commerce. Technical teaching offers the Technical Teachers Diploma, which deals with subjects such as Technical Drawing, Metal-work and Wood-work. The Commercial teaching involves the offering of a Commercial Teacher's Diploma (Mdluli, 2014).

The University of Swaziland (UNISWA) offers teaching programmes leading to the attainment of a Bachelor of Education (B.Ed.) for both primary and secondary teachers. It also offers a Post-Graduate Certificate in Education (PGCE) and a Master's in Education (M. Ed) (University Calendar, 2014/15).

The challenge on this issue, in most countries, is not in the shortage of prospective candidates who want to enroll in teacher training colleges to become teachers. It is rather with space and the carrying capacity to admit more students into the colleges. As indicated in Table 4.11 below for the 2009/10 admission year.

Teacher Training College	Admissible Applicants	Admitted	Stranded due to shortage of space
William Pitcher College	2208	126	2084
Ngwane T. College	2505	150	2355
Nazarene T. College	1570	100	1470
Totals	6283	376	5909
%	100%	6%	94%

Table 4.10: Application and admission trends in three teacher training colleges in Swaziland in 2010(Mahlalela, 2010).

Subsequent to the above observation, the following material described an attempt to mitigate the teacher shortage in schools globally as alluded to above, paying special attention to the distance mode of the teacher training process. According to Ndaba (2002), the teacher

training programme in a teacher training college in Swaziland ran for a period of three years. The curriculum of the programme comprised the following disciplines:

Group A subjects: teaching practice which is taken in the second and third year and lasts for a period of six weeks at each level.

Group B subjects: this group includes subjects such as English language, Education, Mathematics, SiSwati, Science and Health, Agriculture, Social Studies and Home Economics. Group C subjects: are Music, Art and Craft, Physical Education, Numerical Skills and Academic Communication Skills.

The University of Swaziland offers a four-year Primary and Secondary Bachelor of Education degree. In addition, a Bachelor of Arts in Humanities degree is offered for a period of four years with an additional one year for a Post-graduate Certificate in Education (P.G.C.E). Figure 4.4 below showed distribution of teacher training institutions in Swaziland. All four colleges are affiliated to UNISWA.

The statistics cited above strongly support the need for the introduction of Open Distance Learning (ODL) training component in the teacher training colleges in Swaziland. Thus, any envisaged strategic management system for the colleges in Swaziland had to embrace the concept of ODL from the very planning stages.

4.6 GOVERNANCE OF TEACHER TRAINING COLLEGES IN SWAZILAND

The governance of colleges and universities in Swaziland is in two-fold. In the first instance, the University of Swaziland (UNISWA) is governed following the terms of the University Charter of 1983 that establishes the University of Swaziland. There are two critical structures in the governance of the university, namely, the Council and Senate. The Council is responsible for general policy formulations, implementation and provision of the direction to be followed by the University.

The Senate is responsible for regulating all academic affairs of the University. The University of Swaziland is in political terms autonomous yet not strictly so in practice hence the myriad challenges this research seeks to address through a strategic management model. UNISWA receives financial subvention from the Government of Swaziland (University of Swaziland Calendar, 2011/12).

The head of the University is the Chancellor, His Majesty the King, and the Vice Chancellor, who is also the chief executive officer responsible for the daily administration of the

University of Swaziland (UNISWA Calendar, 2011/12). Secondly, the governance of colleges in Swaziland is closely linked to the historical foundations of the respective college.

The Map Of Swaziland Showing the Location Of Teacher Training Institutions.

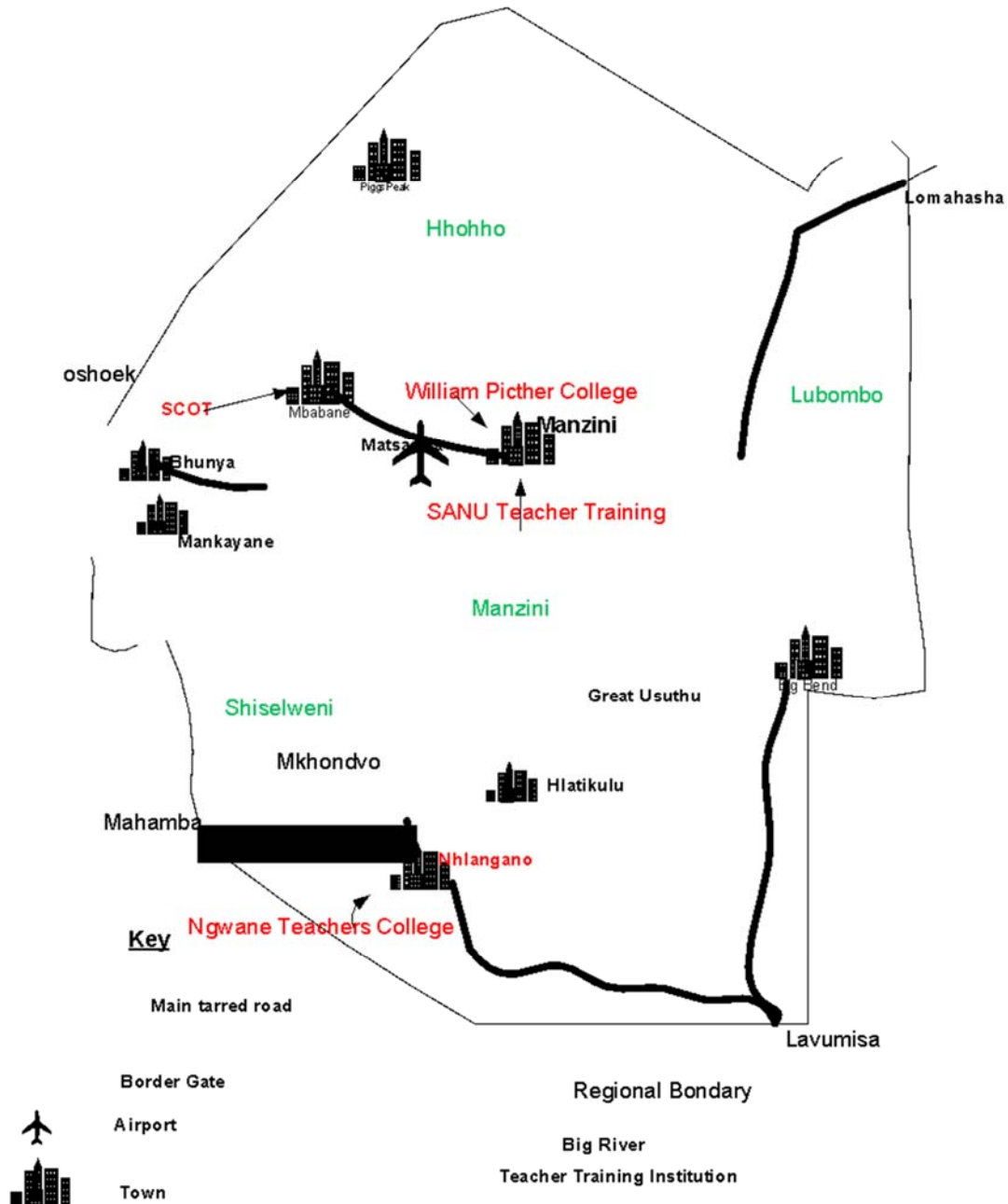


Figure 4.4: Distribution of teacher training institutions in Swaziland: (By researcher, 2015)

Since the advent of civilization, nations of the world had unanimously agreed that education is a vehicle for economic and social development, as well as social mobility for individuals and a means for cohesion of nations right across the globe. This is so because education has the power to sift, select and channel individuals by use of acceptable examination procedures to various career training opportunities. The task for education to perform such a function rests on the quality of the education system in place, built and dependent on viable funding strategies (Mahlalela, 2011).

Swaziland is in total agreement with the understanding that education is key to national development, and has put the above into concrete terms by allocating a lion's share of the national budget to education. Since independence in 1968, the Government has been consistent in ensuring that the education of the nation receives the attention it deserves as evidenced by Table 4.11 below which showed the pattern of the budget outlook in relation to the allocation to education (MoET, 2011).

Year	Budget allocation for Education	% of allocation from overall budget
2006	E 1,202,192,249.00	28.9
2007	E 1,204,146,231.00	20.7
2008	E 1,247,149,440.00	17.0
2009	E 1,428,669,300.00	19.2
2010	E 1,515,397,372.00	17.7

Table 4.11: Budget allocation to education in the last five years (MoET Budget allocations from 2006-2010).

The budget outlined above supported three critical areas, namely:

- Payment of salaries for all education personnel;
- Bursaries and scholarships; and
- Infrastructural development.

Year	No. Of learners in both Primary and Post Primary
2006	304,083
2007	315,621
2008	396,802

2009	318,176
2010	330,728

Table 4.12: School Enrolments in Swaziland over the last five years
(Education Census Statistics Report, 2011)

Furthermore, the budget has supported the provision of scholarship to students in tertiary institutions, as well as paying school fees for orphaned and vulnerable children (OVCs). The table below showed the support spread over a period of five years. Table 4.13 in turn, showed graduands who had been sponsored by the Government over a period of five years. Please note: These figures indicate only the completing classes in each institution in that respective year.

Institution	2006	2007	2008	2009	2010
UNISWA	1225	1338	1305	1236	1537
Ngwane Teachers' College	102	108	105	122	130
William Pitcher College	75	71	90	99	95
SCOT	227	327	215	237	203
Nazarene Teacher Training	84	93	80	99	95
Nazarene College of Nursing	50	79	110	109	106
TOTAL of Graduates	1763	2016	1905	1878	2167

**Table 4.13: Graduands sponsored by the Government over
a period of five years** (Education Census Statistics Report, 2011)

The above table did not include Swazi students trained outside of the country and had been paid for by the Swaziland Government. In a nutshell, the budget cited in Table 4.12 supported, as per the 2010 education statistics:

- 759 Primary and High schools in the country;
- 330,728 Primary and High school learners;
- 11,527 Teachers; and
- Students in tertiary institutions at 100% sponsorship.

4.7 CONCLUSION

The key points explored in this chapter included discussions of governance, as well as various structures of governing bodies applied in the administration of colleges and universities globally. The concept of strategic management was discussed and its relevance

to educational institutions, particularly TTCs was explored. A brief overview of the development of education as well as teacher training in Swaziland was given. The chapter further looked into the governance of TTCs in Swaziland and concluded with the researchers views on the current management system of TTCs in the country.

The next chapter was dedicated to outlining and discussing all that concerned issues of methodology for this study.

CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

The purpose of this chapter was to describe the research design, highlight on the aims and objectives of the study, describe the population, sampling, describe and justify instrumentation, data collection and procedures, and further outline issues of ethical considerations and measures of trustworthiness. Jabreen (2012:162) described a research method as a *“strategy of inquiry which includes research design and data collection.”* This author argued that the preference of research methodology influenced the way a researcher collected data.

5.2. AIMS OF THE STUDY

This is essentially an investigation into the inner operations of Swaziland's TTCs focusing specifically on issues of governance and management, and how **they** influence the effectiveness of these institutions in delivering their national mandate. In chapter 1, the overall aim for this study was highlighted as that which sought to explore the possibility of transforming selected TTCs in Swaziland into effective LOs. A research question was formulated as: How TTCs in Swaziland be transformed into effective LOs? This main question can be further divided into the following **sub-questions**:

- What are the characteristics of effective learning organizations?
- Which factors have the potential for developing TTCs as learning organizations?
- Which factors restrict the TTCs in Swaziland from functioning as effective learning organizations?
- How are TTCs in Swaziland governed and strategically managed

As pointed out in Chapter 1 with regard to control of TTCs in Swaziland, two terms, namely governance and management featured prominently. For instance, governance is a process

that focuses on the rules and mechanisms by which various stakeholders influence decision, how they are held accountable and to whom (Strivastava, 2009). Furthermore, governance refers to the formal and informal exercise of authority under laws, policies and rules that articulate the rights and responsibilities of various actors including the rules by which they interact (Eurydice, 2008). Consequently, governance encompasses the framework in which an institution pursues its goals, objectives and policies in a consistent and synchronized manner to answer the question: who is in charge, and what are the sources of legality for executive decision-making by dissimilar actors (De Boer & File, 2009).

On the other hand, strategic management refers to the implementation of a set of objectives pursued by a higher education institution on the basis of established rules. Management answers the question: how are the rules applied, and is further concerned with the efficiency, effectiveness and excellence of services provided for internal and external stakeholders (Hunger & Wheelen, 2007). According to Eurydice (2008), the governance structure of educational institutions reveals how stakeholders including the executive head of the institution, laypersons, governments' officers, parents, staff and students communicate with each other. It also illustrates who is accountable to whom and to what extent, how they are held accountable and for what. In Swaziland, the governance responsibility of TTCs is held by the government.

The relationship and overlap between governance, strategic management and transformation is that governance is the process of decision making and how power is exercised in the management of the educational institution (Strivastava, 2009). Strategic management is more on the vision, implementation and direction to be taken by the concerned educational institution. Furthermore, Dess *et al* (2005), noted that strategic management focuses on three on-going organizational processes:

- Is the analysis of strategic goals, vision and mission along with the analysis of internal and external environment of the organization;
- It concentrates on establishing why some organizations outperform others and how to develop competitive advantage that can make the organization competitive; and
- Entails that an organization becomes different from everyone else.

A rearrangement of the current governance and management structures of TTCs in Swaziland is bound to bring about transformation. Transformation is a process that needs patience and willingness to change. For it to be successful and meaningful it should appeal and also bring about fundamental changes in the respect of attitudes and relationships. It

requires a fundamental different strategy with regard to the way in which resources are used with a view to achieve the society objectives of change and transformation in all their way of life and behaviour (Van der Merwe & Chapman, 2015).

5.2.1 Research sub-objectives

The purpose of the study was to explore the possibility of transforming TTCs in Swaziland into effective LOs. Thus, the study sought specifically to address the following sub-objectives as set out in chapter 1:

- To describe important characteristics of effective learning organizations;
- To describe factors that influence the functioning of TTCs as learning organizations;
- To describe those factors which restrict the TTCs in Swaziland from functioning as learning organizations; and
- To describe the governance of TTCs in Swaziland.

5.2.2 Research Paradigm

As detailed in Chapter 1 the study was underpinned by the interpretism research paradigm using an ethnographic approach. Interpretivism study prefers to employ qualitative and naturalistic approaches to inductively and holistically comprehend human experiences in context-specific settings (Mackenze & Knipe, 2006). In this regard, the researcher was not independent from the subject of the study but was an ardent participant who interacts with the participants to create the outcome (Ha, 2011; Creswell, 2003). Correspondingly, interpretivism entails an ontology in which social reality is considered as the outcome of a process by which social actors jointly negotiate the meanings for actions and situations; in an intricacy of socially constructed meanings (Ha, 2011).

The epistemology in the interpretive paradigm is transactional. That is, the standpoint that truth arises from exchanges between elements of same rhetoric circumstances and is an outcome of these interactions and the individual thoughts (Berlin, 1987). It is subjectivist in the sense that the world is viewed in the understanding of the element. It follows that predictable distinctions between epistemological and ontological viewpoints disappear in the constructivist research as the investigator and the object of investigation are interactively connected so that the findings are factually shaped as the investigator proceeds (Lincoln & Guba, 1985).

The researcher and the participants are interlocked in an interactive process, that is, each influences the other so that the results are accurately created as the research proceeds. Knowledge in the interpretivism paradigm is seen as derived from everyday concepts and meanings. With this in mind, the social investigator goes into the social world to understand the socially constructed meanings and then re-interprets these meanings in social scientific language (Ha, 201). Such was this researcher's approach to the research fieldwork. Therefore, in this paradigm, qualitative approach was used in correspondence with the assumption about the social construction of reality in that research could be conducted only through interaction between and among the researcher and participants (Mncube, 2005).

5.3 QUALITATIVE RESEARCH APPROACH

Lietz and Zayas (2010) articulated the historical development of qualitative research approach by indicating that it embodies a family of methods stemming from an array of traditions. Similarly, Nakkeeran and Zodpey (2015:1) observed that qualitative research is “*founded on interpretive, narrative and constructive epistemology where the collection of data is longer and intensive*”. Correspondingly, Mack, Woodsong, McQueen, Guest and Namey (2005:1) argued that:

Qualitative research approach is a scientific investigation that seeks answers to questions, uses pre-defined sets of procedures to answer the question, collects evidence and produce findings that are applicable beyond the immediate boundaries of the study.”

In this regard, qualitative researchers study phenomena in their natural settings, attempt to make sense of and interpret them in terms of the meanings people bring to them in relation to their social world (Denzin & Loncoln, 2008). As stated in Chapter 1, this study investigated strategies for transforming TTCs in Swaziland into effective LOs. Nastasi and Schensul (2005) concluded that qualitative research approaches are essential for helping researchers describe various manifestations of intended outcomes that may not be reflected in standard instruments and to identify unintended positive or negative outcomes for individual and institutional/community. This study employed the qualitative research approach. Labaree (2013:6) argued that qualitative research is advantageous because it:

Generates rich detailed data that leave the participants' perspectives intact and provide multiple contexts for understanding the phenomenon under study. In this way, qualitative research can be used to vividly demonstrate phenomena or to conduct cross-case comparisons and analysis of individuals or groups.

5.3.1 Rationale for choosing the qualitative research approach

The rationale for the researcher's preference for the qualitative research approach was informed by the observations of the authors cited below:

- Qualitative research has the ability to provide complex textual descriptions of how people experience a given research issue and allow their views to be known (Yin, 2011; Clisset, 2008);
- Also, qualitative methods are empirical, inductive, and interpretive of a situation within a specific context (Pacho, 2015); and
- Qualitative research approaches are sensitive to social construction of meaning and rely on the interpretation and analysis of what people do and say, without making heavy use of measurements or numerical analysis (Lindlof & Taylor, 2011).

Having evaluated the ideas of the above authors with regard to qualitative research approaches, the researcher was convinced that the qualitative design in this study was appropriate, hence it was adopted.

5.3.2 Research design

According to Labaree (2013:1), a research design is generally the strategy chosen by the researcher *"to integrate the different components of the study in a coherent and logical way, thereby ensuring that the research problem is effectively addressed."* Van Wyk (2015:2) summarized a research design as:

...the overall plan for connecting the conceptual research problem to the pertinent empirical research. The research design articulates the data, the methods to be used to collect and analyze data, and how all of this is going to answer the research question.

Labaree (2013:2), described a well developed design as one that “*identifies the research problem, review and synthesizes previously published literature, describe how data will be obtained and describe the methods of analysis to be applied*”.

5.3.3 Ethnography research design

Jabreen (2012:163) described ethnography “*as a research method that is well acknowledged and widely used in sociology*”. This author argues that the major intention of ethnographic research is to describe people collectively, drawing attention to social and communal ways of life, to behaviour and customs. Therefore, ethnography is an appropriate method for studying social interactions, behaviours, beliefs and perceptions that occur within groups and organizations (Jabreen, 2013).

To achieve the purposes of this study, ethnographic research design was applied. Ethnography as a qualitative research design is best suited to bring to the surface the intricate and subtle nuances that characterize and inform working relations and ultimately performance of TTCs in Swaziland. Ethnography was approached from the viewpoint that this was a study of people and their motivation as well as understanding of things around them (Maree, 2013). Ethnography as a research option is conducted on site in a naturalistic setting in which actual people live (Sangasubana, 2009). In this regard, Hoey (2015:1) posited that “*ethnography has come to be equated with virtually any qualitative research project where the intent is to provide a detailed in-depth description of everyday life and practice*”. Ethnography also involves a full immersion of the researcher in the day to day lives of those under study. The researcher in this study has been involved in the life and affairs of a TTC and has worked with college lecturers for a period of ten (10) years.

According to Aldiabat and Le Navenec (2011), the philosophical underpinning of ethnographic research design is symbolic interactionism. Subsequently, interactionism provides the mechanism whereby human beings shape the world they live in such a way that relationship between human beings and their society are established. In this regard, the researcher in this study had knowledge and awareness of the operations of TTCs in Swaziland and the role of college lecturers. Ontologically, ethnography is based on the belief that there are multi-truths and alternative realities in a particular culture that must be described in terms of the people being studied (Aldiabat & Le Navenec, 2011). The epistemological assumption of ethnography involves knowing and understanding of human behaviour within the cultural context in which it occurs. In this regard, Hoey (2015:1),

Sangasubana (2009:568) and BMJ, (2008:1) concluded that the rationale for selecting ethnography was that it:

- Affords the researcher ample time to interact with the participants in the quest for an epic perspective (i.e. the time spent in setting and with the participants enables the researcher to see reality largely from the point of view of the participants, among whom he or she has become somewhat of a native too);
- Deals with people, their views and understanding of certain and specific things;
- Is qualitative in nature (i.e., relies on detailed description of observed reality); and
- Uses in-depth interviews, observation and document analysis.

This study was confined to in depth interviews conducted on the selected TTCs on the day and time agreed between the researcher and the participants.

5.4 POPULATION AND SAMPLING

Maree (2013:79) pointed out that “*sampling refers to the process used to select a portion of the population for study.*” Subsequently, population is described as a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalize the results of the research (Vonk, 2015; De Langer, 2009). The target population in this study was all lecturers teaching in the three identified TTCs and their management. Sampling refers to the procedure used to select a section of the population for a research study (Maree, 2013). A sample is a subset of a population, group or things that are of interest to the researcher. Thus, the type of sample selected determines the degree to which research results can be generalized to the population.

This study employed the purposive sampling procedure which is non-probabilistic and the participants are considered appropriate for providing rich and relevant information about TTCs in Swaziland. The purposive selection of participants enables the researcher to select the members who are relevant and can provide the best information needed (MacMillan & Schumacher, 2006; Maree, 2013). The significance of purposeful sampling lies in its ability to provide in-depth insights about the topic under investigation (Cohen, Manion & Morrison, 2007).

In this study, college lecturers from the three TTCs in Swaziland whose combined population was 140 lecturers were purposefully selected. The selection of the lecturers in these colleges was based on the understanding that they possessed the relevant information for the study, considering their experiences in working in tertiary institutions. The sampling

frame included both male and female lecturers of all ages, experiences, qualifications and positions.

Stringer (2007) argued that the number and type of individuals participating in a study should be explicitly identified. There are disagreements on the appropriate number of interviews for qualitative studies. For instance, Bake (2012) argued that twelve (12) interviews are enough to cover most themes that may appear in data analysis. In this regard, Bhandari (2016) suggested that the 12 interviews must be conducted with participants who are holders of knowledge in the area being studied. In light of the above, the number of participants for this study was narrowed down to the 12 recommended by Bake hoping that the fewer the participants the more time to delve deeper to extract the essential information.

For purposes of balance of information, expertise and knowledge of TTCs operations and experience, the 12 participants were sourced from four different categories of staff. These categories were; Principals or Vice Principals, Heads of Departments, Senior Lecturers and Lecturers. There were 3 participants in each category resulting in a total of 12 participants. Each college administrator was requested to select one participant from each category, depending on availability of the identified participant and then forward the names of the participants to the researcher. The selection criteria were that the participants must have been in the TTCs for five years and more. These participants must have served for five years or more in the current position and in the same TTC. Through the assistance of the college administrators, the researcher was able to get the relevant participants for the study

5.5 DATA COLLECTION STRATEGY

In a qualitative study like this one, data collection was in words rather than in figures. Qualitative data can be collected using interviews, observations and document analysis. For this study, data were collected through the use of detailed interviews (Atieno, 2009). The usefulness of interviews as pointed out by Alshenqeet (2014:39) “*has long been recognized*”. To guide the process, the researcher employed unstructured indepth interviews to collect data. Jamshed (2014:1) argued that in-depth interviews “*allow participants to let them express in their own ways and pace, with minimal hold on the participants’ responses*”.

The above strategy is in line with ethnographic research designs where interviews play a major role in a study that seeks to deal with people, their views and understanding of things within their environments. Additionally, this strategy afforded the researcher sufficient time to interact with the participants in the quest for an epic perspective. In order to eliminate

confusion and misunderstanding, the research questions were provided to the participants' prior to the interview to make them confident in the process (Jabreen, 2013).

5.5.1 The interview technique

Maree (2013) pointed out that the interview technique is a vital fact-finding interaction where the interviewer asks questions while the interviewee responds. Correspondingly, Turner (2010:754) noted that "*interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic*". By conducting interviews, researchers acquire a clear understanding of the participant's background and experiences (Boyce & Neal, 2006). Thus, interviewing becomes an art and science which requires skills. For the purpose of this research, data were collected through the use of face-to-face in-depth interviews.

The reason for this choice was supported by Jabreen (2013) who contended that in depth interviews assist in collecting detailed data about people's viewpoints and is also valuable for finding specific patterns, which define models. The in-depth interview questions were developed to solicit information from the participants in line with the research questions as outlined in chapter 1. The purpose of an in-depth interview is to extract rich, comprehensive material which may assist in finding answers which could not be found in the analysis of existing knowledge. In-depth interviews are characterized by wide-ranging probing and open-ended questions.

In-depth interviews do not follow a rigid form but the interviewer seeks to encourage free and open responses (Guion, Diehl & McDonald, 2013). The research interview questions for this study are contained in appendix A. The interview with each participant took an hour as indicated in appendix B. The responses from the participants were recorded manually in a note book reserved for this purpose. Furthermore, the researcher also audio-recorded the proceedings of the interview in order to cross check the accuracy of the hand recorded notes. **The recorded information was then transcribed into full written documents as indicated in appendix J.**

The trustworthiness of the interview questions was attained through soliciting the scrutiny and comments of two university researchers and also by getting expert advice and comments from the researcher's supervisor.

5.5.2 Managing the interview

The interview process has to be carefully planned because good planning or lack of it can lead to either success or failure of the research project from achieving its intended goals. In this study, the interview was conducted in a setting with little or no distraction, and the purpose of the interview will be explained clearly to the participants while assuring them of the maintenance of confidentiality (Turner, 2010). The format and length of the interview was explained to the participants in order to eliminate anxiety. The participants were afforded the opportunity to ask questions prior to the commencement of the interview, while clear lines of communication for further contact with the participants after the interview will be established (Turner, 2010).

Accordingly, the researcher negotiated with the leadership of the selected TTCs to be afforded a secure, safe and conducive place for conducting the interviews. The questions to be asked were kept clear, relevant, and short but have room to allow for follow-ups and prompts so as to extract rich responses (Creswell, 2007). The suggestions by Turner (2010) will be applied whereby the researcher constantly checked on the functioning of the audio recorder; ask one question at a time, and if need be dig deeper to gain further information by using prompts to help lead the participants into giving more information.

In addition, the researcher will took a neutral position as much as possible, encouraged participants by showing head nods, provided transition between topics to avoid losing focus, ensured that the researcher did not lose control of the interview, recorded the responses from the participants into a notebook dedicated for such use, and will further audio recorded the responses for further analysis and coding (Turner, 2010).

The researcher arranged the interview questions in order so that it would be possible to move and link issues to one another in a logical format. The researcher avoided making the interview too long. This was attained through asking for information relevant to the study. To commence the interviews, as recommended by the University of Melbourne (2010:6) the researcher introduced himself to the participants, stated the purpose of the interview, and addressed any concerns raised by the participants. Furthermore, the researcher explained that notes would be taken on the responses given by the participants and further audio recorded the proceedings of the interviews.

5.6 PROCEDURE FOR DATA COLLECTION

Data were collected through a one on one interview with each participant from the selected TTCs. The responses of the participants were recorded in a notebook designated for this

purpose. The proceedings of the interview were also audio-recorded for the purposes of cross checking the accuracy of the hand written notes. The interview transcripts provided a descriptive account of this study. Hence, after satisfying all pertinent issues, the researcher conducted the interviews with all selected participants in the three identified TTCs.

After securing clearance from the Research Ethics Council (REC) from UNISA and permission from the Director of Education to conduct the study, the researcher will personally approached administrators of the selected TTCs to request for permission to involve college lecturers in the study. In addition, the researcher requested for the full list of lecturers teaching in the respective colleges in order to identify the lecturers who would be involved in the study. Once the lecturers to be involved in the study were identified, the following processes commenced:

- Issuing of letters of consent to the lecturers selected to fill in the questionnaire and also to avail themselves for interviews on specified dates and time;
- Drawing a schedule for the interviews and communicating it to the participants;
- Securing a convenient place in each institution where the interviews were conducted;
- Securing all possible materials and equipment to be used in the interviews; and
- Arranging for refreshments to be given to the participants.

Owing to the fact that in qualitative studies, the researcher remained the primary instrument for data collection and analysis, the researcher ensured trustworthiness of the data to be collected by sticking to the five basic measures suggested by Eliot (2011) as essential to promote trustworthiness in qualitative studies. These were defining clear participant criteria. In this case, college lecturers ranging from principals/vice principals, Heads of Departments, senior lecturers and ordinary lecturers were identified as suitable participants. A set of thoughtful targeted unbiased questions to soliciting data were developed. A systematic process for analysing data was also identified as described in 5.7 below.

5. 7 DATA ANALYSIS

Qualitative research involves the gathering of data, examination and interpretation of data that are not simply reduced to numbers (Anderson, 2010; Taylor-Powell & Renner, 2003). The data collected in this study was basically textual, which easily lended itself to the interpretive analysis procedure. Furthermore, the technique above provided for inductive analysis through the identification of categories and themes. Themes were identified through

analyzing the responses of the participants by paying special attention to recurring words and ideas that may belonged together (O'Connor & Gibson, 2013).

In light of the above, Nigatu (2009) pointed out that qualitative data analysis (QDA) is the array of processes and procedures where a researcher shifts from the qualitative data that has been collected into some form of particulars, understanding and analysis of people and situations being investigated. QDA is usually based on interpretive philosophy. The initiative is to examine the mighty and symbolic content of the data collected. Burnard, Gill, Stewart, Treasure and Chadwick (2008:1) noted that qualitative data analysis can be handled in two approaches namely:

- *Deductive approach*: Whereby the researcher uses *“predetermined framework to analyze data.”* While deductive approach is rather quick and simple to use, it is rigid and can possibly prejudice the entire analysis procedure, *“as the coding framework has been decided in advance which can severely limit themes and theory development”*, and
- *Inductive approach*: This approach involves analyzing data with little or no predetermined theory framework. It uses the authentic data to develop the framework of analysis. This approach is inclusive and therefore time-consuming but is most appropriate and frequently used to analyze qualitative data.

The inductive data analysis treatment was adopted in this study. This approach as argued by Sangasubana (2011:570) enabled the researcher to learn *“from the data rather than starting with preconceived notions about the subject under study.”* Jabreen (2012:170) summarized the purposes of using the inductive analysis approach as:

- To combine varied raw data into a brief summary;
- To create clear links between the objectives of the research and the results from the raw data, and make links clear to others and how those links fulfill the objectives; and
- To develop a theory based on the experiences and processes revealed by the text data.

Therefore, selecting an inductive approach through thematic analysis for the research determines that the objective of the study is to gain an understanding of the phenomenon as opposed to testing a hypothesis (Jabreen, 2013). The inductive analysis procedure involves coding for descriptive labels, sorting for patterns, identifying outliers, generalizing constructs and theories as well as memoing with reflective remarks (Sangasubana, 2009). This approach permitted the results of the study to come out from the frequency and significant

themes discovered in the raw data with no application of any structured methodology or theory (Jabreen, 2013).

Data collected through ethnographic research is a systematic search for patterns, knowledge of which way those patterns can be explained and used as the basis for further research (Angrosino, 2007). Ethnographic design allows for clear patterns to emerge while the analysis is undertaken. In this regard, the researcher can account for such patterns and give a relevant and clear meaning to the study. Furthermore, ethnographic design requires a systematic text analysis and interpretation of data from interview and audio recordings. This design emphasizes on comprehensive coding of all data obtained from the participants (Angrosino, 2007).

Data analysis is a process a researcher uses in interpretation and making sense out of the data collected (Kawulich, 2004). The inductive approach was used in this study due to its suitability as described above. In the whole data analysis process, the researcher applied procedures that involved inspecting, cleaning out, transforming, and modeling data with the purpose of highlighting helpful information that assisted in reaching conclusions and supporting the formation of themes. Data cleaning was applied. According to Mountain (2014:1):

“Data cleaning involves the detection and removal of errors and inconsistencies in data set or data base due to the corruption or inaccurate entry of the data. Incomplete, inaccurate or irrelevant data is identified and then either replaced, modified or deleted”.

The data analyzed came from interview transcripts derived from in-depth interviews which were backed by audio recordings to ensure accuracy. Thematic Content Analysis (TCA) guided the data analysis process. TCA involves: analysis of data, identification of themes, reading and re-reading of transcripts, and generating data codes (Mudhovozi, 2012). Thematic content analysis has its origin from the Grounded Theory Research design and is also applicable to ethnographic research design. Jabreen (2013:171) described thematic analysis as: *“a constant comparative method which compares groups and clarifies segments to help create a definition of categories or themes within data”.*

TCA is one of the most common forms of analysis in qualitative research. It emphasizes pinpointing, examining and recording patterns (or “themes”) within data. Themes are patterns across data sets and form categories for analysis (Angrosino, 2007). These are

important to description of phenomenon and associate to a specific research question. TCA helps to identify any recurrent patterns and provide answers to a specific research question. Furthermore, TCA is theoretically flexible, as it can be used to answer different types of research questions. In addition, TCA suits questions related to people's experiences, views and perceptions which was the main focus of this study, and it works well with inductive analysis (Angrosino, 2007).

Applying the principles of TCA as explained above, the researcher transcribed the audio recordings of all the participants. The transcripts were read and thoroughly scrutinised in order to identify recurring phrases. These phrases were then recorded as they appeared from the transcripts in a notebook designed for this purpose. After reading several transcripts, similar patterns began to emerge. These patterns were coded into sub-themes. The sub-themes were further studied with the view of putting similar characteristics together. The researcher merged similar sub-themes to form the final main themes which then formed part of the analysis that produced the findings of the study.

To be sure and accurate in this process, the researcher requested two colleagues to read the transcripts, code them and come out with sub-themes and final themes for analysis. With the help of these colleagues, the researcher was able to confirm the final themes as reflecting and representing the opinions of the participants.

5.8 ETHICAL CONSIDERATIONS

Ethical considerations are a requirement to be observed by all researchers. For instance, according to Resnick (2015:2), "*many organizations such as professional associations, government agencies and universities have adopted definite codes, regulations and policies with regard to research ethics*". Connected to the above, the University of South Africa (UNISA) requires all Masters and Doctoral students to strictly observe ethical consideration to the extent that it compels its candidates to apply to the University for Ethical Clearance before engaging in any kind of research work.

The researcher paid attention to, and further explained to the participants that privacy of the participants would be respected and upheld (Stuckey, 2014). Participation in the study was voluntary and freedom to withdraw was guaranteed. The researcher informed the participants of the duration of the interviews and that the interviews would be audio recorded for the purposes of cross checking the correctness of the manual recording of the responses of the participants in a note book. Participants were assured that the audio recordings would not be

passed on to a third party. As suggested by Fouka and Mntzorou (2011:4) and Resnick, (2015:2-3) the researcher:

- Obtained permission from the head of the institution concerned to conduct research;
- Respected the rights of the participants when it came to whether to participate or not to participate in the study;
- Ensured information received from the participants was treated with confidentiality;
- Protected the rights and welfare of the participants;
- Ensured that participants were treated with openness and fairness; and
- Shared the results of the study with the participants within the institutions involved.

5.8.1 Informed consent

Informed consent is an arrangement for ensuring that people comprehend what it means to partake in a particular research study so that they can knowingly, voluntarily and intelligently make a decision in a conscious, intentional way whether they want to participate or not (Fouka & Mantzorou, 2011). Informed consent is one of the most essential tools for ensuring respect for persons during research (Mack et al., 2005). Written consent means that a person receives a written form that describes the research and then signs that form to document his or her consent to participate.

In most cases, data collection activities that require more than casual interaction with a person require individual informed consent from that person regardless of whether community level permission exists. The researcher applied the informed process measure suggested by Houghton, Casey, Shaw and Murphy (2010), for it allows the researcher to negotiate and revise arrangements throughout the duration of the research so that participants may play a collaborative role in their decisions regarding their continuing participation in the study. Following the above, the researcher:

- Wrote to the Director of Education and explained the research underway, its purpose, the expected benefits and how the participants' rights and confidentiality would be protected as well as the institutions and people to be involved and the expected time frame. The researcher then requested for permission to conduct the study in the three selected colleges;
- Wrote a letter to the administrators of the colleges selected to participate in the study and made similar explanations as the one above and then requested for permission to conduct the research; and

- Wrote a letter to the selected individual lecturers to participate in the study and made explanations as suggested above and then invited them to participate in the study.

5.8.2 Anonymity and confidentiality

Wiles, Crow, Heath and Charles (2006) argued that anonymity and confidentiality are associated but dissimilar concepts. Wherein anonymity commonly refers to an unknown name or writer, confidentiality relates to privacy. To uphold the above, the researcher will assured the participants that what they had said or discussed would not be ascribed directly to them in a manner that makes it possible for them to be identifiable. Thus, participants in this research study will be allocated numbers for reference purposes and to protect their identities. Anonymity and confidentiality were extended from the point of data collection through data cleaning up to data storage (Kaiser, 2010). The researcher would not equally discuss the issues arising from interviews with a third party.

5.9 MEASURES FOR TRUSTWORTHINESS

Trustworthiness in qualitative research refers to the clear demonstration that the evidence for the results reported is sound and when the argument made based on the results is strong (LaBanca, 2010). Normally, concepts such as credibility, dependability, transferability and confirmability play a significant role in the assessment of trustworthiness. These concepts are explained briefly below:

- *Credibility*: This concept refers to the extent to which the findings of a study embody the meanings of the research participants. In this regard, a qualitative researcher must deal with the risks of research reactivity and partiality (Lietz & Zayas, 2010; Padgett, 2008). According to Skolia, Biros, Mason and Weiser (2013:3) Credibility involves extended engagement with participants, triangulation of data from interviews, observation and documents, thick description of data and adequacy of data evaluation, participant validation of interview transcripts and emerging concepts and categories, use of participants' words in the emerging theory and peer debriefing.
- *Dependability*: Skolia et al (2013) posited that dependability refers to the *"confirmation that the data represent the changing conditions of the phenomenon under study and should be consistent across time"*. Accordingly, dependability concerns itself with the examination of a detailed audit trail by an observer.
- *Transferability*: Refers to the degree to which the findings of a study are applicable or useful to theory, practice and can fit situations outside of the study and future research (Lietz & Zayas, 2010). Issues taken into consideration in transferability

include the thick description of the entire research, the participants, methodology and interpretation of results and emerging theory.

- *Confirmability*: This refers to the ability of others to confirm or corroborate the findings (Lietz & Zayas, 2010). Confirmability complements dependability in that it takes care of the examination of a detailed audit trail by an observer of the research process (Skolia et al, 2013).

5.9.1 Researcher role and competency

Unluer (2012) posited that it is critical for the researcher to explain the researcher's roles in the whole research project to make the research results plausible. The role of the researcher can be at two levels. For instance, is he/she an insider or is he/she an outsider? In this study, the researcher was more of an insider than an outsider. This was due to the fact that the researcher is also a college practitioner. According to Unluer (2012:1), the advantages of being an insider are that the researcher:

- has a greater understanding of the culture being studied;
- cannot alter the flow of social interaction unnaturally;
- has an established intimacy which promotes both the telling and judging of truth;
- generally knows the politics of the institution from its hierarchy to how it works; and
- in this regard knows how best to approach the participants.

Armed with the above, the researcher avoided using familiarity to the extent of losing objectivity of the study, refrains from making unconscious and wrong assumptions about the research process and did not use personal experience against the participant's point of view in relation to the phenomena being studied.

5.9.2 Maintaining objectivity and interpersonal subjectivity

Although the researcher conducted the research at his own place of work, the researcher refrained from letting unduly opinions and perceptions impact on the study. Instead, the researcher was guided by the data and not by personal opinions and perceptions on the research topic.

To strengthen the above, the researcher maintained both objectivity and subjectivity as suggested by Sikes and Potts (2008) and Smyth and Holian (2008). In this regard, the researcher took a critical and neutral position with regard to issues of role duality. This included overlooking certain routine behaviours, making assumptions about certain meanings, assuming knowledge of the participants' views and issues and not using the

researcher's closeness to the researched issue. This was done to avoid hindering seeing all the dimensions of the bigger picture. By strictly adhering to the above, the researcher believed that objectivity and subjectivity was better served.

5.9.3 Reflexivity

Hsiung (2010) explained reflexivity as a process where the researcher performs an examination of his/her assumptions. This include perceptions and how these affect research decisions particularly in the selection and crafting of research questions as well as the researcher's relationship with the participants, and how the relationship dynamics affect responses to questions. According to Thorpe and Holt (2008), reflexivity entails that the researcher becomes aware of his/her effects on the process of research. Hence, Lambert, Jomeen and McSherry (2010) argued that reflexivity is an integral process in qualitative research, whereby the researcher reflects continuously on how their own actions, values and perceptions impact upon the research setting and can affect data collection and analysis.

In this study, reflexivity was maintained by observing the following:

- Keeping a constant introspection during the process to avoid diluting the research process;
- taking and compiling notes strictly reflecting on the participants responses;
- audio recording of the interview proceedings to ensure accuracy;
- Maintaining an openness, truthful and honest interaction between the researcher and participants; and
- Recording every thought and actions associated with the research process.

5.10 CONCLUSION

This chapter dealt with the research design and rationale for its selection, aims and sub-objectives of the study as indicated in Chapter 1. It then considered the design of the study, the population and sampling procedures, ethical considerations as well as informed consent and anonymity of the participants. Also discussed were: data collection instruments such as the questionnaire technique, the interview technique, observations technique, data collection and data analysis procedures. Measures for trustworthiness were also discussed.

CHAPTER 6

INTERPRETATION AND DISCUSSION OF THE RESEARCH DATA

6.1 INTRODUCTION

This chapter focuses on presenting, analyzing and interpreting the data and discussing the results. The data collected were in response to the research questions indicated in Chapter 1 of this study and in line with the research design and research methodology adopted in Chapter 5 above. Qualitative data were collected from participants using the in-depth

interview technique. The participants were selected due to their typicality in the phenomenon under study. The data collected have been reduced to create links on the emerging themes. From the themes, sub-themes have been developed to communicate the conceptual character of the themes which corresponds to the purpose, the research question and the objectives of the study.

6.2 SUMMARY OF THE RESEARCH PROCESS

The researcher received the clearance document for data collection from the CEDU (Appendix A) and a supporting covering letter from UNISA through the supervisor for the project (Appendix B). These documents were presented to the Director of Education and Training at the Ministry of Education and Training (MoET) in Mbabane, Swaziland, in support of the request to conduct interviews at the selected TTCs. The Director of Education and Training issued a permission letter (Appendix C) to the heads of the TTCs concerned and the Regional Education Officers (REOs) in charge of the regions where the selected TTCs were located.

The heads of the TTCs involved in the study did not need to issue out their own permission for the study to commence in their institutions because this was covered in the permission document issued by the Director of Education and Training. Two further documents (Appendix D and E) were issued to the participants. Appendix D was the letter of invitation to the participants to partake in the study and Appendix E was the consent form spelling out the rights of the participant in the whole process of data collection. The participants were requested to sign the consent documents indicating that they were willing to voluntarily participate in the study.

The researcher personally engaged each participant to set suitable dates, days and time for the interviews i.e. without disturbing their routines and work schedules. Amicable dates and time were set and agreed upon before the commencement of the interviews. Logistics and venue arrangements were done with the leadership of the selected TTCs. Interviews commenced as per the dates and time schedules agreed upon. The participants were marked as participants 1 through 12 depending on their availability for the interviews. The list of the participants was not based on the levels of their responsibilities but rather on their availability for interviews, as per the dates and time schedules.

6.3 THE DATA ANALYSIS PROCESS

The analysis of data in this study is interpretive. Therefore, the researcher adopted Thematic Content Analysis (TCA) in which the experiences of the participants in TTCs in Swaziland are explored. Face-to-face individual interviews were carried out in the three selected TTCs. TCA was used in this study because it involves analysis of data, identification of themes, reading and re-reading of transcripts, and generating data codes (Mudhovozi, 2012). Furthermore, TCA is one of the frequently used forms of analysis in qualitative research. TCA emphasizes pinpointing, probing and recording patterns (or “themes”) within data. Moreover, TCA suits questions associated with people’s experiences, views and perceptions which is the major focus of this study, and it works well with inductive analysis (Angrosino, 2007).

In analysing the data, no software programme was used. The researcher applied the Thematic Content Analysis (TCA) procedure. Following therefore, the researcher read through the data, underlined all repeating words, made a list of the underlined words and underlined any repeat concepts or ideas. From here onwards, there was consideration of the relationship between the themes and then the why and how questions in relation to the overall purpose of the study was addressed.

6.4 RESPONSE RATE OF THE PARTICIPANTS

The response rate for the selected participants stood at 12. This represented one hundred percent participation. The participants were coded to distinguish each participant from the other for the purposes of ease of identification. The codes ran from numbers 1 to 12. These numbers represented the participants. Against each participant a designation was provided and explained as in Table 6.1 below.

The population sample for the study was composed of principals or vice principals, heads of departments, senior lecturers and lecturers from three selected TTCs. There was equal representation for the different levels of responsibilities. This was to ensure that perceptions of the participants on the phenomena studied were sourced from different categories of staff in the TTCs for the purpose of balance. The participants interviewed in this study had good experience in understanding issues affecting TTCs in Swaziland. Their experiences in lecturing in TTCs ranged from five years to above 26 years.

Participants	Experienc e in	Code	Key

	lecturing in TTCs		
1	5	MVP	Male Vice Principal
2	13	MSL	Male Senior Lecturer
3	8	FL	Female Lecturer
4	17	FHoD1	Female Head of Department
5	27	FVP	Female Vice principal
6	9	ML1	Male Lecturer
7	27	FHoD2	Female Head of Department
8	23	FSL1	Female Senior Lecturer
9	8	FSL2	Female Senior Lecturer
10	27	FP1	Female Principal
11	8	MHoD	Male Head of Department
12	7	ML2	Male Lecturer

Table 6.1 The coding of the participants

6.5 RESEARCH QUESTIONS

The study sought to get the perceptions of the participants on issues related to TTCs in Swaziland. For this purpose, four sub-research questions were framed, and were as follows:

- What are the characteristics of effective learning organizations?
- Which factors have the potential for developing TTCs as learning organizations?
- Which factors restrict the TTCs in Swaziland from functioning as effective learning organizations?
- How are TTCs in Swaziland governed and strategically managed?

6.6 INITIAL AND FINAL CODING OF THE SUB THEMES

Each participant's transcript was read and re-read to identify themes and sub-themes. The sub-themes were identified from each interview question. The summary of the sub-themes that were identified across the transcripts of the participants are shown in the list of appendices. The final data coding yielded key themes in accordance with the research questions listed in chapter 1 of the study, and were then grouped and categorised into headings. The key themes summarised the responses of the participants.

6.7 RESEARCH RESULTS

This section presents the outcome of the data analysis process. The results are presented under different suitable sub-headings. Under each sub heading, key themes which emerged during the initial and final coding processes are listed and discussed.

6.8 INSTITUTIONAL CHARACTERISTICS

6.8.1 Introduction

Under this sub heading, themes connected to characteristics of LOs and TTCs are reported and each one of them discussed.

6.8.2 Characteristics of effective LOs

Ninety-two percent of the participants listed the ideal characteristics of LOs. For instance participants MVP and FSLI respectively said in LOs:

"Learning is emphasized, information is emphasized, mistakes are taken as a learning curve, network with others, set strategic goals, there is freedom of expression, availability of opportunities to learn and that members in LOs derive satisfaction in goal accomplishment."

This finding confirms the assertions by Nazari and Pihie (2012) as well as Witbeck (2014) on characteristics of effective LOs (see paragraph1.1). The knowledge of college lecturers on characteristics of LOs indicates that it is possible for college lecturers to be agents of change in the transformation of TTCs in Swaziland into effective LOs Knowledge is power, with this knowledge, and given all support they needed; college lecturers can work towards the building of a well functioning TTC. This may in turn, assist TTCs to answer to the requirements of LOs.

6.8.3 Characteristics of effective TTCs

The participants were asked to state their opinions on what characteristics distinguish TTCs from other organizations. The findings revealed that 92% of the participants reaffirmed the position held by the wider literature that TTCs are centres of lifelong learning, significant leaders of change in education and society. The finding supports the assertion by Chetty, Friedman and Rockoff (2014) on the functions of TTCs in society because they according to participant FL1:

“Facilitate research in the area of education so that new knowledge could be developed to improve education. To ensure that the curriculum is relevant for the socio-economic development of the country.”

TTCs should further exhibit characteristics of being initiators of innovations and, therefore, produce teachers who are independent thinkers who will be problem solvers. This finding confirms the views of Mwangi, Kamenju and Rantaugu, (2013) when referring to the expectations of society on teachers produced by TTCs (see paragraph 1.1) All 12 participants were clear on the characteristics of good TTCs and the impact these have on future teachers who are significant stakeholders in matters concerning the education of the children of the nation . Such characteristics according to participants FHoD2 and FSL2 respectively include:

- Availability of well qualified academic staff;
- Specialised non-academic staff in certain key areas;
- Must have adequate and relevant infrastructure;
- Dynamic, innovative and responsive curriculum;
- Have quality assurance checks and balances mechanisms;
- Must have resource centres such as a good library and IT facilities;
- Sufficient funding;
- Innovative leadership; and
- Proactive managers, HODs and senior lecturers.
- Relevant administrative and management structures

When listing the above ideal characteristics, the participants noted that current characteristics of TTCs in Swaziland according to them fell short of making TTCs compare to characteristics of LOs. In this regard, the findings of the study indicate that TTCs in Swaziland are far from being called LOs. Given this understanding by the lecturers, there is

a better chance for college lecturers to participate in efforts to transform TTCs in Swaziland into LOs. The transformation of TTCs into effective and relevant institutions can help promote and advance national development as observed (see paragraph 1.1) by Tushye (2005) and Mtetwa, (2010).

6.8.4 Importance of TTCs for development

A new type of character for TTCs emerged when 67 percent of the participants felt that TTCs should exhibit a character of being a contributor to both individual and national development. This perception is from the standpoint that TTCs produce teachers. These teachers in turn contribute in fostering economic development and prosperity amongst the citizens and the country at large. This kind of thinking as exhibited by the participants is positive in the sense that when TTCs are viewed in this light, they will be accorded the attention and respect they deserve. Accordingly, participant FSL2 observed as follows:

“I think teacher training is for contributing towards the economy and maintaining continuing education because if students go to school and stop at form 5 and there is no teacher training then the whole school system would collapse. Again, the whole economy of the country is manned by different professionals and all of them are products of teachers.”

The finding above bodes well with the views expressed by Chetty, Friedman and Rockoff (2013) on their comments on TTCs (see paragraph 1.1).

6.8.5 TTCs are centres for innovation and change

Sixty percent of the participants viewed TTCs as centres for excellence in education. This character strategically places TTCs in leadership roles as they form the foundation in the development of education and development of society. This finding further projects TTCs as leaders in research in order to keep up with current trends in education and in addressing change issues both in education and society. This is going to come about through robust debates and exchange of ideas. Participant FLI said:

TTCs facilitate research in the area of education so that new knowledge could be developed to improve education. TTCs ensure that the curriculum is relevant for the socio-economic development of the country”.

Again, the finding above links well with the observation of Saint (2005) and Aref 2011) on their discussions on the roles that TTCs play in the development and equipping of learners with relevant skills needed for personal and community needs. (see paragraph 1.1).

6.8.6 Summary

Indications are that there could be as many characteristics as possible which can be ascribed to describe LOs and TTCs. In the above section, only characteristics which were mentioned by the participants were discussed.

6.10 FACTORS PROMOTING TTCs INTO LOs

6.10.1 Introduction

The heading above captures sub-themes pertaining to factors that may assist TTCs transform into LOs. The sub themes are reported and each discussed.

6.10.2 Institutional support

The participants were requested to explain the kind of support for learning they get from their leaders. The study established that all 12 participants agreed that there was strong support given by leaders of the TTCs, and that there was observable evidence of learning amongst staff members in the TTCs in Swaziland. It also came out clearly that the support was only in moral form because staff members were financing their own professional development by acquiring senior degrees to those they had when they joined the TTCs. The following statements from participant MVP:

“Leaders support request for learning opportunities. In all that I have counted that lecturers were recruited as 1st degree holders, more than half of them now possess Masters Degrees and some are studying and even working for PhDs. Not even one has complained for denial of opportunities on issues for further education as I speak some are writing their exams. In this institution continuous learning is evident and practiced. Lecturers who were recruited here with 1st degrees they now posse Honours, and Masters Degrees and some are pursuing PhDs.”

The above statement is answering to the research question on leaders' support for learning for members and the research question on evidence that demonstrates that there are learning activities and programmes undertaken by members of staff in the TTCs. This finding confirms the arguments advanced by Reece (2004) on the roles of leadership in the efforts of transforming a TTC into LOs (see paragraph 3.2.1). The apparent evidence of learning taking place in TTCs as well as the support given by leaders of the institutions indicates that in this aspect, TTCs can be seen as having an attribute of Learning Organization in Swaziland. Learning, as well as the desire to learn is one of the clear characters of Learning Organizations. Therefore, this analysis proclaims that TTCs in this aspect, in the country can become learning organizations.

6.10.3 Ease of access to information

Literature for instance, Janssens-Bevernage *et al.* (2002) point out that ICTs have in recent times been major contemporary factors in shaping the global economy and influencing rapid changes in society across the globe. Drastic changes in the way people learn, communicate and conduct their affairs have been brought about. Furthermore, ICTs can transform the nature of education in terms of where, when and how learning takes place and what the roles of students and teachers in the learning process could be since learning can take place even in the absence of a face to face teacher-learner situation.

As shown above, it becomes vital that teacher training institutions re-design their teacher training programmes and also play the critical role of providing the needed leadership in adopting pre-service and in-service teacher training initiatives that will address the current demand for teachers as well as the demand of society and the economy (Janssens-Bevernage *et al.*, 2002).

There were two levels of access to information investigated in the study. One level pertained to connectivity to Information Technology while the other level pertained to institutional flow of information either top-down or bottom-up from the administration to departments and staff members. On the first level, the findings indicated that 76% of the participants were of the view that TTCs in Swaziland are participating in Information Communication Technology. All Three selected TTCs are connected to the internet and have Wi-Fi services. It was also established that lecturers in their departments have institutional desk top computers and lap tops. It was revealed that the purpose for this was to enhance teaching and to promote research activities amongst both students and lecturers. The statement from participant MVP below is evidence of this assertion.

“The institution acquired services of an internet provider and this service is paid for on monthly basis. Information is easy to access very quickly and also the institution is linked to Uniswa, SCOT and WPC. This collaboration enables one to get information quickly and easily.”

On level two, the findings indicated that there were serious internal communication flaws which are affecting all stakeholders in the TTCs. For instance, the following statement from participant ML1 is evidence in support of the above claim.

“Within department we do get information but when it comes to the administration it becomes a struggle to get information. I was doing a research touching on the administration and I was not given the information I wanted.”

Credence to the above view has been given through an article published in the (The editor of Times of Swaziland, 2016:18):

“Another perturbing issue is the one of communication. Good communication is a fundamental tool in achieving productivity and operating effectively and maintaining strong work relationships. In this institution, the only mode of communication is the memorandum which is a top down kind of information. Employees have absolutely no say in the business of the institution.”

The importance of Information Communication Technology (ICT) in promoting the course of TTCs cannot be overemphasized. The finding on the role of ICT supports the views of Barros, Ramos and Perez (2015) as well as Rupcic and Begecevic (2007) in their analysis of the importance of ICT in education (see paragraph 3.2.4).

Seemingly, members of staff are not happy about the information flow from the administration down to them. This practice has the capacity to generate strife, misinformation and agitation amongst staff members in any TTC. In this regard, TTC leaders need to improve on the communication systems and structures in order to strengthen the smooth running of their institutions.

6.10.4 Training of teachers

In Chapter 2, literature clearly pointed out the importance of training teachers in any single country (Kafu. 2011; Mtey & Sulle, 2013). The summary was that the quality of a nation depended upon the quality of its citizens. Furthermore, the quality of its citizens depended not wholly, but in critical measure, upon the quality of their education, the quality of their education depended more than upon any single factor, upon the quality of their teachers. This finding is consistent with available literature on the importance of training teachers in Swaziland. The importance attached to the training of teachers is a factor that can promote TTCs into LOs. All 12 participants alluded to this fact. This is evidenced by this statement from participant FSL2:

“I think teacher training is for contributing towards the economy and maintaining continuing education because if students go to school and stop at form 5 and there is no teacher training, then the whole school system would collapse. Again the whole economy of the country is manned by different professionals and all of them are products of teachers”

This finding reinforces literature assertion on teacher training and its importance as indicated by Chetty, Friedman and Rockoff (2012) on their comments on TTCs (see paragraph 1.1). The finding above suggests that TTCs are a strong base for the provision and sustenance of both learning in schools as well as continuing education.

6.10.5 Professional and institutional values

The participants were requested to explain the kind of institutional values they uphold in their institutions. The findings established that there was 88% consensus amongst participants regarding the kind of values that are observed in their respective institutions. Eighty-eight percent forms a good base from where to enforce the observance of institutional values because of the significant role values play in the formulation of institutional culture.

These values include commitment, integrity, responsibility, respect, teamwork and honesty. It emerged that in one of the institutions, the issue of institutional values has just been formalised and observance of these core values is still in its infancy as indicated by participant FSL2. *“We have recently defined our values and we are yet to see if members*

comply but we consistently urge them to operate in the light of the values. The finding on the role played by established set of institutional values held by TTCs is discussed by Adams (2014) and the College of Charleston (2016) in their discussion of organizational culture (see paragraph 3.2.3). The observation of set standards and expectations to be adhered to by members of TTCs is important because this helps define the nature of TTCs when compared with other organizations as this also relate on the kind of behaviour exhibited by college lecturers.

6.10.6 Mistakes as a learning curve

Asked if they discuss mistakes in order to learn from them, the findings revealed that 75% of the participants observed that it is a common practise by members to discuss their mistakes in order to learn from the same. Participant MVP stated that mistakes are discussed in meetings where progress reports are tabled for discussions. *"It is in those reports where they are interrogated, discussed and this is when they learn from each other on how to improve performance"* This view is supported by Manson (2015) when discussing about the purpose of team learning (see paragraph 2.6)

This finding confirms literature assertion expressed by Sicinski (2016) that mistakes viewed on the positive side, one can learn a lot from mistakes committed. The remaining 25% said only mistakes committed by students and the administrations are discussed. This group pointed out that lecturers are not keen on discussing their own mistakes but are quick to discuss mistake committed by students and the administration.

6.10.7 Support from leadership

Sixty percent of the participants pointed out that they do get support from leaders while 40% felt that there was no such support. While 60% of the employees are comfortable with the kind of support they get from their leaders, the remaining 40% is still a sizeable number that need attention because TTCs cannot realise LOs status if such a number of its workforce cry out for lack of support in what they are doing.

Eighty three percent of the participants said they do identify needed skills to help them perform better while 17% of them said there was nothing of this sort. This result affirms that lecturers can assess their situations in the work place and get creative ideas to better their work. This is a feature required in LOs.

6.10.8 Learning

All the participants affirmed the conclusion of Gatty (2014) Sohaib *et al* (2015) and handy (2011) about the role of learning for individuals and organizations (see paragraph 2.5). The practice of learning and also helping each other learn at the TTCs at various levels is essential for the transformation of TTCs into LOs. The involvement of lecturers in learning points to a positive direction in the transformation of TTCs in Swaziland into LO. Probably, this attitude may be influenced by the Government move to upgrade TTCs into fully fledged universities. May be college lecturers engage in learning so that they could keep their jobs, nevertheless, it is a good move for college lecturers to view learning as important in their profession. It is encouraging that all 12 participants observed that continuous learning was encouraged in the TTCs.

6.10.9 Flow of Information

Seventy six percent of the participants were of the view that their institutions enable them to get needed information while 24% said there was poor communication between the administration and the lecturers. This is supported by Whitbeck (2014) when explaining the importance of shared vision in Los (see paragraph 2.6) Therefore; seventy six percent is a significant number to conclude that TTCs are on the right track to becoming LOs. Information dissemination and sharing is one of the pillars of LOs.

6.10.10 Interpersonal relations

All 12 participants explained that interpersonal relations are a factor that can promote TTCs into becoming LOs. Good interpersonal relations are encouraged and in the institutions because this translate to teamwork. On the same question, 50% said team work was not rewarded while 50% noted that at times there are rewards for teamwork as indicated by Moloi *et al* (2006) on issues of team learning (see paragraph 2.6) The findings affirm that positive interpersonal relations enhance teamwork. Considering that teamwork is a major attribute for LOs, this bodes well for TTCs to become LOs if lecturers in TTCs are careful and positive on issues of interpersonal relations. The observation by the 50% of the participants that teamwork is not rewarded is a course for concern because this may hamper the transformation of TTCs into LOs (Manson, 2011).

6.10.11 Supervisory issues

Sixty percent of the participants pointed out that their supervisors do grant them freedom to initiate things albeit on a limited basis while 40% felt that there was no freedom because of government policies and time constraints. If 60% of the staff can be afforded the opportunity to take initiatives to advance the course of TTCs, This finding points out that good and positive supervisory measure can be a factor that contributes into transforming TTCs into LOs. There is hope that turning TTCs into LOs in Swaziland is a possibility. The remaining 40% can with time be influenced by the 60%.

6.10.11 mentoring of staff members

Sixty-four percent of the participants noted that there was mentoring taking place particularly for new members of staff. This finding confirms literature on team learning expressed by Senge (2006). Mentoring forms part of team learning (see paragraph 2.6). Thirty-six percent of the participants said there was no mentoring taking place in the TTCs. The voice of the 36% of the participants in this area is important because of the role that mentoring can bring to the operations of TTCs. College leaders must establish mentoring services in their institutions. There was this un-expected argument that mentoring is a choice of those led. It was argued that if one wanted to be mentored, one should follow in the footsteps of the leader and voluntarily learn (Parsloe, 2016; Mdziniso, 2016).

6.10.13 Summary

A host of factors identified by the participants as significant to promoting the transformation of TTCs into functioning as LOs were discussed. These factors are not inclusive. Other factors not mentioned here may still be valid and welcome to compliment what has been discussed in this study.

6.11 FACTORS RESTRICTING TTCs FROM BECOMING LOs

6.11.1 Introduction

In this sub heading, themes indicating factors that restrict TTCs from functioning as LOs are highlighted and discussed. The research question in Chapter 1 asked the participant to describe factors that could restrict TTCs in Swaziland from functioning as LOs. The findings of the study revealed as follows:

6.11.2 Restrictors for TTCs to functioning as LOs

It was noted that the combined effect of the current governance and management systems practised in TTCs strongly restricts TTCs from functioning as LOs (Kontoghiorghes *et al*, 2005). From the findings, it would seem that restructuring of the governance systems of TTCs and devolution of control and decision-making to the TTCs can promote and strengthen the transformation of TTCs into functioning as LOs (Henard and Mitterile, 2009). The participants observed as follows: *“I think the restrictors are lack of funding, long bureaucracy whose pace makes things to be overtaken by events.”*

6.11.3. Lack of rewards and incentives

Seventy-five percent of the participants stated categorically clear that learning is not rewarded. The participants wish this was rewarded. Twenty-five percent cited some form of rewards given to members who have realised some form of achievements. Most college lecturers have attained Masters Degrees while at work but the employer does not pay them according to qualifications. The results in this issue are an eye opener for the government to seriously consider remunerating lecturers according to their qualifications. Seventy-five percent is a significant outcry which cannot be ignored (Scot, 2016; Magagula, 2016).

From the research questions that sought information on rewards and support for learning from leadership both at institutional level and governmental level, 75% of the participants revealed that:

- College Lecturers would love to be given financial rewards in recognition of their educational achievements.
- College lecturers wanted promotion of staff members to senior positions to be based on merit which is linked to educational achievement as opposed to the promotion of staff on account of seniority on arrival at the college concerned.
- The issuance of recognition certificates for outstanding work done by an individual staff member can also serve as a reward.

Generally, the purpose of giving out incentives to staff members in the work place is to inspire or ignite motivation (Scott, 2016). With motivation, people are stirred into action that impacts positively on the tasks they are doing (Atambo, Kabare, Munene and Magoyi, 2013). In this connection, Scott (2016:1) contends that:

“...When recognised for stellar performance and productivity, employees have increased morale, job satisfaction and involvement in organizational functions. As a result, employees

experience greater efficiency and an increase in sales and productivity.”

Confirming literature assertion, the study established that college staff deserves incentives but they are not afforded. The following statement summarises the sentiments of the participants. This view was held by 75% of the population. For instance, participant MVP revealed as follows:

“I am saying this because those who have upgraded themselves from 1st degree level to Masters level are not rewarded but remain in the same pay like they were when they had junior degrees. Even when it comes to promotions, a staff member is not promoted on account of educational qualifications but on who came first into the institution.”

Strengthening this view is the recent observation by the Swaziland National Association of Teachers (SNAT). The Teachers' organization wishes that qualifications should be the basis for promotion of staff into positions in the teaching profession. This is what SNAT said as reported by the media (Magagula, 2016:3):

“Teachers want a separate pay grade structure from other civil servants...following that they were encouraging the culture of education within their members. He said the inception of this culture necessitated the different pay scale as currently they found themselves remunerated similarly to other public service employees who had no qualifications.”

Notwithstanding the above, an opposite stance was established in which some participants argued against offering of incentives to members of staff. It was argued that offering rewards to members of staff would erode professionalism and also promote corruption. Participant FSL2 said:

“I wouldn't like rewarding for work done within areas of one's responsibilities because it would cultivate the culture of paying for everything for any work done by members of staff”. Individual staff members are rewarded as they participate because they will grow in knowledge and

understanding of the work they are doing. That's how teamwork rewards its members."

This position exhibits a strong element of maturity amongst those participants who may be viewed as believing in intrinsic motivation as opposed to extrinsic incentives. This is not to suggest that they are opposed to monetary incentives but the reasons forwarded against are real and credible. Doing work out of personal satisfaction promotes self-reliance and encourages the spirit of adventure, discovery and innovation.

6.11.4 Barriers to learning

In this section, the results revealed that:

- Personalization of issues seriously hampers constructive engagements;
- Staff different backgrounds interfere in smooth debate of issues;
- Different educational achievements and experiences hamper cohesion amongst staff members;
- Lack of funding for staff development was a hindrance to professional development; and
- Age restrictions on academic staff development imposed by government also impeded staff from upgrading their qualifications.

Although staff members help each other to learn, the above issues were causing serious barriers to learning by staff members from each other because instead of learning, members become entangled in personal matters and tend to personalize issues. Influenced by their different backgrounds and also affected by different educational levels and experiences on certain issues make things difficult to help one another in such circumstances. For instance, the sentiments below revealed by participant FSL2 observations:

"This depends on the individuals if they are willing to learn or unlearn. Sometimes when you try to help, some people tend to personalize issues. I think this is caused by having different backgrounds, different educational levels and experiences and we end up having very few common factors that bind us".

On the issue of funding and scholarship provision for further training and attainment of higher degrees, it was found that government had stopped providing this service and this has hampered further training initiatives for staff members as they are expected to foot the bill for their own training. This is evidenced by the following statement. *"So far it has been*

promised that if you go for further studies your salary is paid in staggered and in a prorated form declining per academic year at a rate of 25% but still you have to find your own scholarship.”

Finding own scholarship is a serious challenge to the lecturers and this constitutes a barrier to learning. The result is keeping college lecturers in the same qualifications unless one has the financial ability to pay for further training. The failure by government to provide scholarships to college lecturers may be due to fiscal challenges such as the economic melt-down that affected almost the entire world in recent times, Swaziland included.

6.11.5 Lack of programme evaluation

Programme valuation is an important aspect in a life of an institution. According to Ball (2011:4) *“The purpose of this kind of evaluation is to provide information to decision-makers who have responsibility for existing or proposed programmes.”* This is done to ensure quality. Furthermore, in his address of graduating students at the William Pitcher Teacher Training College His Majesty King Mswati iii observed as noted by Nkambule (2016:3).

*“...As part of prioritizing education, there was a need
for the country to review its education system in order to
meet the changing times as strides are made towards
2022. Highlighting though that the review does not mean
presently the country is not doing well.*

Quality in this context refers to the ability of the education system offered in the TTCs to effectively and efficiently perform the task which it has been assigned to do (Mahlalela, 2011). Consequently, the findings in this study pointed out that periodic evaluation of the system is needed so that it is up to date and keeps pace with the demands of a rapidly changing world. The evaluation includes diagnostic evaluation for the purpose of identification and determination of the gaps and to effect the changes that need to be effected. The findings as stated by participant FSL2 below calls for an evaluation of TTCs training programmes:

*“There is so much technology that is taking place on the primary
school curriculum and in fact in the whole education sector.
Every report concludes that the standard of education in the*

country is poor. We need evaluation to help inform change and relevancy.”

To a large extent, participants in this study are linking good quality education to the quality of teacher preparation in the TTCs. Quality training involves the quality of the TTCs curriculum, quality of the lecturers, quality of infrastructure and the quality of the assessment procedures applied in the assessment of trainees in the TTCs.

6.11.6 Lack of the provision of in-service programmes

Literature has noted that the competencies of teachers graduating from colleges were not noted such as teachers' knowledge of the subject content and the short time they spent in college training (Mubanga, 2012 ; National Informatics Centre, 2016). In line with the above trends in education, the findings of this study revealed a need for an expanded mandate of TTCs in the country that besides training teachers in the pre-service model, TTCs should engage in the provision of in-service programmes to the country's teachers. For instance, the participant FSL2 stated:

“When you do in-service programmes, you are constantly upgrading teachers in the field for they are the products of the TTCs. Through in service programmes, the institution places itself in the position of identifying gaps and deficiencies for the purposes of strengthening the TTCs training processes.”

6.11.7 Weak quality control challenges

According to Hoosen *et al.* (2009:26), the broader goal to develop quality higher education is to produce graduates with the competencies required to drive economic and social development. Quality higher education is also essential for competitiveness in the global knowledge economy. Correspondingly, as observed by Hoosen *et al.* (2009:26), common standards for higher education have the following goals:

- Facilitate and support mobility of students, graduates, and academic staff across countries.
- Bridge the gap between unequal educational systems that exist as a result of colonial legacies particularly in Africa, by coordinating efforts of national accreditation bodies and regional bodies to maximise their success and address their challenges.

- Provide an integrated platform for dialogue and action to develop strong regional, continental initiatives that cohere into global harmonization.
- Facilitate the development of effective quality assurance mechanisms.
- Ensure that higher education institutions become progressively more a dynamic force in the international higher education arena.

Rivalry for resources has in recent years pitted educational institutions such as TTCs against one another for survival. Constantly, TTCs have to worry about the quality of their products. Stakeholders such as parents, students and sponsors alike, want value for money from educational institutions. TTCs should worry about setting standards and continually maintain them for the improvement of the quality of education in the country. The findings of this study revealed some critical challenges in quality controls. For instance, it was stated by participant FSL2 that:

“Quality is important. TTCs should have certain degree of quality control yet in Swaziland we don’t have indicators to show and define progress in TTCs. There is just some little bit of chaos that is taking place in TTCs because there are no clear lines of quality control.”

Literature has pointed out that quality can be viewed both in absolute and relative terms. In absolute terms, quality is the highest possible standard whereas in relative terms quality suggests that the quality of a product can be measured in terms of certain specifications (Mishra, 2007:12). The perceptions of the participants particularly participant FSL2 in the issues of quality controls are demonstrated in the finding below:

“We don’t even have ratings whether an institution is performing better than the other, we don’t even determine this one is performing better in certain aspects of training so that we can take lecturers to go and learn from those who are doing it better”

Concern for quality upholding in TTCs is essential for it will enhance competition, customer satisfaction, maintain standards, accountability, improve employee morale and motivation, credibility, prestige and status, and image as well as visibility and contributions of that particular TTC to society.

To address the above, participants are pinning their hopes on the newly established Higher Education Council whose mandate amongst other things is to regulate and accredit institutions of higher learning including TTCs.

“Somebody has to monitor TTCs because there are so many institutions producing teachers. Accreditation and licensure should be an important aspect in the training of teachers for quality purposes.”

Following the above findings, it can be concluded that TTCs in Swaziland are lacking in this area to conform to the demands of learning organizations because a distinguishing factor of LOs is the ability to be competitive and to stay abreast of others.

6.11.8 Job titles not international

The findings of the study revealed a concern over the titles conferred on college personnel particularly the heads and vice heads of TTCs. In the current arrangement, the head of a TTC is referred to as Principal and the vice head is referred to as Vice Principal. In the school system, the head of a school is also referred to as principal and the deputy as deputy principal. According to the findings of the study, the participants felt that leaders of TTCs in Swaziland should be accorded similar designations like those used in the SADC region and internationally. Participant MVP put it bluntly in this way:

“The present structure should change and I wish it should take the model of Uniswa. That is to be semi autonomous. This will allow change of titles such that principals become Directors or Vice Chancellor. We need this change to align with what is happening internationally or the SADC region. Administrators of higher education are no longer referred to as principals. Principal reinforces the high school mentality in TTCs management. Higher education institutions need to take the direction of university.”

9.11.9 Lack of freedom to adapt new goals

Seventy five percent of the participants lamented the effects of the lack of freedom to initiate, create and adapt new goals by TTCs. The freedom should be accompanied by the right to have the envisaged goals implemented. The lack of freedom tends to stifle creativity and

taking of initiatives on the part of college staff. This is not good for development, adaptability, competitiveness and transformation of TTCs into LOs. Participant ML2 pointed out as follows: *“It is not always easy to have freedom as we are a government institution. The freedom we may have is treated with caution. Flexibility is quite limited.”* The sentiment expressed above indicates that lecturers have limited scope for discovery, creativity and innovation. The spirit of imagination and thinking outside the box can only be released in the context of freedom to act and contribute. To do this, you need support of your superiors.

6.11.10. Summary

The purpose of this study was to explore ways and means on how to transform TTCs in Swaziland into LOs. Earlier on factors that were deemed favourable to transform TTCs into LOs were discussed. This could not be complete without touching on factors that have the potential to restrict TTCs from transforming into LOs. These factors should be handled with care so that each of them are resolved to pave the way for TTCs in Swaziland to transform into effective LOs.

6.12 GOVERNANCE OF TTCS

6.12.1 Introduction

Responding on the research question that requested the participants to describe their perceptions on the governance of TTCs in Swaziland, the participants described the governance of TTCs as:

6.12.2 Weak governance systems

Seventy six percent of the participant pointed out that governance and management of TTCs is weak. According to them, a weak governance system in this context refers to a system that is not responsive to current demands for good governance of TTCs in Swaziland. The statement from participant FHoD1 below is evidence of this outcry for change of the way TTCs are governed:

“If I were to be honest, the way TTCs are governed currently, stands in the way for progress and development of these institutions. TTCs leaders make limited decisions because these are controlled by government. Both major and petty decisions are taken by government instead of the leaders of the TTCs on the ground.”

This finding is supported by Hatami (2011) in his argument that TTCs must transform in order to survive (see paragraph 4.2). The finding above further confirms the reality which exists in the governance system of TTCs in the country. Furthermore, the finding on the lack of governing structure in TTCs in Swaziland is in stark contrast to literature expectations as pointed out by Henard and Mitterle (2009) Melo, Sarrico and Radnor (2008) in their analysis of governance structures in institutions of higher learning (see paragraph 4.1) On this note, it is time that Government consider setting up governing bodies for TTCs as i the case with schools which are governed and regulated by school committees.

Equally important to note is that 83 percent of the participants felt that the challenges faced by TTCs were due to the fact that they did not have governance structures but the MoET governed TTCs direct from headquarters. According to the participants, the introduction of governing bodies to take charge and regulate the activities of TTCs can be a solution to the many challenges which are currently faced by these institutions.

6.12.3 Lack of autonomy

Seventy-six percent of the participants argued that the lack of autonomy for TTCs in the current governance and management systems in the TTCs needs to be changed while 24% seemed comfortable with the status core. Seventy six percent is significant. This call for change is fundamental to enabling TTCs into becoming and functioning as LOs. This finding again goes back to the issue of weak governance as stated above and supported by literature (see paragraph 4.1). The 24% which expressed satisfaction with the governing and management systems of TTCs is constituted by participants coming from one private TTC. Staff members in this TTC were once employed and remunerated by government. In this finding, it looks like these lecturers are not satisfied with the new administrative and remuneration set up in their present system.

Generally, the results of the study decried the governance and role of government in the running of TTCS in the country and revealed that from their establishment to date, TTCs in Swaziland:

- Seriously lack autonomy;
- Are characterised by long and confusing bureaucracy;
- Are subjected to un-responsive and cumbersome procurement procedures;
- Are run and treated worse than high schools; and
- Lack clear policy guidelines.

In Swaziland, the governance of schools is in the hands of school committees who have the full authority and responsibility for budgeting, collecting school funds and then spending these funds according to officially set out rules and guidelines. The school committees working together with heads of schools craft and implement school development plans. The TTCs have no governance structures but are directly controlled from MoET head quarters (MoET, 2012; MoET, 2011). TTCs do not keep funds and use them as per their needs but have to requisition usage of funds from government. Owing to the above findings, the work and processes of TTCs are severely curtailed to their detriment (Education Census Statistics, 2011). The findings also indicate that TTCs should be accorded the status they deserve, namely: the autonomy to control their own affairs and government only enacting policies and providing an oversight function. Participant MVP had this view: *“What I have discovered is that the governance of TTCs is seriously lacking. The system that is taking place in schools is applied in the TTCs yet the TTCs are very different from the high school set up.”*

6.12.4 Bloated bureaucracy

All 12 participants cited long and cumbersome bureaucracy as a restrictor to TTCs from functioning as LOs. The participants felt that the bureaucracy in place currently is:

- Cumbersome and takes long to respond;
- Delays actions on issues;
- Stalls progress;
- Hinders development; and
- Causes system failures.

The findings revealed that bureaucracy was more of a restrictor than a promoter and this can actually prevent TTCs from becoming LOs as evidenced by the arguments of Henard and Mitterle(2009) in their analysis of governance of higher education (see paragraph 4.1).

Connected to the above, the long and confusing bureaucracy was found to be a major handicap in the operations of TTCs in Swaziland. Participants in all the levels of responsibility interviewed namely; the college principals and vice principals, heads of departments, senior lecturers and lecturers alike identified bureaucratic red tape in the life of TTCs as a major setback and hindrance to college progress and development. Participant MVP1 explained this phenomenon as follows:

“The problem we have is bureaucracy through acquiring teaching resources. At the TTCs you cannot replace a broken

window no matter how urgent but if procedure is not followed you will not achieve anything for there is no urgency but there is procedure”.

It is not easy to acquire teaching resources such as teaching materials and purchasing of needed equipment that will facilitate smooth operations and running of TTCs. The difficulty is due to the fact that leaders of TTCs do not have the autonomy and professional discretion to decide what to purchase and at what time to do such purchases. TTCs have the departments of Home Economics, Agriculture and Art and Craft. These departments need raw materials and inputs frequently but the cumbersome procedures for procurement in most cases militate against smooth and effective teaching. Participant MSL1 explained as follows:

“Procurement of teaching materials and equipment is controlled by government, look at the procedures in government, you want a print machine or milk today you will get it months to come and find that this has been overtaken by time and events. Currently this stand in the way for progress and development of TTCs in the country and this arrangement restricts operations of the TTCs.”

According to the findings, if college leadership were to be given autonomy to control and supervise the finances of the TTCs this could help reduce the long process of acquisition of teaching resources. The findings pointed out that ordinary primary and high schools are better served in terms of procurement than TTCs because they control their own affairs as compared to TTCs who do not have control over their affairs particularly in the finance department (MoET, 2011). Participant MHoDI said:

“The leadership of the TTCs are not given the autonomy and freedom to think and act as per needs and prevailing conditions obtaining in the institution but are restricted by the governance system in place. In fact, schools are better governed as they have school committees who take decisions on the spot and implement them. Schools control their own funds unlike TTCs whereby the leaders in these institutions cannot even access funds to fund college activities because they have no power to do so.”

If TTCs were to be freed from the cumbersome procurement procedures, the system of sourcing for three quotations from three different sources of supply only approved by government would fall away. This could expedite the procurement system of the TTCs and make them more responsive to immediate needs of the TTCs as far as the purchasing of teaching materials is concerned. Participants complained that their teaching is time-bound through semesterization and the governance system does not consider this fact.

6.12.5 Funding of TTCs

It is a given fact that government as the owner of TTCs is also expected to fund these institutions. The funding comes in different aspects for instance, in the payment of staff salaries, provision of students' scholarships, purchase of equipment and teaching materials, building of infrastructure and payment of services. The findings of the study indicated that 75% felt that government is not handling finances of TTCs satisfactorily. The findings of the study further confirmed the long standing view that the financial control and dependence of TTCs on government funding works at the disadvantage of these institutions. Connected to this issue, participant FSL2 had this to say:

"... We don't generate funds as institutions. It is not even our mandate to do so for we are a government entity and we don't have a policy to generate funds that can sustain TTCs. It means we are whole relying heavily on government budget when we do have the potential to generate our own funding e.g. we have hostels which could be leased out during vacations for meetings and conferences."

6.12.6 Policy formulation

Policy formulation and oversight roles are responsibilities of the government. In this aspect, the findings of the study revealed that government has not been able to enact clear policies to guide the operations, governance and directions of TTCs. To illustrate this finding, participant FSL2 noted as follows:

"... Then we don't have a policy specifically for training institutions. The only policy that is there is in the MoET which is only one or two statements on TTCs nothing else. If there was a

policy directed to TTCs probably that policy will be having a strategy directed to training of teachers probably that would even promote TTCs.

6.12.7 Decision making processes in TTCs

With regard to the centrality of control of TTCs by government, 83% of the participants lamented the effects of centralised decision making processes. The study found that both major and minor decisions in TTCs are decided by government. Such decisions in the majority of cases may take longer than expected to be made thus exposing TTCs to struggling to cope. This arrangement has negatively impacted on the operations and management of TTCs in the country. Participant MSL1 summarised this challenge in this manner:

“I should think the principal should be given the mandate to make decisions to control the finances to run the college. The college administration should have autonomy to run the institution the way it should be run.”

6.12.8 Summary

In a nut shell, the participants pointed out that which they perceived as weaknesses in the governing and management of TTCs in the country. Engaging these items of weaknesses with the objective to improve can be in the best interest of the agenda to transform TTCs in Swaziland into LOs.

6.13 CONCLUSION

This chapter presented and analyzed, interpreted data and discussed the findings of this study. The presentation, analysis and discussion of the results were arranged according to sub-headings derived from the sub-themes from the final coding of sub themes in line with the research questions. The next and concluding chapter discussed the summary, findings, and recommendations from the study.

The next and final chapter discusses the summary, findings and recommendations from the study. Furthermore, the chapter discusses the researchers own proposed strategic management model for TTCs in Swaziland.

CHAPTER 7

SUMMARY, FINDINGS, AND RECOMMENDATIONS FROM THE STUDY

7.1 INTRODUCTION

This chapter presents the summary of the research as well as the main findings and recommendations that were derived from the study. The unique contribution to the discipline

is also discussed in the form of a strategic management model for TTCs, while the limitations of the study are outlined. Two sets of recommendations are presented. Set one of the recommendations is directed to the Ministry of Education and Training, while set two is directed to practitioners who are professionals in TTCs.

7.2 SUMMARY OF THE STUDY

The purpose of the study was to determine how TTCs in Swaziland could be transformed into effective LOs? The research sub-questions were:

- What are the characteristics of effective learning organizations?
- Which factors have the potential for developing TTCs as learning organizations?
- Which factors restrict the TTCs in Swaziland from functioning as effective learning organizations?
- How are TTCs in Swaziland governed and strategically managed

The study emanates from concerns raised for a number of years on the quality and relevancy of TTCs in Swaziland. Such concerns have been noted by the media. For instance, newspapers, magazines, and professional journals, all have been flooded with articles criticizing the state of education in general and teacher training in particular (see paragraph 1.3). The criticism of the training programmes in colleges is with regard to the question of standards, quality and relevance of the training process in relation to meeting the needs of the public. The TTCs in Swaziland are not immune to the attacks and criticisms (see paragraph 1.3). A close analysis of the historical background of the colleges in Swaziland coupled with a further consideration of their present state and condition confirms their compromised standards of operation as observed by the Vice Chancellor of the University of Swaziland when addressing the 2014 graduation event (see paragraph 1.3).

Literature has pointed out that there is no organized system of maintenance in TTCs because they have no direct access to relevant funds (see paragraph 1.3). Accordingly, the mode of governance and management systems currently in place in TTCs needs to be revisited if they are to be relevant and competitive locally and internationally (see paragraph 1.3). Information pertaining the demographics of the participating college lecturers was collected. The participants were divided into four different levels of responsibilities, namely; college principals and vice-principals, Heads of Departments, Senior Lecturers and lecturers. There were three participants in each area of responsibility (see paragraph 5.3)

It was pointed out in Chapter 1 (see paragraph 1.5) that the study is underpinned by the interpretism research paradigm. This study applied the ethnographic research design (see paragraph 5.2.3). This study employed the purposive sampling procedure which is non-probabilistic and the participants are considered appropriate for providing rich and relevant information about TTCs in Swaziland. In a qualitative study like this one, data collection is in words rather than in figures. Qualitative data were collected using interviews. This study used in-depth interviews which permitted participants to convey in their own ways and speed, their opinions on the subject studied (see paragraph 5.4)

7.3 RESEARCH FINDINGS

The purpose of this section is to present and discuss the findings from the study. The findings are each discussed under sub headings with reference to each of the sub-research questions indicated in (paragraph 7.2). The findings are discussed in light of the views of the participants and further supported by literature

7.3.1 Characteristics of effective learning organizations (see sub-question1)

With regard to the first question, the participants identified the following as features that constituted characteristics of well-functioning and effective LOs. The characteristics included: availability of both well qualified academic and specialised non-academic staff in certain key areas, must have adequate and relevant infrastructure, dynamic, innovative and responsive curriculum, have quality assurance checks and balances mechanisms, must have resource centres such as a good library and IT facilities, sufficient funding, innovative leadership, and proactive managers, HoDs and Senior Lecturers (Manson, 2011; Senge, 2010; Moloi *et al*, 2006), [see paragraph 2.7].

Furthermore, characteristics such as open and free flowing communication systems, spirit of risk taking and adventurism, support and recognition for learning and individual achievement, provision of resources to enable members to perform their job, presence of the spirit of unity, cooperation and teamwork, giving of rewards for learning and individual initiatives, creation of an environment conducive to learning and training, knowledge acquisition and management, provision of continuous learning opportunities to their members, frequent use of learning to reach their goals, linking of individual performance with organizational performance, fostering of inquiry and dialogue, making it safe for people to share openly and take risks; embracing creative tension as a source of energy and renewal; and are continuously aware of, and interact with their environment internally and externally

were found to be defining features for LOs (Whitbeck, 2014; Marquardt, 2011; Skyrme, 2010; Kontoghiorghe *et al*, 2005). [See paragraph 2.7]. According to the participants, these characteristics can be applied to TTCs to assist transform these institutions into LOs.

7.3.2 Factors that have the potential for developing TTCs as learning organizations (see sub-question 2)

The participants were able to clearly respond to the above research question by listing factors which in their opinions could assist transform TTCs into LOs. Such potential factors included but not limited to: institutional support from TTC leaders, ease of access to information such as IT facilities as well as both print and electronic information, the value and importance attached to teacher training need to be recognised, adherence to professional and institutional values, using of mistakes as learning curve rather than criticism, taking of learning for members on a serious note, good interpersonal relations amongst staff and supervisors and the mentoring of other members. Given the understanding demonstrated by the participants on what can be applied to transform TTCs into LOs, the findings point to a direction for instance, that it is relatively possible to transform TTCs in Swaziland into effective LOs (Lewis *et al* 2008; Nakopodia, 2009; Garvin, 2008).

The findings in this study support the notion that every organisation develops and maintains a unique culture which provides guidelines and boundaries for the behaviour of the members of the organization. This is consistent with findings of a study that was conducted by Chang and Lee (2007) on leadership, organisational culture, learning organisations and job satisfaction. The study revealed that organisational culture had a positive influence on the life of an organisation (McLaughlin, 2013; Phongsichomphu *et al*, 2013; Frost, 2010; Chang & Lee 2007). [See paragraph 3.2.2].

The study confirmed that an LO depends profoundly on effective leadership. Leaders model the openness, risk-taking and reflection essential for learning, and communicate a persuasive vision of the LO, providing the empathy, and personal support needed to lead others towards it. The role of leadership in influencing TTCs to becoming LOs was confirmed by Reece (2004) in a study that investigated the method to transform universities to LOs in Australia, (see paragraph 3.2.1). The study revealed that leadership was an essential factor in transforming universities in Australia to LOs (Reece, 2004). A study that was conducted by Singteantrakul (2008) to explore factors facilitating LO practices in public health centres,

confirmed the significant role of leadership for assisting their organisation implement the concept of LO Singteantrakul (2008), see (paragraph 3.2.1).

Furthermore, the role of Information Communication and Technology in the transformation of TTCs into LOs was affirmed. It is evident that the improvement of technology and information systems leads organizations to search for strategies that assist in acquisition, rendition, storage and dissemination of knowledge in the organization. This is in order to facilitate reuse in time, thus preserving organizational memory (Barros, Ramos & Perez, 2015; Rupcic & Begicevic, 2007; Curran, 2004). [See paragraph 3.2.4].

7.3.3 Factors that restrict the TTCs in Swaziland from functioning as effective learning organizations (see sub-question 3)

On the third research question that sought the perceptions of participants on factors they viewed as restricting the TTCs in Swaziland from functioning as effective LOs, the participants pointed out six key factors. These were:

7.3.3.1 Bureaucracy

The effects of bloated bureaucracy are discussed by Henard and Mitterle (2009) and Phongsichompu *et al* (2013) in their discussion of governance. [See paragraph 6.12]. In this regard, bureaucracy was described by the participants as;

- Cumbersome and takes long to respond: Delayed decisions create anxiety, frustration and despair;
- Delays actions on issues: When the chain of command is too long, it prevents acting timely on issues;
- Stalls progress: Delayed actions is a recipe for stalling of meaningful progress and creates stagnation;
- Hinders development: When progress is stalled, there is bound that development is hindered; and
- Causes system failures: Lack of delivery of essential services translate to overall system failure.

7.3.3.2 Lack of rewards and incentives for staff members

College lecturers expect the employer to give them financial rewards in recognition of their educational achievements. Rewarding of workers is a tool for motivation (Magagula, 2016; Atambo, Kabare, Munene and Magoyi, 2013) [see paragraph 6.11].

7.3.3.3 Poor promotion formula

The lecturers pointed out that promotion of staff members to senior positions must be based on merit which is linked to educational achievement as opposed to the promotion of staff on account of seniority on arrival at the college concerned (Gatty, 2014; Sohaib et al, 2015; handy, 2005). [see paragraph 6.10].

7.3.3.4 Lack of recognition of achievement

College leaders need to issue out recognition certificates for outstanding work done by an individual staff member as means to recognise one's efforts Gatty, 2014; Sohaib et al, 2015; handy, 2005). [see paragraph 6.10].

7.3.3.5 Fear of Change

The fear of what change would bring and do to peoples' lives was seen as a factor that had a potential to restrict TTCs from transforming into LOs. In most cases people would like to remain in their comfort zone than venturing into the unknown. College lecturers were no exception. Held back by such attitudes, they had the potential to hamper moves to transform TTCs into LOs (Hatami, 2011; Melo, Sarrico and Radnor, 2008). [see paragraph 4.1].

7.3.3.6 Lack of information flow

The participants cited lack of information flow from the administration of TTCs to them as a factor that can hinder TTCs from transforming into LOs. This finding suggests that college leaders should be information keen to realising information to the rest of the members of a TTC (Whitbeck, 2014; Barros, Ramos & Perez, 2015). [see paragraph 6.10].

The findings of the study are consistent with the observation that factors restricting TTCs from operating as LOs, include non-innovative leaders who bring to the organisation toxic leadership, information retention, favouritism, lack of vision, unclear goal-setting, lack of trust, controlling, ambiguous and unilateral decision- making processes (Wilhem, 2006; Aretz & Linard, 2015). [See paragraph 2.8]. Bloated bureaucracy, entrenched culture mired in the past, poor power planning and sequencing, lack of patience, lack of meritocracy in appointments, lack of recognition and reward system, lack of dialogue and engagement, lack of learning opportunities, fear to take risks, failure to maintain gains, failure to share information and lack of checks and balances (Liaghat *et al*, 2010; Lewis *et al*, 2008; Senge, 2006; Yang *et al*, 2004). [See paragraph 2.8].

7.3.4 How TTCs are governed and strategically managed (see sub-question 4)

Responding to the fourth research question that requested the participants to describe their perceptions on the governance of TTCs in Swaziland, the participants described the governance of TTCs as centralised, top down, weak, unresponsive governance system characterised by serious lack of autonomy, long and confusing bureaucracy, unresponsive and cumbersome procurement procedures, run and treated worse than high schools and lacking clear policy guidelines. Therefore, the findings of the study firstly, call upon the Government as the owner and controller of TTCs to have a political will to change the status core of TTCs in the country. Admittedly, the changes involve funding, material resources, infrastructural development and personnel development. Secondly, college lecturers as practitioners have to avail themselves, adjust and accept change and be part of transforming TTCs in the country into LOs. Resisting change on the part of the lecturers can frustrate TTCs transformation processes (Tylor, Amaral and Machado, 2004; Hall and Symes, 2005). [See paragraph 4.1].

With specific reference to Swaziland, the findings revealed three key findings. Firstly it was revealed that the governance and management systems currently in place in TTCs need to be drastically changed. Secondly, it was found that college lecturers want to be recognised for attainment of higher qualifications and then incentivised for their achievements. Thirdly, college lecturers prefer promotions that are linked to higher qualification attainment rather than experience as a lecturer in the institution (UNISWA Calendar, 2011/12; MoET, 2012). [See paragraph 4.3].

The study revealed that TTCs, as in industry and business can benefit from the adoption of a strategic management approach to decision-making (Nigel, 2015; Barnat, 2014; Matheson and Tanner, 2010; Dess et al, 2005). [See paragraph 4.2].

7.4 A PROPOSED STRATEGIC MANAGEMENT MODEL FOR TTCS IN SWAZILAND

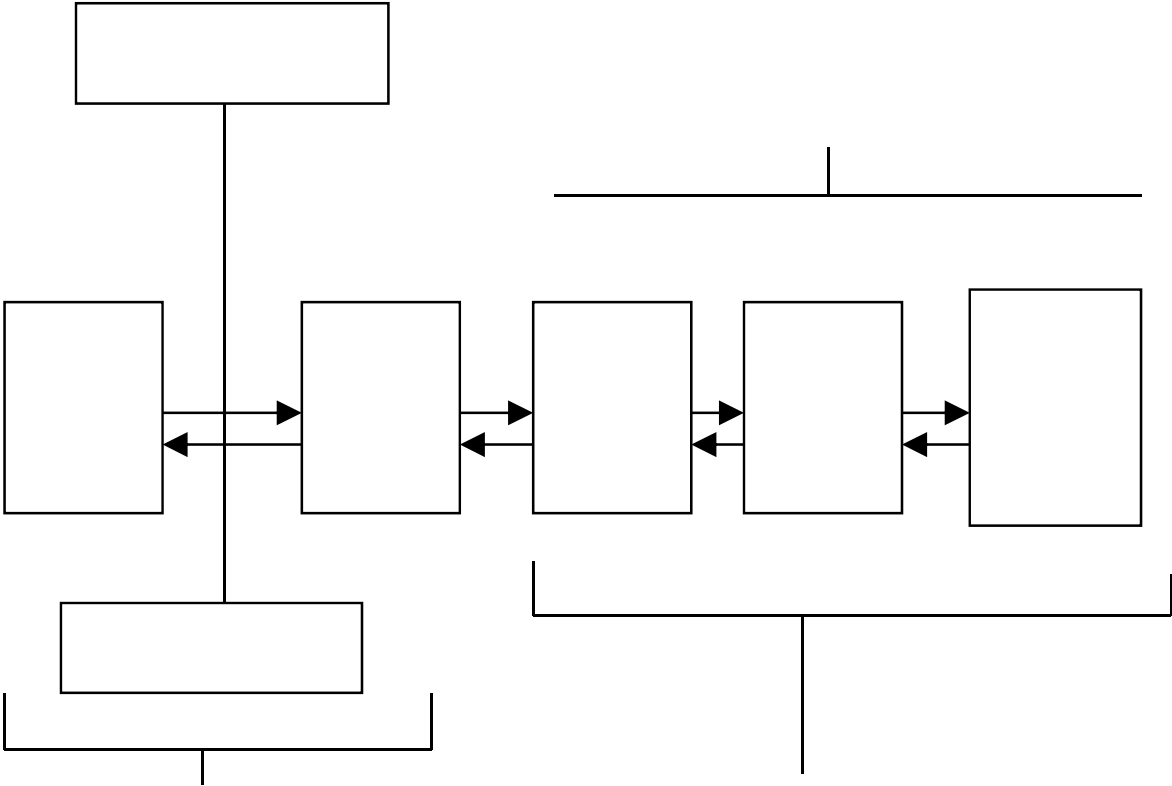
7.4.1 Introduction

In Chapter 1, it was stated that this study will conclude with the development of a strategic management model for TTCs in Swaziland. Figure 7.1 below describes a seven point

proposed strategic management model for the running of TTCs in the country. This model represents the researcher’s own unique contribution to the study. The model can further assist TTCs transform into LOs. For the purpose of this study, and detail discussions, the seven points are referred to as sections one through seven.

7.4.2 Section 1: Ministry of Education and Training

Section 1 of the model describes the position, role and responsibilities of the Government through the Ministry of Education and Training. In this section, the model emphasizes that the Government should continue to provide an oversight on TTCs activities. The oversight includes the responsibility to provide political, financial, infrastructural as well as human resource support to the TTCs. These responsibilities are discussed in detail below



Researcher’s proposed strategic management model for TTCs in Swaziland

7.4.2.1 Formulation of national policies for TTCs

The proposed strategic management model does not remove the responsibilities of the Government in policy formulation and direction of TTCs in the country. The model calls upon

Government to engage stakeholders such as the populace, business community, the academia, civil society, politicians, the church and non-governmental organizations to take part in the shaping of the future and direction of TTCs. This inclusive approach will ensure that the cost of tertiary education is a shared responsibility; as well as equity and quality of teachers trained in the TTCs by providing relevant enablers.

7.4.2.2 Provision of funding

In this model, the Government remains the main provider and source of funding for TTCs' activities. Due to dwindling Government funding of tertiary education, TTCs are urged to devise strategies to support and supplement government funding. Such strategies are discussed in paragraph 7.4.7.2 below.

7.4.2.3 Provision of infrastructure

The responsibilities of the Government in the affairs of TTCs include the construction and development of appropriate infrastructure such as classrooms, laboratories, hostels and staff houses. The Government is obliged to provide relevant infrastructure in the TTCs. Autonomous TTCs in this model will devise means and strategies on how to complement the Government. For instance, the engagement of public private partnerships in infrastructural development would be central in driving TTC development. The model emphasizes the timely maintenance of TTC infrastructure to prevent them from becoming dilapidated.

7.4.3 Section 2: Vision, mission and direction

In section 2, the model describes and also discusses key responsibilities of college leaders. These responsibilities include specifying clearly the direction to be taken by TTCs, the formulation of a vision and mission statements for the TTCs. A vision statement is essential for it assists the TTCs to declare their expected outcomes which in turn become the guiding feature that will take them forward. In addition to the vision statement college leaders need to craft Mission statements for TTCs. The purpose of the mission statement is to delineate in succinct language why the TTCs exist and what their operations are intended to achieve. The mission statement should include a clear definition of current and expected operational scope, products and expectations over a specified time frame. It is in section 2 where college leaders need to set out the expected values that should guide, bind and cultivate a sense of pursuing excellence amongst all members of a TTC.

The model entails that by vigorously participating in the formulation of the vision, mission and values that define TTCs, they have the strategic opportunity to influence the transformation of TTCs into LOs. This they will do by proving TTCs with leadership characteristics that are favourable to the implementation of factors that will not restrict but promote the ideals of LOs within the TTCs establishments.

7.4.4 Section 3: Strategic planning, formulation of programmes and Implementation process

Under section 3, the model outlines the aspects of strategic planning, TTCs programmes formulation and implementation processes. This aspect involves strategic planning and formulation of a plan. Both concepts are discussed in detail below.

7.4.4.1 Strategic planning

The strategic plan develops from the historical context, overall direction, and the reviewing of the culture of TTCs. Furthermore, the plan will indicate short-term, medium and long-term goals of the TTCs, principles and policies, targets and priorities, performance criteria, distribution of resources and methods to be followed on how to achieve the set out outcomes. Therefore, this model entails that strategic planning emphasises on outlining the overall priorities and focus of TTCs within the context of national needs and development strategy. Strategic planning will talk to and take into account the issues discussed in sections 1 and 2 so that there is synchronisation of TTCs tasks and purposes.

7.4.4.2 Formulation of TTCs programmes

In this section of the model, there is going to be a committee set up to review current TTCs programmes with the view to updating them in such a way that they talk to and address current national development aspirations and further align the TTCs activities to international trends. New TTCs programmes will be developed to meet market demands, skills and job requirements. When this part of the strategic model is vigorously pursued, the provision of outdated programmes, content and teaching methodologies will be a thing of the past. In this manner TTCs in Swaziland will be competitive and also answer to the demands of the concept of LOs which entails continuous improvement in line with the ever changing environment.

7.4.4.3 Implementation process

The crafting of a strategic plan and no matter how good that plan is, will depend on its implementation. The proposed strategic management model above calls for the commitment and cooperation of all stakeholders for the plan to succeed. Necessary resources such as financial, human, material and infrastructural will have to be made available. Though different funding strategies will be exploited to ensure successful implementation, the Government remains the major provider of financial backing for TTCs. With the availability of funds, TTCs in the next five years need to:

- Design and facilitate strategic planning processes
- Create and also source technical assistance, resources and services that will support and facilitate strategic planning to enhance strategic management.
- Conduct desk top review of their circumstances by analysing relevant and informative documents that will assist chart the new direction.
- Identify key strategic issues and stakeholders that will help usher TTCs into a future they desire.

It is the researcher's observation that the above strategic management model for TTCs in Swaziland will provide a solid foundation for sound TTC management, establish key and essential administrative components, provide timely monitoring and reporting systems, independent decision making processes, accountability and good governance. In addition to the strategic model, an improved organogram that will answer to the demands of an LO managed TTC is shown in the appendices section of this study indicated as Appendix I.

In addition to the proposed strategic management model above, proposals for new positions to be included to the current TTCs organogram are hereby made. The new positions to be included to the current TTCs organogram are:

- The office of the Registrar;
- Vice Principal- Administration;
- Financial Controller;
- Research Officer;
- Farm Manager;
- Maintenance Officer;
- Human Resource Manager; and
- Security Manager
- Physical planner
- Director of college foundations

The researcher' proposal for the inclusion of the ten posts cited above in the college organogram is that these new positions will add value to the management of TTCs in the country, thus, increasing efficiency in the operations, governance and management of TTCs. Furthermore, these positions will make the implementation of the proposed strategic management model above relatively better and enhance the process of transformation of TTCs to LOs.

7.4.5 Section 4: TTCs systems

Section 4 of the model takes into account issues of TTCs (institutional) systems. For the purpose of this study, the model describes institutional systems as referring to processes, systems, structures and mechanisms that will work well for the TTCs in the country. The scope and functions of the systems need to be clearly explained, reasonable and achievable. Institutional systems discussed in detail in this model include, but not limited to, quality control measures, feedback, information dissemination and the provision of ICT services and programme evaluation. These are discussed in detail below:

7.4.5.1 Quality control measures

The development of relevant and effective systems of checks and balances is an important feature in this model. The role of a system of checks and balances is to take care of issues of quality control that will help enhance credibility, accreditation, assessment and validity of the processes and programmes of TTCs. The model emphasizes strict adherence to the above measures so that the product of TTCs cannot be doubted locally and internationally. The relevancy of this model answers to the concerns that were raised by the participants with regard to quality control issues in the TTCs.

7.4.5.2 Feedback

The stakeholders and partners of a TTC would like to know what the institution is doing and has achieved over a period of time. The model emphasizes the free flow of information internally and externally so that everyone is made aware of what is going on in the institution. The departments and units of the TTC are interrelated, linked to each other and serve the purposes of the entire TTC. This model requires timely feedback procedures so that strengths and weaknesses could be spotted early enough before damage is done to the establishment.

7.4.5.3 Information dissemination

Linked to measures of feedback, the model under discussion encourages the free flow of information within and amongst members of the TTCs, departments, the college administration and the Government. The dissemination of relevant information at the right time helps to eliminate confusion, disorder, ignorance and suspicion among members of each TTC. This aspect of the model addresses the complaint that was picked up from the participants with regard to the flow of information within TTCs.

7.4.5.4 ICT services

Worldwide, ICT usage has positively impacted development in various aspects. The influence of technology has also been felt in education. In this regard, the proposed strategic management model for TTCs in Swaziland emphasizes the strengthening of the usage of ICT in the operations of TTCs. For instance, ICT will be emphasized and strengthened in two levels as described below.

a) Institutional level

For institutional usage, the model aims at automation of key units in TTCs by providing and installing ICT gadgets and equipment for the capturing, recording and storage of vital institutional information. The objective is to make working in TTCs much easier than it is today. It must be friendly to retrieve and publish information as needed. TTCs departments and units should be networked and linked for ease of flow of information within departments, the entire TTC establishment and the outside world.

b) Teaching level

The core business of TTCs is to teach and conduct research. The model encourages the usage of ICT tools for teaching. This will be achieved through equipping teaching structures with relevant ICT facilities and equipment. Both lecturers and students should have unrestricted usage of ICT tools to teach and to conduct research work. These initiatives will result in improved teaching pedagogy and learning.

7.4.5.5 Evaluation

According to the findings of this study, TTCs need revamped, effective and efficient institutional systems capable of embracing innovation, creativity, discovery and inventions. These systems should have the capacity to identify and manage risks. The evaluation unit will be responsible for monitoring of the implementation of the strategic management model with the view of finding out what is working and what is not working, and thus suggest corrective measures.

7.4.6 Section 5 Development and maintenance

This section of the model concerns itself with issues regarding the construction of physical structures, maintenance strategy, facilities and equipment supply. The findings of the study clearly indicated that there were serious shortcomings in the areas of infrastructural development, supply of equipment and plant maintenance, resulting to the current deplorable physical conditions of TTCs in Swaziland. Therefore, this section of the model will create and strengthen systems and processes necessary to speed up the responses to challenges of institutional development and maintenance services.

It is under this section of the strategic management model that issues of utilities such as power supply and maintenance, water services provision, fire emergencies, security of institutional property and backup contingency strategies are located and implemented. There will be no need to wait for the central government to provide the above essential services but rapid response units will be located within campus for efficiency service delivery without being hampered by the bureaucratic red tape as experienced currently.

The proposed strategic management will ensure that adequate teaching and learning infrastructure is developed according to specific institutional needs, provide relevant equipment and materials, and further provide rapid maintenance services as and when needed by the various faculties and departments of TTCs. This is done so that quality teachers are produced in the TTCs because the quality of the teacher is closely linked to the quality of the training facilities.

7.4.7 Section 6: Resource mobilisation and distribution

In section 6 of the model, the emphasis is on the distribution, monitoring and control of resources of the TTCs. Resources for TTCs are material, financial and human. Furthermore, this section is tasked with resource mobilisation through applying various strategies to generate funds and through investments. By virtue of the fact that TTCs are entirely dependent on government, it means that when the coffers of government run dry, all processes of development and maintenance in the TTCs are stalled. The resources of TTCs

are both human and financial. A brief description on how these are to be handled is given below.

7.4.7.1 Human resource committee

A human resource committee shall be established and be chaired by the human resource manager. This committee will be responsible for recruitment, appointment, promotion, and retention of staff within the TTC. It will ensure that all departments of the institution are staffed with relevantly suitable and qualified personnel at all levels of the TTC, to ensure quality and efficient service delivery. It will be the responsibility of this committee to incentivise and capacitate the entire institutional personnel both in the non-academic and academic levels.

7.4.7.2 Financial resource committee

A finance committee will be set up whose responsibility will be to source, invest and allocate funds for the smooth functioning of the TTC. Funds will be collected from Government in the form of student scholarships, grants and subventions. Being autonomous, TTCs will have full control of their budgets, formulate and implement resource mobilisation strategies through the setting up of institutional foundations that will drive fund raising campaigns for the TTCs. The committee shall engage in fund raising activities for the TTC through investment opportunities, scouting for donations from donors and selling of specialised services to the public and companies as well as funds sourced from TTCs' alumni.

This part of the strategic management model will address the findings of the study which decried the non-responsiveness of the current resource management, disbursement and distribution of resources under the control of the central government.

7.4.8 Section 7 Stakeholders participation

The last section, (section 7) of the strategic management model addresses the issue of stake holder's participation in the affairs of TTCs. The array of stakeholders in the TTCs include the academic and non-academic staff, students and external stake holders such as parents, donors and various supporters and funders of TTCs. These significant stake holders need to participate in the formulation of the TTCs strategic plan and setting of goals. This is important to generate and strengthen the spirit of ownership of institutional goals and

objectives and mandate. The legitimate interest of both internal and external role players should be recognised. The gathering of a variety of minds from different backgrounds and experiences is bound to produce a wealth of exchange geared to generating of ideas on what TTCs should be doing for national development.

This section links directly to section 1 above, where national policies for TTCs are set. This means that to be inclusive, the Government should engage with the identified stake holders in the crafting of policies, measures and processes that affect TTCs so that the product achieved will be owned by all. As discussed in section 6 of the model, the Government alone cannot achieve much in the development and transformation of TTCs into LOs. The government will need ideas as well as funding from development partners to take TTCs forward and also making them relevant to modern and current trends nationally and internationally.

7.4.9 Summary

Following the findings of the study, particularly the findings discussed under sub-question 4, which dealt with issues of governance and management of TTCs in Swaziland, the researcher then developed the above strategic management model. The applicability of the model in the overall purposes of the study is that it answers to questions, issues and challenges facing TTC in the country. The model is an attempt to ignite transformation in the way TTCs are governed and managed. World-over, the governance and management of institutions such as TTCs has been a topic of passionate debate (Cstro, 2012; Speziale, 2012; Harvey, 2014). [See paragraph 4.1 and 4.2 respectively]. The findings discussed in paragraph 7.3.4 all indicate a strong desire from the participants that it is time to change the manner in which TTCs are run in Swaziland.

In light of the above, the proposed strategic management model is an idea and contribution meant to improve on the governance and management of TTCs in Swaziland. The researcher has explained what should take place at each level of the strategic management model. The availability of funds is vital for the successful implementation of the model. In addition to funding, a political will from Government is vital to the adoption and implementation of the model.

7.5 CONTRIBUTION OF THE STUDY TOWARDS THEORY AND PRACTICE

Following the findings of the study, contributions that have been made to new knowledge can be divided into theory and practice as follows:

- For the theory part, the study has developed a new theoretical framework model for the strategic management that can be used to guide the governance and management of TTCs in Swaziland as they endeavour to transform into LOs. The theoretical framework of the strategic management model of TTCs is a creation of the researcher and is therefore a personal contribution to new knowledge.
- On the practice aspect, the findings of the study have revealed and documented for the first time that the governance and management systems that are currently in place in TTCs have to be changed. It also came out clearly that college lecturers want promotions to senior position to be based on achievement of higher qualification as opposed to what is obtaining now. Lastly, college lecturers want to be recognised for the work they do for TTCs and this recognition can be both in monetary terms or in kind.

7.6 RECOMMENDATIONS

Based on the findings for the study, the following recommendations can be made. They have been categorised into recommendations for policy, recommendations for practice, and recommendations for further study.

7.6.1 Recommendations for policy

There are five recommendations under this category. Each recommendation is discussed in detail below:

7.6.1.1 Recommendation 1: *The government need to restructure the governance and management systems of TTCs*

The Government needs to restructure the governance and management systems of TTCs. The restructuring will take care of the bureaucratic red tape that stifles the development of TTCs (Castro, 2012; Locke *et al*, 2011; De Boer and File, 2009). This recommendation follows the findings of the study under research question 4, which dealt with the governance and management of TTCs in Swaziland. The findings are discussed in paragraph 7.3.4 above. The summary of the findings were that:

- The governance and management of TTCs was centralised, rigid and thus detrimental to good governance and development of TTCs
- There should be will power from the government to reform the governance and management of TTCs to enable them to move to a position of operating like LOs.
- TTCs can benefit from the adoption and implementation of the principles of LOs.

7.6.1.2 Recommendation 2: The Government should consider granting TTCs autonomy

The Government needs to consider granting autonomy to TTCs with regard to decision making, budgeting, control of funds and procurement of goods and services (Stensaker and Vabo, 2013; Harvey 2014). This recommendation can address the outcry in TTCs which is caused by the bureaucratic red tape. This finding is also in response to research question 4 discussed in paragraph 7.3.4. The summary of the findings suggest that:

- The government should consider granting autonomy to the TTCs so that they can make relevant and swift decisions as per situation as opposed to following bureaucratic red tape.
- TTCs should have freedom to make financial decisions which will advance the smooth running of the institutions.

7.6.1.3 Recommendation 3: The procurement process should be done by TTCs by sourcing and outsourcing of goods and services

The Government needs to allow TTCs to source and outsource services both material and personnel. The purpose for outsourcing is to strengthen the smooth running of the institutions whereby the principle of demand and supply will take effect rather than waiting for delivery from government which presents numerous challenges to the institutions.

The above recommendation is still part of the issues surrounding governance and management, Locker et al (2011), De Boer and File (2009) of TTCs in Swaziland discussed in paragraph 7.3.4 above. The findings of the study established that procurement of goods and services were caught up within a centralised system of public funds management, where there is no individual ministerial tendering unit for procurement but only a centralised tender board for all ministries at treasury. This creates inefficiency in public institutions such as TTCs (see paragraph 1.1). This arrangement does not only affect TTCs operations but also it affects students who are sponsored by the Government. Students scholarships are

centralised within the tuition fees granted to the students of TTCs which are not released to the institutions but managed at the Ministry of Education and Training.

7.6.1.4 Recommendation 4: Promotion of staff in TTCs should be based on academic achievement

Promotions at TTCs should be based on academic achievements not on length of stay of a lecturer in a TTC (Scot, 2016; Atambo et al, 2016). The findings in paragraph 7.3.4 also revealed that college lecturers were not happy about the manner in which promotions to higher positions were handled by the employer. The current system of promoting a lecturer on seniority of arrival to a TTC caused tension in that better qualified lecturers with higher qualifications were left out. According to the findings, lecturers preferred promotions that were based on academic achievement.

7.6.1.5 Recommendation 5: The Government should recognise the importance of giving rewards and incentives to its employees

The Government as the employer needs to recognise academic achievement by offering incentives and rewards to officers who upgrade themselves (Magagula, 2016; Atambo et al, 2013; Scott, 2016). The desire for incentives for lecturers featured prominently in the findings for this study. By providing incentives, college lecturers will feel recognised, happy and valued. Still within paragraph 7.3.4, the findings revealed the aspirations of lecturers that while they dedicated their own resources to enroll in universities to attain higher qualifications, there was no equal recognition by the government of one's achievement. It is on these sentiments that the recommendation above calls upon the Government to recognise and incentivise academic achievements to encourage the spirit of learning amongst college lecturers.

7.6.2 Recommendation for practice

In this category, there are two recommendations. These are discussed in details below

7.6.2.1 Recommendation 6: For transformation to take place in TTCs, college lecturers should adapt to change.

College lecturers must avail themselves, adapt to change and be participants in change initiatives. Resisting change will have negative outcomes for TTCs. This recommendation stems out from the description of factors that could either promote or restrict TTCs from

transforming themselves into LOs as discussed in paragraph 7.3.3. Change was seen as something that was not accepted by everybody. Some people were keen to maintain the status quo in fear of the unknown. The recommendation appeals to college lecturers not to resist change because if they did so, the transformation of TTCs into LOs would be thwarted (see paragraph 7.3.3.5).

7.6.2.2 Recommendation 7: College leaders need to all times disseminate vital information to staff members

Information dissemination from top-down has been cited as a challenge in TTCs. In this regard, College leaders are advised to improve on this aspect because of its capacity to create disharmony between the administration and staff. This finding is both a complaint and an advice advanced to college leaders. There was a complaint that information does not always flow from the leaders to the lecturers as expected. In this regard the finding alerts college leaders to be careful and sensitive to withholding information from their subordinates that has the potential to create harmony, cooperation and progress within TTCs (see paragraph 7.3.3.6)

7.7 RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of this study revealed numerous gaps in the knowledge and understanding of the operations of TTCs in Swaziland. Further research can be of benefit, for instance:

- The findings of the study revealed a strong desire for incentives to be given to lecturers. An investigation on the impact of incentives on promoting learning amongst college lecturers must be conducted.
- The findings revealed that promotions in TTCs must be based on qualifications. There is a need, therefore, to investigate a link between high performance and lecturer qualification in a TTC setting in Swaziland.

7.8 LIMITATIONS OF THE STUDY

The study was confronted with a number of limitations as noted below.

- Late granting of research permits to researcher by the concerned authorities was a challenge because this tempered with the set time frames for data collection.
- The timing given for data collection coincided with the period for teaching practice (TP) which ran from May to June 2016. During this time of the year it is very difficult to find and schedule interviews with lecturers in the TTCs because they are normally away from their colleges to assess students in their teaching practice.

- Some of the participants would not expand to clarify points on their responses despite further probing to do so.

7.9 CONCLUSION

The transformation of organisations into LOs is a recommendable endeavour for an organisation in modern times. However, it is a difficult process demanding commitment from all stakeholders involved. This study revealed that TTCs in Swaziland currently, cannot be described as LOs. To attain this status, the Government and college lecturers need to work together to transform TTCs into LOs.

On a personal note, since my first registration with the University of South Africa as a student in 2010, I have had the opportunity to learn, grow, and mature through the diligent supervision of my supervisor and mentor in research experience. The knowledge I have gained throughout the research experience has added insights and value with which I can now with confidence execute my duties in the most professional manner and in the most acceptable and sound approach.

As leader of a TTC, I now have an insight of what college lecturers think about TTCs, their expectations from me as their leader and from the government. After this research experience, I am better positioned to lead a TTC in Swaziland.

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APPENDIXES

APPENDIX A CEDU APPROVAL LETTER

existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

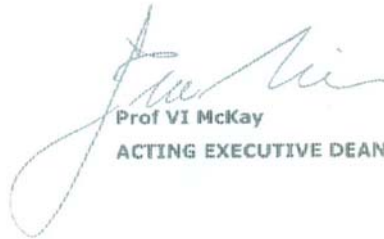
Note:

The reference number **2015/10/14/30469643/25/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
ACTING EXECUTIVE DEAN

APPENDIX B UNISA SUPPORT LETTER

Bestpfe.com

APPENDIX C APPLICATION LETTER TO DIRECTOR

Letter to Director of Education

The Director of Education

REF: 30469643

P.O. Box 39

ENQ: MAHLALELA AMOS M

MBABANE

CELL No. : +268 76089878

Dear Sir/Madam

APPLICATION TO CONDUCT RESEARCH

The above matter refers

I humbly request for permission to conduct research at Nazarene College of Education, Ngwane Teachers College and William Pitcher Teacher Training College. The title of my study is:

A STRATEGIC MANAGEMENT MODEL FOR TRANSFORMING SELECTED SWAZILAND'S TEACHER TRAINING COLLEGES INTO EFFECTIVE LEARNING ORGANIZATIONS

My supervisor is Professor R.J. Botha who may be contacted at +0824116361 or botharj@unisa.co.za

The purpose of the study is to establish how TTCs in Swaziland can be transformed into effective learning organizations. Thus, the study seeks specifically to address the following sub-objectives:

- To describe the characteristics of effective learning organizations (to be addressed in chapter 2):
- To establish factors which have the potential for developing TTCs as learning organizations (to be addressed in Chapter 3):
- To determine how TTCs in Swaziland are being governed and strategically managed (to be addressed in Chapter 4):
- Determine which factors restrict the TTCs in Swaziland from functioning as learning organizations (To be addressed as part of the empirical study):
- To develop a strategic management model for the transformation of TTCs in Swaziland into learning organizations (to be addressed as main outcome of the study in Chapter 7).

It is hoped that the findings of the study will assist the researchers' own administrative practice to improve through conducting this research study. Furthermore, the researcher will develop his existing knowledge base and build up a deeper understanding concerning the

management of teacher training colleges. The results from the study can also influence the professional practices' of various other professional groups for instance:

- Officer working at the Ministry of Education and training at the unit of tertiary education.
- Principals responsible for leading and managing teacher training colleges.
- College lecturers teaching student teachers at the teacher training colleges.
- Faculty members at universities responsible for training teacher training college lecturers.

The role of the participants in the study:

- The researcher will ask the participants to complete a questionnaire which will be distributed a week prior to the interview sessions. The questionnaire will be collected before the interview sessions commences on the specific appointed days.
- The researcher will conduct face to face interview with each participant and record the responses of the participants in a notebook and audio record the proceedings.
- The researcher will simultaneously do observation during the interview and record any observable actions and tendencies displayed by the participant that may be useful for the research.
- The interview with each individual participant will last for an hour.

I wish to thank you in advance for your kindness.

Thank you

Yours Faithfully

AMOS M MAHLALELA

APPENDIX D DIRECTOR APPROVAL LETTER

Letter to Participants
REF: 30469643
ENQ: MAHLALELA AMOS M
CELL No. : +268 76089878

Dear Sir/Madam

INVITATION TO PARTICIPATE IN RESEARCH STUDY- YOUSELF

The above matter refers

I kindly request for your permission to participate in a study research study which will be conducted at Nazarene College of Education, Ngwane Teachers College and William Pitcher Teacher Training College. The title of my study is:

A STRATEGIC MANAGEMENT MODEL FOR TRANSFORMING SELECTED SWAZILAND'S TEACHER TRAINING COLLEGES INTO EFFECTIVE LEARNING ORGANIZATIONS

My supervisor is Professor R.J. Botha who may be contacted at +0824116361 or
botharj@unisa.co.za

The purpose of the study is to establish how TTCs in Swaziland can be transformed into effective learning organizations. Thus, the study seeks specifically to address the following sub-objectives:

- To describe the characteristics of effective learning organizations (to be addressed in chapter 2):
- To establish factors which have the potential for developing TTCs as learning organizations (to be addressed in Chapter 3):
- To determine how TTCs in Swaziland are being governed and strategically managed (to be addressed in Chapter 4):
- Determine which factors restrict the TTCs in Swaziland from functioning as learning organizations (To be addressed as part of the empirical study):
- To develop a strategic management model for the transformation of TTCs in Swaziland into learning organizations (to be addressed as main outcome of the study in Chapter 7).

It is hoped that the findings of the study will assist the researchers' own administrative practice to improve through conducting this research study. Furthermore, the researcher will develop his existing knowledge base and build up a deeper understanding concerning the management of teacher training colleges. The results from the study can also influence the professional practices' of various other professional groups for instance:

- Officer working at the Ministry of Education and training at the unit of tertiary education.
- Principals responsible for leading and managing teacher training colleges.
- College lecturers teaching student teachers at the teacher training colleges.
- Faculty members at universities responsible for training teacher training college lecturers.

As a valued participant, you are requested to complete a questionnaire that will be personally distributed to you by the researcher. You are requested to take a week to complete the questionnaire. The completed questionnaire will be collected on the day of the scheduled individual interview with you. The duration of the interview with you will be an hour.

The proceedings of the interview will be audio recorded for purposes of cross checking the correctness of the manual recording of the responses by the researcher. The audio tape will not be given to a third party but will only be used by the researcher for the purposes and objectives of the research.

Please take note that participation in this research is also voluntary and as a participant you have the right to withdraw any time from participating without penalty.

I wish to thank you in advance for your kindness.

Thank you

Yours Faithfully

AMOS M MAHLALELA

APPENDIX F CONSENT LETTER

REF: 30469643

ENQ: MAHLELELA AMOS M

CELL No. : +268 76089878

Informed consent form

I _____ hereby give my consent to participate in the research study entitled: A strategic management model for transforming selected Swaziland's teacher training colleges into effective learning organizations conducted by Amos M. Mahlalela a Doctoral student at the University of South Africa. The purpose of the study is to establish how TTCs in Swaziland can be transformed into effective learning organizations.

I am conscious that my role in participating in this study is to provide information through the filling of a research questionnaire and also responding to in-depth interview questions. I am aware that I am one of 20 (twenty) selected participants from three selected teacher training colleges. My participation in this research is wholly voluntary and that I can withdraw if and when I am no longer comfortable to take part. At present, there are no foreseeable risks in participating in this study. I recognize that any data that will be captured will be for the purpose of the study and for record purposes and that my anonymity and privacy will be duly protected. My rights to ask questions and clarifications regarding the focus and processes of the study are also guaranteed and protected.

I understand that all information I give will be kept confidential to the degree allowed by the code of ethics, and that my name in the study will not be revealed. I am aware that the interview will last for not more than an hour. I also give permission to be tape-recorded and that host verification will be conducted with me to establish my views and understanding. Access to the findings of the study has been assured through the provision of CDs, online and university libraries. I have also been assured that all ethical standards as provided for by the CEDU Research Ethics Committee will be followed. The contact details of the researcher are indicated above in this form. I will derive no personal benefit in this study. Thus, I give my full consent to participate in the study cited above.

Signature of participant _____ Date _____

APPENDIX G

Demographic information for participants

Mark with a cross (X) in the boxes on the right hand side of each item

1. GENDER

Male

Female

2. AGE

25 – 34

35 – 39

40 – 44

45 – 49

50 – 54

55 – 65

3. MARITAL STATUS

Married

Unmarried

Un- attached

4. LEVEL OF EDUCATION

Bachelors' degree

Masters' degree

Doctorate

5. LECTURING EXPERIENCE

1 – 4

5 – 10

11- 15

16 – 20

21 – 25

26 and above

Thank you very much for your patience and kindness.

APPENDIX H

Interview questions

1. What is your perception of teacher training colleges in Swaziland?
 - (a) What do you understand to be the importance of teacher training in Swaziland?
 - (b) In your opinion, what are the important characteristics of a Teacher Training College?
2. What do you understand to be the important characteristics of learning organizations?
 - (a) In your institution, do you openly discuss mistakes in order to learn from them?
 - (b) Do members of staff help each other learn?
 - (c) Please explain how your institution reward learning amongst members of staff?
 - (d) Do your institution support employees take calculated risks?
3. In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?
 - (a) Do you as individual or collectively identify skills needed for future work tasks
 - (b) Do you have the freedom to adapt new goals as needed?
 - (c) Is team work encouraged and rewarded in your institution?
 - (d) Does your institution enable you to get needed information anytime quickly and easily?
 - (e) In your opinion, is continuous learning evident in your institution?
4. What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?
 - (a) What roles does government play in the management of colleges in Swaziland?
 - (b) Does the roles played by government promote or restrict college good governance and development?

- (c) Do leaders in your institution support requests for learning opportunities?
- (d) Do leaders in your organization mentor and coach those they lead?
- (e) Do leaders in your institution ensure that the institution's actions are consistent with its values?
- (f) Do leaders strive to empower others to help carry out the institutions mandate?

APPENDIX I

Interview schedule

The researcher began collecting data upon receiving authorization from the CEDU as follows:

WILLIAM PITCHER TEACHER TRAINING COLLEGE

PERIOD	PARTICIPANT	TIME ALLOCATION
Day 1	Participant 1	9.00 -10.00 A.M.
Day 1	Participant 2	10.30- 11.30 AM
Day 1	Participant 3	12.00- 1.00 PM
Day 1	Participant 4	2.00- 3.00 PM

NAZARENE COLLEGE OF EDUCATION

PERIOD	PARTICIPANT	TIME ALLOCATION
Day 2	Participant 5	9.00 -10.00 A.M.
Day 2	Participant 6	10.30- 11.30 AM
Day 2	Participant 7	12.00- 1.00 PM
Day 2	Participant 8	2.00- 3.00 PM

NGWANE TEACHERS' COLLEGE

PERIOD	PARTICIPANT	TIME ALLOCATION
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Day 3	Participant 9	9.00 -10.00 A.M.
Day 3	Participant 10	10.30- 11.30 AM
Day 3	Participant 11	12.00- 1.00 PM
Day 3	Participant 12	2.00- 3.00 PM

PPENDIXJ

PARTICIPANT 1

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: My perception of teacher training colleges in Swaziland is that these are institutions which train students to become teachers to teach in schools in the country but the majority of them focus on primary teachers with only one focusing on secondary teachers. Teacher training colleges in Swaziland produce and award diplomas. Presently, all of them award Diplomas. They are affiliated to the University of Swaziland since they cannot produce certificates or accreditation.

[Added question]: What should they offer?

[Responses] : In the past they used to offer certificates but since they have been upgraded to offer diplomas. They are in a position to offer even degrees. I think processes are in place to transform TTCs to a level where they will offer degree programmes. They are being prepared to offer degree programmes to teachers who will teach at primary and secondary schools.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: I think teacher training in Swaziland is important. To start with, they produce qualified teachers to teach in schools. This helps the nation to develop academically. In short, it educates the nation. I also realise that teacher training is important in Swaziland as it contributes to social and economic development of community members. Teacher training colleges provide a baseline for further education to Swazis. I view this as baseline qualification because others move from there and even obtain PhDs.

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: One would say they provide education at a higher level than O' level. They also provide various programmes of study like PTD, ECCD and STD. This is the nature of TTCs in Swaziland

Researcher: What do you understand to be the important characteristics of learning organizations?

Participant: One would say an LO is one which information is emphasized and acceptable by members. Learning. Learning is emphasized and valued. LO tolerates mistakes and failures of their members. Mistakes are not punished in fact they count as learning curve. One would say LOs have networks of relations, they do not operate in isolation. They are related to other institution through collaboration. One would say people learn constantly is a culture. Lifelong learning becomes a culture.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: I would say yes in meetings. The institution normally has meetings e. g HODs meetings where they meet to discuss progress reports. It is in those reports where they are interrogated, discussed is when they learn from others on how to improve performance. By so doing, I regard this as discussing openly mistakes and forging a way forward as to how to improve on such and get corrected when bad practice has been identified.

Researcher: Do members of staff help each other learn?

Participant: Yes I have noticed this in person. This is how I observed this. Presently there is a research group that was established and is operating. Now and again they hold meetings where they discuss research problems. From this process they learn from each other. As I speak, they have invited two external speakers. One was presenting on qualitative research and the other one was presenting on general research. There were also internal presentations by members. This is active and is becoming a process for participatory learning for staff members.

Researcher: Please explain how your institution reward learning amongst members of staff?

Participant: In my view, this is not quite taking place. This is not happening or it may happen in a very minimal level. On the question of rewards, one would

the institution itself do not have resources to reward members since it is highly linked to government. I am saying this because those who have upgraded themselves from 1st degree level to masters degree level there is no reward for this and promotion is based on the dates of appointment in the institution instead of being based on performance, qualifications and personal Contributions.

Researcher: Does your institution support employees to take calculated risks?

Participant: I wouldn't say the institution supports that but I would say the institution encourages members to think and act independently. This is the reason you will notice that one members once secure a better job elsewhere they quit When a person quits for another job there are risks involved and I believe that member must have calculated the risks. But then it is not the institution that encourages, the institution I would say it only allows members freedom to think independently.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant: (**Promoters**) I would say

1. Fair remunerations of lecturers.
2. Presently it looks like TTCs have no establishment order in government regulations.
3. TTCs are always viewed like high schools and are always they are interpreted from the model of high schools.
4. Rewarding of academic achievements and contributions in research in innovations to come up with new programmes.
5. After action review each and every time to assess what is working and that which is not
6. What promotes learning in TTCs is that they demonstrate the value of formal training.
7. Availability of facilities such as internet so that members will always access information.

Restrictors:

1. The arrangements that are in use at the moment is that TTCs are linked to government which forces TTCs to operate like government.
2. There are long bureaucratic structures to go through to acquire goods and services.

3. It is not easy to acquire teaching resources.

4. TTCs are not at liberty to recruit good personnel from schools.

There are good teachers who want to come to the TTCs but the low salaries are a hindrance.

5. TTCs do not have autonomy in decision making.

Researcher: Do you as individual or collectively identify skills needed for future work tasks

Participant: This is not obvious, as it does not take place in open fashion but achieved indirectly. The teaching personnel are members of different organization e.g. lecturers are members of subject panels where such issues are discussed. Such issues may not necessarily emanate from inside; they come from outside. They, from time to time attend meetings with the NCC where they discuss new trends which is followed by the education system, according to the needs of the nation.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: The freedom is there to adapt new goals but the goals must be focused at teacher education training you cannot go beyond that. We must always focus our efforts on teacher training. even if you are interested and can see the need to train physiotherapists you cannot go beyond the boundary because you are in teacher training. So the freedom is limited to teacher training as the core function of the institution.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Teamwork is highly encouraged in the institution. This is evidenced by the various committees that exist. There are committees that work on graduation ceremony, culture ceremony and sports. Teamwork is encouraged but I cannot say much on rewarding. All I can say now is that teamwork rewards individuals as they participate and they grow in knowledge and understanding. That is how teamwork rewards.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Yes. This is one area in where the institution is efficient and good at. The institution acquired services of an internet provider and this service is paid for on monthly basis. Information is easy to access very quickly and also the institution is linked to Uniswa, SCOT and WPC. This collaboration enables one to get information quickly and easily.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: In this institution continuous learning is evident and practised.

Lecturers who were recruited here with 1st degrees they now possess Honours, Masters and some are pursuing PhDs. Students who graduated here had been inspired. Some of them are now heading schools which is an indication that they now possess 1st degrees. This is evidence of continuous learning.

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: My opinion on governance and management of TTCs is that the present structure should change and I wish it should take the model of Uniswa; that is to be semi autonomous. This will allow change of titles such that principal becomes director or V.C. We need this change to align with what is happening internationally or the SADC region. Administrators of higher education are no longer referred to as principals. The use of Principal reinforces the high mentality in TTCs management. Higher education institutions need to take the direction of university.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: In the management of TTCs government has a very important role to play. Government pays salaries of staff, pays scholarship for students, and pay for infrastructure development. Government owns the TTCs.

Researcher: Does the roles played by government promote or restrict college good governance and development?

Participant: As I have listed all of the roles above, they promote development in the TTCs. The only problem we have is bureaucracy through acquiring teaching resources at the TTCs you cannot replace a broken window no matter how urgent but if procedure is not followed you will not achieve anything for there is no urgency but there is procedure.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Leaders support request for learning opportunities. In all that I have mentioned that lecturers were recruited as 1st degree holders, more than half now possess Masters degrees and some are studying and even pursuing PhDs studies. Not even one has complained on issues for further education some are writing their exams as I speak.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Yes. In an organization like ours, there are various structures and committees.

In each level, the administration participate, give directions contribute develop and share insights with members who are there. By so doing they practise participative leadership. Participative leadership is mentoring and upgrading the individual.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: I would say yes. In the institution values such as respect, integrity hardworking, teamwork and collaboration are emphasized across all levels.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes. This is how it takes place; when staff members have been tasked with responsibilities, leaders make a follow up e.g. the music department has been constantly called to give progress reports and asked as to how far has it gone with a task given to it. Leaders ensure that they empower others to fulfill their tasks.

PARTICIPANT 2

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: I think my perception of TTCs is that they should produce student teachers who are well equipped and trained to go and teach the learners effectively in the schools.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: I think TTCs are important because children are born every year so TTCs must always be there to continuously train teachers to teach in the schools. In order for children to go and learn there has to be teachers who are trained by the TTCs

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: I think of three. One is that TTCs need to have qualified lecturers in order for them to produce a good product. Secondly, TTCs must be well equipped with facilities and equipment. Thirdly, TTCs must have infrastructure

so that a good product can be realised.

Researcher: What do you understand to be the important characteristics of learning organizations?

Participant: Qualified staff, good infrastructure, availability of equipment, welcoming staff and freedom to do things like research.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: I think we do at departmental level meetings where we review our activities to assess strengths and weaknesses and thereafter help one another

Researcher: Do members of staff help each other learn?

Participant: I think we do especially in the courses we teach. We consult each other in order to help each other improve

Researcher: Please explain how your institution reward learning amongst members of staff?

Participant: I can't think of any. There are no rewards at present. If one has attained a higher or senior degree one should be compensated through remuneration and this is not happening.

[Added Question] So you say there are no rewards, if you were to be asked to state the nature of expected rewards what would you propose?

[Response] If one has upgraded to a higher qualification there should be some allowance.

Researcher: Does your institution support employees take calculated risks?

Participant: It does because if you make a decision as an adult, they cannot stop you. Say you have seen greener pastures and you have followed all necessary paperwork then the institutions supports you as long as you have followed procedure.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant :Promoters, Ok, I think the basic things are 1. Funding of TTCs, if there are funds TTCs can work hard to be LOs. 2. Motivation of staff, 3. Training of staff 4. Good welfare of staff 5. Improving infrastructure.

Restrictors, I think it is: 1. lack of funding 2. Long bureaucracy whose pace makes things to be overtaken by events

Researcher: Do you as individual or collectively identify skills needed for future work tasks

Participant: Not really occurring at this moment. May be one may identify something and keep it to himself/herself.

[Added question] Why would you have a good idea and keep it to yourself?

[Response] Because we do not have time to do other things for our hands are full.

Researcher: Do you have the freedom to adapt new goals as needed?

Participants: I think again it is the question of time constraints prohibiting us from engaging on some other things.

[Added question] so you say time constraints prevent you from coming up with new ideas and programmes for implementation?

[Response] Yes I would say so. As I speak I am concerned that starting time is 8.00 A.M. up to 4.30 P.M. We should be going beyond this.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Yes it is encouraged. In the departments we meet and discuss what we need to do.

[Added question] Again if you were to suggest rewards, what would you say?

[Response] Rewards could be in a form of workshops or refreshing outings for members of staff.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: I would say it does because of internet in which we access information for teaching and research. We do not need to go to town

[Added question] Suppose the information you need is from your department or the Administration, do you still get it?

[Response] Yes, if the principal is not in the Vice principal would assist.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: I think it is evident. In most of the departments there are those who are studying at UKZN and Uniswa.

[Added question] So you say a good number of lecturers are learning?

[Response] Yes they are for the good of themselves and the organization

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participants: I should think the principal should be given the mandate to control the finances to run the college. The college administration should have autonomy to run the institution the way it should be run. The Chief inspector should liaison

with the TTC at all times

[Added question] In your opinion the Chief inspector is aloof from the TTCs?

[Response] Yes I can say so.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: May be she makes sure that funds to run the college are available. Government also pays scholarship for the students. Provision of enabling equipment such as transport to conduct TP, developing of infrastructure e.g. classrooms and lecturer theaters.

Researcher: Do the roles played by government promote or restrict college good governance and development?

Participant: Yes, if government offers that which she should offer, then this promotes good governance. If she does not, this then restricts good and effective governance.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: I think they do. If you have applied and have been admitted for further training you are supported.

[Added question] Do members of staff take advantage of this support?

[Response] Yes I can say so.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Not quite really. There is no mentoring at present

[Added question] If you were to suggest mentoring actions what would you say?

[Response] 1. More workshops can help in the mentoring. 2. Those who have attended workshop should report back for the benefit of all members. 3. Reporting should be done at all levels e.g the HODs, SL and the administration should all report.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes I think they try. It is just that there is no much information sharing

[Added question] What values do you think your institution should uphold?

[Response] producing of quality products.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes they do. There are these meetings between the administration and HODs to discuss and help one another to promote that which is good for

the college.

PARTICIPANT 3

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: Basically I perceive TTCs as institutions of higher learning that prepare teachers to go and work in the schools to develop the learner holistically because institutions of higher learning that produce teachers are not just for the academic aspect. So the teachers that are produced should be able to develop the learner socially, academically and spiritually who will fit in the globally village.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: There are a number of things involved here. Teacher training produce teachers who are able to teach. Qualified teachers will help learners grow in other aspects of life. TT facilitates research in the area of education so that new knowledge could be developed to improve education. TT ensures that the curriculum is relevant for the socio economical development of the country. This could be achieved through working together with curriculum designers e.g. NCC.

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: This is again related to what I said earlier on. It is to produce teachers or personnel that will work in the schools. This personnel should be relevant and able to participate in the global community. TTCs should encourage students to participate in research work at schools such as action research to produce independent and innovative teachers who will be problem solvers

Researcher: What do you understand to be the important characteristics of learning organizations?

Participant: LOs are not different from TTCs. LOs in my understanding do things in a better way. They work independently without being pushed by anyone to do work. LOs take initiative in creating positive change in the organization. LOs do not wait for someone else to propose what to do but are at the for front in influencing positive change in organizations or even in government.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: It is not very explicit. We do identify some areas of weaknesses and seek solutions to those weaknesses. We are open to new innovations and see how best we can use those innovations to improve ourselves.

Researcher: Do members of staff help each other learn?

Participant: Yes they do. For instance, we have a research school where members of staff meet to help one another on research skills. We do this in our own spare time

[Added question] Do members attend these meetings for learning?

[Response] Attendance to such meetings is impressive.

Researcher: Please explain how your institution rewards learning amongst members

of staff?

Participant: Well on that one, there is no open way where the institution rewards learning, but people knowledgeable in certain areas are acknowledged and may be given responsibility roles to do certain activities because the administration believes in the abilities of these people.

[Added question] If you were given opportunity to suggest rewards for learning what would you say?

[Response] It's a tricky one I must admit. I think the most reward is recognition. Recognition goes a long way because it boosts the self confidence of the person as opposed to something that is material.

Researcher: Does your institution support employees to take calculated risks?

Participant: Yes it does. If an employee wants to develop him/herself, the administration lends support to such people.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant :Promoters- On the promotion side, I think the college being an autonomous institution can help to a large extent where it controls its affairs and be able to do things as per needs of the college timely. Recognition for upgrading one's self and encouraging of staff to engage in research work in their areas of specialization.

Restrictors – Lack of autonomy where the institution cannot do anything without permission and approval from government. Opportunity for personnel promotion rests with government instead of the institution. Powers to do things must be decentralised from government to the institution.

Researcher: Do you as individual or collectively identify skills needed for future work tasks?

Participant: Yes. So the use of ICT tools is very important in any organization. Every personnel should be literate in the use of ICT tools for this makes work easier. Moreover, ICT tools should be available in every department such as scanners and projectors.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: Not exactly, because we are controlled by government policies. So whatever new innovations, we have to check them against government policy

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Yes, team work is encouraged. We believe in learning from one another especially in the department level where people have specialization.

[Added question] What rewards can be given for teamwork?

[Response] Rewards can be recognition of departmental innovations where those with new initiatives can be asked to share with other departments. Issuance of recognition certificates and recognizing positive input in the department can be a good idea.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Yes efforts are made every time to give us the information we need. The institution take it upon itself to make sure that it sources people with certain skill to help empower members of staff with information in certain areas. For instance we had a workshop on e-library.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: Yes. From time to time workshops are held to capacitate members of staff on new development/innovations in education eg issues of Biosafety and education for sustainable development. Every staff member is keen to develop from one level to another and as a result, everyone is involved in learning in different institutions of higher learning.

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: On that one, I would say it is largely controlled by government. Any decision made by the college has to be approved by government. Procurement of materials and equipment is controlled by government.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: Government plays the role of being chief administrator. She monitors activities of TTCs. She also manages and controls resources of TTCs. Government employs and promotes personnel.

Researcher: Does the roles played by government promote or restrict college good governance and development?

Participant: Honestly on this one, I would say government restricts development and good governance of TTCs. There is too long bureaucratic red tape to get things done. Even if the TTC needs something urgently that will be

brought at the pace and discretion of government. Such tendencies tend to restrict the operations of TTCs in the country.

[Added question] You mean that by the time government responds you would have been overtaken by events?

[Response] Exactly, or after much damage has been done.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes to a large extent they do. They make every effort to support any member of staff to develop him/herself for the benefit of themselves and the college. Members are made to attend workshops and short courses to professionally develop themselves.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Yes they do e.g. in meetings, the personnel are always encouraged to work hard with minimal supervision but to be professional and independent in their areas of specialization.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes they do, every time from students to personnel everyone is constantly reminded to be always in line with the values of the institution.

[Added question] Do you have in mind the kind of values to be upheld by the college?

[Response] Yes. These are;

Respect,
Integrity
Professionalism
Honesty.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes leaders do empower the personnel, both students and staff members, to make sure the mandate of the institution is carried out that of producing teachers who will be responsible citizens and also be effective in the environment where they operate.

PARTICIPANT 4

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: I perceive TTCs in Swaziland as institutions that are vital for the country's socio-economic development. I view them as important players in producing educated people for development needs. For people to be educated they must be in the classroom and in the classroom there must be teachers to teach them.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: I understand it to be an important tool in educating the people of Swaziland. Without TTCs, there would be no teachers in the country and without teachers, what kind of a country could be that?

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: For me, the characteristics are; relevantly trained teaching staff, relevant and diversified programmes and there must be students to teach. An up to date institution that responds to current trends worldwide. TTCs must be effective in terms of what they offers and how they offers it.

Researcher: What do you understand to be the important characteristics of learning organizations?

Participant: One would be relevant infrastructure, leaders who embrace current trends and programmes or products that meet market demands.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: Openly, I would say yes or no. It depends on the nature of the mistake. If it is a mistake committed by an individual, it is tackled in a certain way. Generally, we do discuss errors and thereafter find amicable ways to resolve the mistakes.

Researcher: Does members of staff help each other learn?

Participant: Yes they do. e.g. if there is a new lecturer he/she is assisted by the next senior person to adapt and adopt the new work environment. Also as individual professionals, we do help one another and also learn from each other. Different departments share information gained from attending workshops with those who were not attending.

Researcher: Please explain how your institution rewards learning amongst members of staff?

Participant: If any member of staff will share and brief the administration his/her recent academic achievements, the leaders will share that information with the rest of the staff in order to encourage them to take chances whenever available to continuously learn..

Researcher: Do your institution support employees to take calculated risks?

Participant: I would say so particularly when this risk has to do with one aspiring for greener pastures. even if one is not in the training plan but if there are benefits for the individual or the institution, support will be given to that member of staff.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant on Promoters: I think what can promote TTCs would be a change in the way these institutions are managed.

Restrictors : For them to be Centrally run by government poses a serious challenge Therefore TTCs are not independent. There are long bureaucratic processes to be followed which frustrates progress in the TTCs and thus rendering them ineffective.

Researcher: Do you as individual or collectively identify skills needed for future work tasks?

Participant: Collectively yes, for instance, when there are conferences, information is shared or people to participate in order to gain skills that will help bring change and also to check if the TTCs are relevant to current trends.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: In my view, the freedom is limited because of the way TTCs are currently managed.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Yes. Teamwork is highly encouraged. For instance, from time to time we are grouped to perform certain tasks. In that way teamwork is encouraged. We have a culture of ending a year by going out as a group and this again promotes teamwork.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Yes. The institution does enable staff members but with limitations e.g. as a department we have identified some information to get from other institutions but lack of resources may prevent the administration from rendering

assistance. This failure may be attributed to the way TTCs are managed.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: It is because a number of lecturers have enrolled themselves in a number of higher education institutions for acquiring higher degrees. Even non academic staff members are engaged in continuous learning to upgrade themselves.

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: If I were to be honest, the way TTCs are managed currently stands in the way for progress and development. TTC leaders make limited decisions because these are controlled by government. Major decisions are taken by the Government instead of the leadership of TTCs.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: The roles of government are to pay salaries for employees of the TTCs. Provide scholarships to qualifying students, provide materials for the functioning of TTCs, and Government supports lecturers to further their studies.

Researcher: Do the roles played by government promote or restrict college good governance and development?

Participant: To some extent the roles above promote good governance But the snag is that the leadership of TTCs do not make all the decisions and this restricts on what he/she can do in the institution.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes they do. If one wants to go and study that person will make arrangements and then go for studies but the way TTCS are managed makes it difficult to support staff if they want to go for study if they are not in the training plan.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Yes in the sense that when there are departmental issues, the leaders in the will encourage HODs to take their responsibilities and roles to attend to issues rather than taking them to the administration. To me this is mentoring.

Researcher: Do leaders in your institution ensure that the institution's actions are

consistent with its values?

Participant: I think they do because from the meetings of departments, leaders will discuss issues and are consistent with the values of the institution. HODs are mandated to correct wrongs and discourage values which are inconsistent with institutional values.

[Added question] What values would you like the college to uphold?

[Response] These are integrity and professionalism.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: I think they do. The current leaders coach those in the departments to check if what the department do are in line with the mandate of the institution like upholding professionalism. If this is lacking in certain departments, the HODs are responsible for correcting such tendencies.

PARTICIPANT 5

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant : I think Teacher Training Colleges are a necessity in Swaziland because for any country to develop, it must have its education based on a good level, so training teachers is one of the key areas that we should embrace as a country. This is because education brings with it socio-economic development, marketing, enlightenment and is a key for young generations. TTCs should train teachers that will be good models to our children. Education is a corner stone for the development of any country and must be run by people who are educated. Teachers have products that are layer nurses and are instrumental in bringing change to society.

Researcher: What do you understand to be the importance of teacher Training in Swaziland?

Participant: The importance of Teacher Training College is that of bringing life and light to the nation I am fortunate to be in a Teacher training College which is the first to train teachers in the country. It was opened in 1931. As a Christian, institution we impart to the trainees Godly morals sine begin with prayer. Those teachings are good for moral building of the future teachers. Godly morals help instil to the trainees love and care of children.

Researcher: In your opinion what are the important characteristics of Teacher Training College?

Participant: The characteristic of Teacher Training College is that; It should have qualified personnel both academic and non-academic who are also God fearing so that Whatever they teach, they embrace God in their life and by so doing, they shall impart this to the students who will be ambassadors of the college in the communities where they would be teaching. The environment of a Teacher Training College should

be appealing to the eyes- that is to say, it must be clean. So that, it is conducive for learning and it must be safe. If the Teacher Training College environment is clean the trainers will also clean theirs in the schools that they will teach in and even in their homes where they stay.

Researcher: What do you understand to be the important characteristics of learning organisations?

Participant: The characteristics are that;

It should have conducive working environment.

Relationships of the people working together should be met at spiritual level that is to say they should love and appreciate one another.

There must be a library for information, well equipped with computers and relevant books.

Researcher: In your institution do you openly discuss mistakes in order to learn from them?

Participant: Yes, eg. in the institution every morning we have chapel services and I as a leader I am always there. It is part of their training that we gather in this fashion. We use this platform for cheering and correcting each other, and use the forum to set record straight

Research : Do members of staff help other learn?

Participant: Yes members of staff help each other learn. Many of them are attending classes in Universities e.g. UKZN University. They share information, experiences and ideas in their numerous departments.

Researcher: Please explain how your institution rewards learning amongst members of staff?

Participant: We reward them by recognising them and announce their names in gatherings such graduations that so and so has achieved this level of education. We also do it for non academic staff for long service.

Researcher: Does your institution support employees to take calculated risks

Participant: In this institution we have a saving co-operative society which is specifically for employees of this institution and they are taught every now and again issues of money management savings, borrowing wisely and prompt paying back. In that way, they have been able to achieve things by taking these risks of saving and borrowing. Through taking those risks, people now have acquired properties.

Researcher: In your opinion, what factors do you think can promote or restrict teacher

training colleges into functioning as learning organisations in Swaziland?

Participant : Promoters, I think It would be for the lecturers to display good practices and implement them to help the organization . Hidden curriculum is very important as an organization to be of good value, we must be doing things in the right way and learn to positively interact amongst ourselves.

We must promote e learning in order to disseminate inflation to my students.

Participant: The restrictors are that: Infrastructure is not enough to accommodate as much students as possible. Limited available scholarship e.g. this notice targets scholarships for only 200 students. We have since introduced a programme on inclusive and special education. We have trainee teachers to go and teach on this visually, and hearing impaired learners

Researcher: Do you as individuals or collectively identify skills needed for future work tasks

Participant: Yes we do. We identify what we need to do and the type of skills expertise and knowledge that may be needed and then train people on that.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: Yes. As a leader I have realised that, it is you as the leader that sets the pace. If your institution is to be robust, then the leader should be in the forefront in bringing change and innovation.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: If you don't work as a team you won't achieve anything. You need to come together and work as a team to achieve great goals. The institution encourages teamwork.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Yes, but because our internet is controlled by SPTC, this sometimes becomes a challenge. I would not say quite and easy because it is dependent on others. Those issues within ourselves we address timeously.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: Yes continuous learning is evident, in every graduation we have lecturers who have attained higher qualifications. So continuing long life learning is there.

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: When we were in Government, management was wonderful. The

management arrangement was clear.(The hierarchy of management).
Teacher Training Colleges are being involved in organizations such as
National Curriculum Centre.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: The roles of government are to;

- Pays salaries for personnel
- Pays scholarships for students but the problem is late payment of scholarship.
- Appointment of Manager for Teacher Training Colleges is done by government.
- Recruiting of personnel.

Researcher: Do the roles played by government promote or restrict college
good governance and development in your institution?

Participant: I would think the roles by government promote good governance. We are a
private institution but government plays a major role in assisting us by providing
support and funding.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes every year the Principal submits a training plan to facilitate the training
of lecturers and if funds permit, lecturers go for training.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: I don't know what I can say here. This belongs to what I call hidden
curriculum. As a leader you demonstrate good leadership and those
following you should learn. We don't say to them, look I am mentoring
and coaching you. People should observe and then emulate.

Researcher: Do leaders in your institution ensure that the institution's actions
are consistent with its values?

Participant: Yes, we ensure that. e.g. our values are Christian oriented. At opening of
the semester we dedicate a week for teaching and enforcing of good
values amongst our trainees.

[Added question] what kind of values do you uphold here

Participant We uphold values such as:

Integrity

Co-operation

Respect.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes we do this by holding regular meetings where we give reports about
what is taking place in our departments. We encourage each other to

promote that which is good and shun evil doing.

PARTICIPANT 6

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: I think TTCs in Swaziland are a foundation for quality education. It is important that they are handled with care so that the type of teachers produced are also of high quality. This can be done by ensuring that the lecturers are entrusted with the training of the trainees and have sufficient knowledge to effect proper training. Both Government and TTCs leadership should be one that understands the importance of TTCs in the country.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: I think no one from where I am seated can go to war or win a battle without being equipped. So I think training teachers is a critical area because teachers play a very key role in ensuring that the nation has educated children.

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: I think a TTC should be characterised by:

Sound leadership that is able to study the environment and determine what is needed and then structure the products to meet the needs of the nation;

A good TTC is one that is well equipped with ICT equipments;

The type of lectures in the institution should be people who are ready to learn

flexible and open minded who also do research ; and

Good infrastructure is a defining character of a TTC.

Researcher: What do you understand to be the important characteristics of learning organizations?

Participants: It is one that is:

Able to learn from its past experiences and come out with new strategies to deal with new challenges;

Identify mistakes and use them as learning curve; and

LOs encourage double loop learning whereby information does not flow one way but from top down and bottom up.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: It depends on the levels of the mistake. Eg at departmental level we do discuss mistakes and chat ways and means to solve them. When it comes into dealing with the Vice Principal and the Principal, we are very cautious and careful so as not to antagonize each other.

Researcher: Do members of staff help each other learn?

Participant: Yes they do. When I came here I did not know how to assess students for Teaching Practice. One of the senior lecturers helped me on how to do it. This is true even in our subject areas. We help each other if need be.

[Added question] Do members assist each other in upgrading their qualifications

[Response] Exactly we do help each other. Right now I am doing my Masters and I consult other members in issues of research and they help me a lot.

Researcher: Please explain how your institution rewards learning amongst members of staff?

Participant: Though it is not rewarded financially, the administration gets excited about somebody who graduates. This is announced to both staff and students that lecturer so and so has graduated. This is done to encourage others.

[Added question] Given an opportunity to suggest rewards what can you come up with?

[Response] What actually motivates people are;

- Financial rewards.
- Promotion also helps as incentive for studying

Researcher: Does your institution support employees to take calculated risks?

Participant: Not quite. I once tried to leave this institution for a business venture but the principal did not approve of me leaving. I was taking a calculated risk

but I was not supported.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant : **Promoters.** Promoters may include:

good relationship between the staff and the administration;

There should be open door policy where we are free to share our aspirations;

Practice of teamwork amongst members of staff and the administration; and

Good infrastructure.

Restrictors: This may include:

lack of funds to fund college projects and programmes; and

Lack of facilities and infrastructure.

Researcher: Do you as individual or collectively identify skills needed for future work tasks?

Participant: I am not sure how to answer but there was an opportunity when the institution wanted to introduce the B. Ed programme. I realized that I would need skills and expertise to handle this programme and as a result, I enrolled for a masters programme to equip myself in order to professionally handle the new forthcoming task. Other staff members have realized their shortcomings and are engaged in studies to acquire needed skills for the new programmes.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: We don't have that kind of freedom in this institution. There is a lot of resistance from both the staff and the administration to take a new direction in fear of the unknown. I remember I tried to propose new ideas in sports but I was told to leave the system intact for this was how things were done in the college.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Yes teamwork is encouraged in this college but I am not sure of the reward part of the question. I have never seen rewards for this.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: No we don't get information as soon as we would like. However, this depends on the type of information one wants. Within departments, we do get information but when it comes to the administration it becomes a struggle to get information I was doing a research touching on the administration and I was not given the information I wanted.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: Yes it is because so many people have graduated with their masters in local and South African institutions for masters and PhDs..

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: I think one thing I have discovered is that we tend to run TTCs in this country in similar lines as high schools yet I consider them as factories where new knowledge is manufactured. Running such institutions as high schools is a problem because fundamentally TTCs are very different from ordinary schools in their structures, mandate and programmes.

The leadership of TTCs is not given the autonomy and freedom to think and act as per needs and prevailing conditions obtaining in the institution but are restricted by the governance system in place. In fact, schools are better governed as they have school committees who takes decisions on the spot and implement them. schools control their own funds unlike TTCs, whereby the leaders in these institutions cannot even access funds to fund college activities because they have no power to do so. It takes time to do things in total ignorance of urgency and time frames.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: The roles of government are to:

- provide salaries for staff;
- pay students scholarships;
- build infrastructure; and
- provide facilities and materials for teaching.

Researcher: Does the roles played by government promote or restrict college good governance and development?

Participant: As far as I am concerned, I think some roles promote while others restricts good and smooth governance of the colleges e.g. the long processes, procedures and bureaucracy are definitely a hindrance to smooth governance.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes they do. In fact, they encourage us to learn but they cannot help fund our learning.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: No there is no such here.

[Added question] What should leaders do to show that you are being mentored?

[Response] They should give us tasks to do. I don't recall a time where I was given tasks to perform and then assessed as to how I had done that job. As a result, people are scared to initiate tasks in fear of being scolded thereafter.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes they do. Our leaders are very much particular about observing the institution values.

[Added question] Explain what values do you observe in this institution?

[Response] the most important ones are:

- Honesty;
- Punctuality;
- Teamwork;
- Integrity; and
- Excellency

Researcher; Do leaders strive to empower others to help carry out the institution's mandate?

Participant: Yes e.g. we are always taken for workshops if there is something new that the institution is introducing. At the beginning of every academic year, we go out to review our strategic plan to assess for strengths and weaknesses in order to improve. To me such activities are meant to empower us to efficiently carry out the mandate of the institution.

PARTICIPANT 7

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: Thank you Mr Mahlalela in my view Teacher Training College in Swaziland are institutions where they train competent teachers who will mold the future citizens of Swaziland. In other words, they are institutions which equip student teachers with skills and also give them the knowledge which will help them do their job meaningfully. These teachers will work out there and teach learners who will become productive citizens who will also contribute meaningfully in the development of Swaziland.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: I think Teacher Training is very important because all citizens who contribute to the development of the country have to go under the hand of a teacher and have been shaped by teachers. Without teachers there could be no teaching Teachers have produced nurses; police etc, all have been shaped by teachers. Teachers are a significant part of society.

Researcher In your opinion, what are the important characteristics of a Teacher Training College?

Participant I think Teacher Training College should have:

- a fluid leadership;
- should be welcoming to the members of society; and
- Teacher Training College should be empathetic to members of staff.

[Added question]: In your opinion, what is distinct about Teacher Training College?

[Response]: There should be love, operations and freedom amongst members and this makes members wanted and feel important in the organization.

Researcher: What do you understand to be the important characteristics of learning organizations?

Participant: Characteristics of learning organizations include:

- Set strategic planning to achieve goals;
- Again I would say there must be freedom of expression;
- There must be opportunities for further learning;
- Support members to undertake research and other development projects;
- Have members who are committed to the goals of the institution; and
- Members should derive satisfaction in the accomplishment of goals.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: Well, I will say no. Many a times when we make mistakes we rebuke one another.

We never sit around and discuss in order to find solutions.

[Added question] Would you as an individual be interested in discussing mistakes to learn?

[Response] Yes coming together to discuss is productive other than name calling and labeling.

Researcher: Do members of staff help each other to learn?

Participant: There is an attempt towards that e.g. some members are pursuing further studies and we usually support each other learn. It is common amongst others to seek help from each other.

Researcher: Please explain how your institution rewards learning amongst members of staff?

Participant; Again there is an attempt to reward staff for achievement. Suppose a member has obtained a new qualification, the administration makes others aware that member so and so has obtained such achievement.

[Added question] What rewards would you suggest?

[Response] Opportunity for one to upgrade
Attending in-service courses.

Researcher: Does your institution support employees to take calculated risks?

Participant: In all honest I would say no, probably with time may be we can get support.
At the present moment we are not free even to be hired somewhere.
Some risks may be bringing up ideas to others.
No, not in this institution. You only follow what is there.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organization in Swaziland ?

Participant: **Promoters:**

Democratic practices; and

Commitment to the goals of the institution.

Restrictors

Authoritative and autocratic tendencies restricts openness.

Researcher: Do you as individuals or collectively identify skills needed for future work task?

Participant: Yes, e.g. we are lacking in counselling skills but the challenge is training.
After identifying these needs, the problem is finding funds for training to promote learning and acquisition of needed skills.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: I think we do but the challenge would be funding because new programmes may need funds.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Yes teamwork is encouraged. Rewarding is a challenge because Head of Departments complain about the remuneration we get. It is not encouraging.
It leaves much to be desired.

[Added question]What kind of rewards can be offered to encourage teamwork?

[Response]The reward would be reception and implementation of my ideas.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Ok. The institution has done a lot in this regard. Each office has a computer to access internet for research and lesson preparations..

[Added question] Is information flowing to you from department and the administration?

[Response]: I would say yes but we still have communication challenges either, upward or downward. e.g. sometimes students are given information but not lecturers.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: I think it is evident. About 80% of members of staff are pursuing their Masters or PHD's studies.

Researcher: What is your opinion about the management and governance of Teacher Training College in Swaziland?

Participant: Well, well, well, I think they are well managed in a meaningful way.

[Added question]What loopholes have you identified in the management of the institution?

[Response] It is in the issuance of students' allowances which normally come very late.

[Added question] Is that all you can say?

[Response] Yes

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: The roles of government I would say are:

Government plays a supervisory role in the Teacher Training College through the Chief inspector;

It monitors activities of Teacher Training College in the country

Support staff training;

Pay salaries; and

Pay scholarship for students.

Researcher: Does the role played by government promote or restrict college good Governance and development?

Participant: The roles government play promote good governance e.g. payment of salaries. provision of infrastructure and staff training as well as provision of scholarships.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes they do. The institution has a training plan which the leaders use to

support requests for learning. Depending on availability of funds, staff-members do go for further training but on rare basis.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Ya, yes the leaders delegate HODs to teach new members of staff.

If there are new innovations, leaders normally organize workshops for us, some experts are brought in to empower us in various issues and aspects.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes they monitor our actions and ensure that we uphold institutional values.

We have special days designated for shaping and empowering of members with regard to value observation.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: In a way they do. The challenge is the change in leadership.

Leaders are not the same. Some are proactive and others are not. Some stifle progress and others promote it.

PARTICIPANT 8

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: I can say Teacher Training Colleges are institutions which help people to attain teaching skills and teaching methods. They train people of different levels to teach at different levels in the education system of the country.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: Teacher training is very important because it helps to get trained people people who will teach learners to be better citizens of the country.

[Added question] Would you regard training of teachers as important and why?

[Response] Yes it is important because without teachers we cannot have people who will know what education. The teachers who are trained teach our children so that they too are educated and obtain different qualifications.

Researcher: In your opinion, what are the important characteristics of a Teacher training College?

Participant: They should have adequate structures:
Have enough teaching resources; and
Should be guided by policies.

Researcher: What do you understand to be important characteristics of Learning Organizations?

Participant : The characteristics in a TTC setting should:

- Qualifying people in the administrative structure;
- It is the kind of curriculum and programmes offered;
 - the institution should have good facilities and infrastructure;
 - The personnel should be people who are skilled; and
- People who continue to learn to fit in the present time.

Researcher; In your institution, do you openly discuss mistakes in order to learn from them?

Participant: Well the mistakes that we discuss are students' mistakes to help them in their projects.
We do not discuss about mistakes committed by us
But we discuss the mistakes made by the administration.

Researcher: Do members of staff help each other to learn?

Participant: Yes we do help each other to learn certain concepts. One is free to ask for help and if you ask for help you get it

Researcher: Please explain how your institution rewards learning amongst members

of staff?

Participant No, it doesn't except in graduations where members are uploded for achievements.

[Added question] Given an opportunity to suggest, what kind of rewards would you suggest?

[Response] I am not sure what kind because I have not seen it done but I think some form of token of appreciation can be given.

Get an outing of some sort.

Researcher:: Do your institution support employees to take calculated risks?

Participant: Well it does in a way. So far they have promised that if you go for studies, your salary is paid in a staggered form but you have to find your own scholarship.

[Added question] What are the chances of getting scholarships?

[Response] Very difficult and you end up paying for your self

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant: **Promoters** include:

Enough resources;

Qualified personnel;

Getting infrastructure; and

Availability of support to further education.

Restrictors

The lack of all of the above constitute restrictors.

Researcher: Do you as individuals or collectively identify skills needed for future work tasks?

Participant: Yes we do discuss things which we think will promote the programmes of the institution e.g. we encourage each other to develop in different lines of qualifications so that we can bring balance in our work for the development of the institutions.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: We do not have that freedom. We may suggest but it is somebody's task to implement.

We make suggestions but in the majority of cases these bear no fruits because no one implements them.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: So far we normally speak about team work, what we did was to form research groups but this was a non-starter. I allude the failure to the fact that lecturers are very busy and our hands are full.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Yes it does, for we always have internet for information.

[Added question] Is information in department flowing to members?

[Response] Yes we get it even from the administration but sometimes there is serious lack of information dissemination to members and we end up asking each other as to what is happening?

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: Yes there is continuous learning e.g. some members are enrolled in different learning institutions to attain higher degrees/qualifications.

Researcher: What is your opinion about management and governance of Teacher Training Colleges in Swaziland?

Participant: I would say the government should be in control of Teacher Training College.

[Added question] Do you want to say more about governance?

[Response] Yes government should give subvention to TTCs.

There must be a follow up on how it is used.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: Government supply subvention;

Pay scholarship for student;

Build infrastructure;

Supply teaching materials; and

Researcher: Do the roles played by government promote or restrict college good governance and development?

Participant: I think the roles of government if followed well can promote good governance but if not then this hinders.

we wish government should build us infrastructure such as more hostels and classrooms.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: They do support requests for learning but with restrictions for we cannot all

go at once. Only one in the whole institution can go for studies once in a year.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Well if there is a new concept e.g. when introducing inclusive education, we were mentored into the new programmes.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes they make sure we act within the institutional values.

[Added question]What kind of values should be upheld in this institution?

[Response] This is a Christian institution it must uphold the values of holiness, integrity, trustworthiness.

Researcher: Do leaders strive to empower others to help carry out the institution's mandate?

Participant: Not quite so because carrying out mandate goes together with resources.

At the present moment, resources are very scarce.

Good salaries can empower members to carry out their duties responsibly.

PARTICIPANT 9

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: Ok, I think their mandate is to train teachers, especially pre service teachers although their history says they should also be taking care of the in service component. Otherwise at the moment the focus of TTCs is to train both entitled Primary and secondary teachers. Now their mandate is to train teachers. I think so far TTCs are doing well although the programmes are not evaluated. We are still offering programmes that were established a long time ago e.g. in the 1982 and there have not been any evaluation to see if they are still mapping with what is happening in the century. The fact that we are government attached probably is another thin. to note; we are heavily relying on government. If government goes down, in finances, so are TTCs, then we also go down.

[Added question] You made mention of in-service training, can you expand on that?

[Response] Yes, when you train teachers, that means that when you do in service train you are constantly upgrading them because those are your products. Then you know as an institution where your deficiencies are especially because we also conduct T. P which makes us have a feel of the teachers we produce. Whether they are relevant or not as we do those in service programmes. It is where we identify that there are some gaps that exist and work through to Fill them. Therefore, TTCs should be responsible for that because we are educating teachers. Looking at the policies again it is our mandate to do professional development for our teachers because you can never educate teachers once and take them to think and say its done. There is so much change taking place out there e.g. it could be economical, it could be physical or environmental but they need to be changed according to changes taking place out there. It is supposed to be the mandate of TTCs to identify gaps and fill them with relevant new information.

[Added question] You spoke about the programs without evaluating their life

span, expand.

[Response] There is so much technology that is taking place on the primary school curriculum and in fact in the whole education sector. Every report concludes that the standard of education in the country is poor. We need the evaluation to help inform change and relevancy.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: I think it is for contributing towards the economy and for maintaining continuing education because if students go to school and stop at form 5 and there is no TT then the whole school system would collapse. Again the whole economy of the country is manned by different professions and all of them are products of teachers. Therefore without the professional preparation of teachers I just imagine the whole country being taught by soldiers. There would be no proper organization of knowledge, attitudes and skills. Learners could be taught erratically. I can recall there was once a strike where soldiers were called in to invigilate exams. There was complete disorder, malpractices and copying for this was not their profession but it needed teachers who are trained for this purpose.

Researcher: In your opinion, what are the important characteristics of a Teacher Training Colleges

Participant: I think characteristics would include:

- Infrastructure;
- Adequate and maybe relevant laboratories if you are teaching language;
- there should be a library;
- There must be administration which encompasses leadership;
- There must be managers e.g. HODs and Senior Lecturers;
- Finance is another aspect though it is a soft character because it is not physical but it must be there;
- There must be networking with other institutes because we cannot work in institutions;
- Quality is important. T.T.Cs should have a certain degree of quality though in Swaziland we don't have indicators to show and define progress in the institution;

- There should be support departments of some sort for our students who have challenges;
- HIV issues and poverty, some students need loving support systems; Accommodation e.g. hostels will limit or reduce difficulties which come from socio economic problems; and
- TTCs should be dynamic. The curriculum should be able to produce products in partnership with clients and stakeholders.

Researcher: What do you understand to be the important characteristics of learning? organizations?

Participant: -A TTC to be a learning organization;

- There must be educators;
- There must be clients to serve;
- There must be leadership;
- There must be efficiency;
- There must be finding;
- There must be growth; and
- There must be technology integrated in the whole system.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: I think it depends on individuals but policy wise, we don't have an internal policy for that I cannot say we openly do so but it depends on the nature of the mistakes.

[Added Question] If someone had made a mistake is that person called for discussion?

[Response] Yes, and we also use meetings with the HOD's to discuss issues and it's the same at development level. We are careful because when we discuss issues, some peoples' personal things and fill being attacked in the meeting.

Researcher: Do members of staff help each other learn?

Participant: This one again depend on the individuals if they are willing to learn or willing to un learn. Sometimes when you try to help, some people tend to personalize issues. I think this is caused by having different backgrounds, different educational levels and we end up having very few common factors. Some do help each other e.g. I am open to criticism for I learn from them. When it comes to the improvement of our qualifications, we really help each other. This is not institutionalized but it is members helping each other.

Researcher: Please explain how your institution rewards learning amongst members of staff?

Participant: No not at all. You only take chances by applying for promotion somewhere. You surely do not get rewards even if you have a masters degree.

[Added question] Given an opportunity, what would you suggest for rewards?

[Response] Because the institutions are growing and are to offer degrees, there is need to pay for acquired senior degrees in monetary value for incentives.

Researcher: Does your institution support employees to take calculated risks?

Participant: The support that is provided and the way the administration is arranged, anybody is free to make submissions. We normally require that they are written down. You write a proposal indicating that you are proposing this or that and must be well articulated to do this and showing where the resources will come from and what kind of support you want from the administration. If your document is well written it is then presented to the staff members to see your ideas. IF they understand what it is there it is taken to the MOET for approval for we are not a final decision maker. Anybody is to bring ideas but it has to go through the right channels e.g. the through the Senior Lecturer. Head of Department, Vice Principal and then the principal.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant: Promoters and Restrictors

- Let me start from up and then go down. I think its governance the way in which the institution is governed can either promote or restrict. Apparently, the way we are, there is the Moet up there but unfortunately we don't have a department specifically focusing on higher education institutions except the chief inspector. Therefore, it means any decisions that are made at higher level are not likely to focus on the attendance to higher education institution because there is no specific department for that. There is thus a governance issue here.

- I think the other part is the accreditation which is still on the government and licensure for teaching. It is like automatically once you get a certificate then you can teach. In actual fact this is not supposed to be the case. Somebody must have to monitor because there are so many institutions producing teachers. There is just some little bit of chaos that is taking place in

the teacher training institutions because there are no clear controls but now we do have the Higher Education Council under the Ministry to try to regulate issues of training.

Another factor that can promote or restrict is finance and finding aspect Swaziland relying heavily on external funding. We don't generate funds as institution. It is not even our mandate to do so for we are a government entity and we don't have a policy to generate funds that can sustain the TTCs. It means we are wholly relying heavily on government budget when we do have the potential to generate our own funding e.g. we have hostels which could be leased out during vacations for meetings and conferences. Our college is located close to the trade fair grounds we could be generating millions but because we are a government entity then it means we are being restricted financial on how to generate funds.

- Then we don't have a policy specifically for training institution.
- The only policy that is there is in the Moet which is only has one or two statements on T.TCs nothing else but if there was a policy directed to teacher training probably that policy will be having a strategy directed to training of teacher probably that would promote TTCs.
- The other aspect is the public perception factor on TTCs. As staff where ever we go to conferences TTCs are criticized for low quality education in the country and these is general statements they are not coming from any research or empirical evidence. But its always said TTCs are not doing well. We don't know where this is coming but it what the society is saying out there. I don't know whether this is presently restricting may be that why we don't get enough finding you can never know people are not willing to pay more to inject funds to support TTCs.
- So I think another thing we are working in isolation. There is Ngwane there doing its own business there is WP there but there is a common factor. We are all training P.T.D teachers but when do we meet at the beginning of the year say guys what are we doing here. Where can we take teacher training institution in the country to, we don't have such forums where we meet as TTCs people and share knowledge, we don't have such or networks.
- We don't even have ratings whether one institution is performing better than the other or universities, we don't even determine this one is performing better in certain aspect of training. So that we can take our lectures to learn from those who are doing it better.
- Another fact is the manner lectures are recruited. We are taken from high school to college; there is no induction it is assumed that because you are a teacher you can lecture.
- There is no formal professional training to lecturers.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: We do it in meetings. For instance we have identified gaps in ICT and in psychosocial and we are developing strategies to fill the gaps. We do identify shortages in skills and work towards bridging up the gap.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: No, because we are controlled by government. We can only apply those things which apply in schools. We don't have the freedom because we are not decision makers.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Ok thank you, I think teamwork is encouraged although it is mostly in the departments but we have so many committees, and this is evident for every problem we face we set up a committee to look at issues that affect us. But people complain that there is no reward.

[Added question] Once again, what kind of reward do you have in mind that can be given?

[Participant]: Unfortunately teamwork is beneficial to the individual because you learn a lot from others if you are in a team. I wouldn't like it that we reward team work in areas that are within your work requirements because it would cultivate the culture of paying for anything done and the sense of responsibility will be lost. I wouldn't like that it is reward for it can also promote corruption. How do you rate the work done?

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: The institution has provided internet which is accessible to everyone. Then it is upon the individual to go to the computer to access information. There are computers, lap tops, desk tops as well as the library to search for information. If you don't access information it is a personal decision. We normally dispatch information to all members and this includes administrative information of course following all the administrative hierarchy.

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: I think so most people are doing Masters with UKZN or even UNISWA and others are doing PHDs. There is another aspect, for instance, to participate in conferences. This also amounts to continuous learning.

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: I think with the government aspect, first and foremost, there are:

- Poor linkages between management and governance. I know management as composed of senior teachers. Where staff units and their welfare are attended to but there is no forum for this to take place.
- Bureaucracy is disjointed and too long.
- There is need to create some system on how people can work together. E.g. how you look at the procedures in government you want a print machine or milk today but you will get it in months to come. This kind of arrangement restricts and hinders operations of the TTCs

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: Most of the roles are:

- Finding and controlling of the usage of the funds;
- Providing learning support;
- Government interpret the policy of TTCs guiding the TTCs;
- Paying salaries for staff; and
- Government has subsidized education in the colleges you cannot get a degree in the current fees. Government is taking all the risks in the life of TTCs

Researcher: Do the roles played by government promote or restrict college good governance and development

Participant: The roles both promote and restrict e.g.

- Controlling finance it restricts;
- Providing of finding promotes;
- Controlling policies restricts; and
- Supporting the institution with infrastructure promotes.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes they do. Normally, we engage staff to fill up a training plan indicating their preferences.
and then take chances to apply to available scholarship to further education.
Those who are not academic access opportunities at Sebenta and also attend workshops e.g. at Simpa also arranges workshops in the institutions.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: I wouldn't say mentor but we normally use the term orientation instead of mentoring. If we have a new staff member, we ask an experienced member to help orient the new staff member on process of the TTC.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: We have recently defined our values and we are yet to see if members comply, but we consistently urge them to operate in the light of the values.

[Added question] What kind of values do you uphold here?

[Response] we uphold

- Commitment
- Integrity
- Responsibility
- Honesty
- Researcher

Researcher :Do leaders strive to empower others to help carry out the institutions mandate?

Participant: We haven't given much focus on this one. I must say if there is a need for empowering somewhere, someone indicate the need and we then organize training as per the needs.

[Added Question] Is government empowering member of the institution?

[Response] No, government has not fared well here. Government does not clearly articulate the vision she wants for colleges and this is not well shared. There is lack of indicators to assess progress leads to lack of empowering members, and these hinder empowerments strategies.

PARTICIPANT 10

Researcher What is your perception of teacher training colleges in Swaziland?

Participant : My perception of teacher Training Colleges is that they
prepare teachers to go out there to impart knowledge of what they
learned in a teacher training Institution to learners .

Researcher What do you understand to be the importance of teacher training in Swaziland

Participant: It is very important because I believe it equips prospective teachers with
knowledge, attitudes, behaviour and skills they require so as to effectively
impart knowledge to students.

Researcher: In your opinion, what are the important characteristics of a Teacher Training
College?

Participant: I order for a TTC to be more viable one it:

- Must be accessible, every board must reach the Institution regardless of status;

- Entry requirements must be friendly and allow candidates to access the programme they want;
- It must not be rigid but open to everyone;
- The programmes must be equitable no programme should be looked down upon;
- Must have adequately qualified personal, so that when student have come and enroll will receive good staff that they have come for.

[Added question] Why do you say TTCs should be of quality?

[Response] Good and quality products from the T.T.C's is important because the person who is trained well go out to teach other people in the communities, if the trainee had recovered quality telling we are very much answered that what this new teacher will deliver to the learners out there will be of the some quality and the country will have a good standard of education.

Researcher: What do you understand to be the important characteristics of learning organizations?

Participant: Important characteristics of LOs are:

- Standards set is of high quality;
- A conducive having environment, the environment include infrastructure; liberations good highlighting system;
- Completion is key and TTCs should show case their products publicity so that the institution is known for what it is doing and up lift its standards.
- If you don't strive to up lift your standard one day you will not have student.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: Yes we do discuss mistakes. For instance we are currently introducing in our Institution an evaluation tool to check on the effectiveness of teaching. This will help us identify our mistakes and then attend to them.

Researcher : Do members of staff help each other learn?

Participant: Yes they do help each other. In some cases, I have picked on lectures who are struggling and I would advise them to seek for help from others, by so doing one helps one learn. It is important for members to know their strengths and weaknesses so as to ask for help whenever possible.

Researcher: Please explain how your institution reward learning amongst members of staff?

Participant: There is no evidence for rewards but during meetings when we discuss results, it is good to pass complimentary remarks which are intended to encourage the individual member or department.

Researcher: Do your institution support employees take calculated risks?

Participant: Oh yes they do take risks. The administration supports them, some take risks to enroll in institution to learn while at the same time one is expected to deliver in the institution, take for instance, the supervision of T.P is prone to risks but our staff take huge risks because they want to fulfill their mandate. A classic example of taking risks was displayed by our staff when they drove a faulty car to assess student in the field.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant: The factors that can promote:

- Support from Government to do certain activities;
- Funding of the Institution;
- Salaries paid by Government;
- Create a conducive environment by building classrooms; and
- purchase of equipments and materials.

Restrictors

- Inadequate funding restricts

Researcher: Do you as individual or collectively identify skills needed for future work tasks

Participant; Yes for an Institution to run effective training which is relevant is important. So as a result we conduct training needs analysis to find out what the gaps are and how we can fill up the gaps. By identifying needed skills help using the designing of new programs as we respond to identified gaps?

Researcher: Do you have the freedom to adapt new goals as needed?

Participant; We do have the freedom the challenge is that you are blocked by lack of funds to implement what you have envisioned.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: The team work is actually encouraged and is reminded by the fact that if the outcome is pasture then the team work proves to be good and very essential, especial when we do students projects we collectively help each other produce good works.

Researcher: Does your institution enable you to get needed information anytime quickly and easily

Participant: Yes we do. For instance we have

- Access to the library
- Access to the interment where lectures research for information.

Researcher: In your opinion is continuous learning evident in your institution?

Participant: We are not yet but we are poised to become a University, continuous learning is well encouraged so that people will fit in the New programmes the Institution is going to offer.

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: What I have discovered is that the management capacity from our Ministry of Education is seriously lacking. The system that is taking place in schools is applied in colleges. The TSC has to decentralize so that regional administrative centres for colleges are established as is the case with schools for instance there is only one inspector for colleges.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: Even though the Governance of TTCS from government is lacking,

- Government is providing qualified personnel for TTCS
- Provision of having environment such infrastructure materials and equipment's
- Provision of scholarship to students.
- Payment of salaries for staff.

Researcher: Does the roles played by government promote or restrict college good governance and development

Participant: Government is trying everything to promote good governance in TTC's but some actions hinder good governance, for instance the flawed procurement system.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes they do support but the support has since declined but we do have other sponsors who offer support training for our members.
These scholarships come through government approval

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: This is limited because the management of TTC's is located at the Ministry level, as a principal I wish to state that you are mentored as long as you go out to seek for support or help. Then you will be assisted in that manner and as you do this you are being mentored.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes we would like that we have our set values but what hinders us is that some

of these values have cost implications in order to achieve them. If you are don't have enough funding it becomes impossible to uphold these cost oriented values because you cannot reach B if you have not started in A.

[What kind of values do you promote in this institution?]

[Response] Quality products

Excellency

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes we do empower members; we ensure that we provide for our members as they carry out the Institutional mandate e.g. when they are in Teaching Practice. we provide lunch out to enable them to work.

PARTICIPANT 11

Researcher What is your perception of teacher training colleges in Swaziland?

Participant: Thank you Sir, for inviting me to participate in your study my perception of a teacher training in Swaziland is that it is an Institution that has to do with this production of qualified teachers that will be competent out there in

the schools when they are conducting their teaching session.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Researcher: It is very important to look at a teacher the teacher is somebody who has to import knowledge to the children out there and such a person must have the skills of how to import that knowledge into the children and that person must have a good understanding of psychology that is how the brain works, how the children behaves. Therefore in so saying teacher training must taking into consideration all those aspects, because if you are training a human being there a lot of things you need to consider e.g. consider the background of the person you are training the physical growth and also the community from where the person come from then you will be able to develop that individual would you encourage a world without teacher? What kind of World that could be

[Added question] Do you envisage a world without teachers?

[Response] Hey, I don't want to think about that. The world need information and for information to be there, there should be teachers.

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: There characteristics involve

- Good infrastructure
- Good qualified personnel
- The prevalence of professionalism

Researcher: What do you understand to be the important characteristics of Learning Organizations?

Participant. Learning organizations exhibit, and in the case of a TTC require that:

- For learning to take place there has to be a teacher;
- There has to be content to be learned and taught;
- There has to be the homes;
- There has to be policies;
- There should be setting of goals; and
- Marketing strategies.

Researcher: In your institution do you openly discuss mistakes in order to learn from them?

Participant: Yes at times we do discuss mistakes e.g. at times our students engage in a strike and a decision is taken that they go home. We forget that there students

came from different parts of the country, But in your amendments recall then back in a short space of time. This is a mistake that has to be discussed and solutions are found.

Researcher: Do members of staff help each other learn?

Participant: We do help each other learn. Some of the teachers here are involved and enrolled in different Institution for having. In this regard we help each other and also motivate others.

Researcher: Please explain how your institution reward learning amongst members of staff?

Participant: In this Institution e.g. the academic staff is not rewarded but only the trainees that get rewards because during graduation they are given prizes for excellence.

[Added question] If you were to suggest rewards what would you suggest

[Response] Ya, because if somebody goes to upgrade, the Institution will benefit from that lecturer. If given an opportunity I can design a certificate of appreciation I even if this is nothing but it would mean something to somebody that so and so has achieved such a qualification.

Researcher: Do your institution support employees take calculated risks?

Participant: I would say yes though I am doubtful, an example is this before going for my second degree, I had to communicate with the administration that I wanted to further my studies on part time basis. The administration engaged me on how we could do this without making my work and students suffer. This I consider as support from the leaders.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training Colleges into functioning as learning organizations in Swaziland?

Participant: Promoters and Restrictors

I think the challenge is that as TTC's treated as part of school. This could not be so . TTC's has to be separated from schools this will promote TTC's to work as LO. The caliber of the people working in a T.T.C should be different from that of high school. In availability of funds, without funds TTC's cannot progress.

Researcher: Do you as individual or collectively identify skills needed for future work tasks

Participant: Yes we do. For instance my department has taken into consideration area such as Physical education, and Art & Craft within the art and craft we were

able to incorporate entrepreneurship.

Researcher: Do you have the freedom to adapt new goals as needed?

Participant: Yes sometimes we do and other times we are not free.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: Teamwork is encouraged even though it is not rewarded it is encouraged because without teamwork the departments would not be function. If you are a team you set goals together then you are able to sail through.

[Added question] If you are asked to suggest rewards what would you put forward?

[Response] Support from the administration, if a department is considering a certain programme it must be supported.

Researcher: Does your institution enable you to get needed information anytime quickly and easily?

Participant: Yes in the Institution we have the chance to get information. There is Wi-Fi information is circulated to members of staff through interment

Researcher: In your opinion, is continuous learning evident in your institution?

Participant: I would say yes continuous learning is evident. We now have about 20 lecturers doing masters degrees and some PHD'S

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: The Management of TTC taking into account of the distributions of position I think is ok. The only problem is remuneration for instant is the case of the HOD paid more than the V.P.

Added question] Is Government aware of this anomaly.

[Response] Yes government has been informed; even the salary review commission was informed and this has not been attended. I think the problem is that they do not understand TTCs as they are treated like schools.

Researcher: What roles does government play in the management of colleges in Swaziland?

Participant: I am not well versed what roles government plays but I think government takes part in ensuring that:

- TTC'S are lead by the policies;
- TTC's are funded even through the funding is limited ;
- Availability of good infrastructure;
- Government provides scholarships for our students; and

-Government should play a role in capacities teachers, even though government is trying but this is in a small scale.

Researcher: Does the roles played by government promote or restrict college good governance and development

Participant: The roles if well fulfilled can promote good governance.

There are areas in which the role of government restricts good governance, for instance restricting usage of funds, e.g. you want to purchase materials it takes a long time to produce and get deliverance on time.

[Added question] Does the long process affect your operations?

[Response] Yes it does we sometimes find ourselves teaching theory only because we do not have materials for practical's.

[Added question] To solve the issue of delays in procurement what can you suggest?

[Response] I should suggest that business people are recruited by government, and it would be better to get supplies from people who have it without waiting to obtain for 3 quotations. Procurement procedures with regard to TTC's need to be revised to be user friendly.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: We are supported no staff members has been opportunity to learn. We also learn from having or workshops.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: Yes, e.g. when I was appointed HOD I was mentored by those who were more experienced than me. These helped me a lot. I got to understand the responsibilities and expectations of my job.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant Yes one if the values is professionalism. Lectures here do not have lecturer trainee relationships.

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes the leadership does empower the lectures, in most cases we are encouraged to upgrade ourselves even the leaders are leading by examples as they too are studying to upgrade themselves.

PARTICIPANT 12

Researcher: What is your perception of teacher training colleges in Swaziland?

Participant: I think TTCs in Swaziland are very important institutions because I believe in that without them we wouldn't have teachers. Teachers retire, some pass away, and for that, we have to have replacement for these who are out of the system.

Researcher: What do you understand to be the importance of teacher training in Swaziland?

Participant: Once again as a teacher who had diligence feelings myself, I would advocate - for training of people to become teachers. I find it very important because there is a lot that people get while they are being trained.

- There is the technical aspect which means they need to be trained on the subjects they are going to teach.

- Teaching as a discipline people should be trained on how teachers would conduct themselves how they should treat or engage with learners. This needs to be learnt.

[Added Question] In your union without there being teacher a country would be in trouble?

[Participant] Yes it would be a disaster. It would be like okay anybody can inject a patient without training and this would be fatal because he / she will not know what kind of injection to use and where.

[Added Question] There is this practice of engaging temporary teachers yet you say teaching is important what effects do untrained teachers bring to the school's systems/

[Participant] It's a very serious problem that you are teaching on of temporary teachers unfortunately this country finds TTCs engaging temporary teachers even without being sure of their performance in their high school leaving certificates. It is, in fact there are no studies that have been done to determine the effects of engaging temporary teachers

Researcher: In your opinion, what are the important characteristics of a Teacher Training College?

Participant: Well I like that training system. To me this is where:

We stress the importance of training teachers;

This is the place where we talk about standards;

The standard will determine who is, that should be declared as qualified and

TTCs should be a model whereby the whole country looks upon for upholding

- of standards and quality of education;
- TTCs need to be dynamic in order to cope with the ever-changing world
- and move with times;
- Follow ups as to what / happens after the trainees are in the field to assess on how they are coping up;
- TTCs have to produce experienced teachers through Micro Teaching that can come in many forms; and
- TTCs should research and the results would be to uniform the TTCs of their strengths and weakness in order to improve.

Researcher: What do you understand to be the important characteristics of Learning Organizations? (LOs)

Participant: Yes I did mention earlier on:

- There must be high interaction between members and also with the administration and even between staff and students;
- Dynamism should be there;
- Create learning experience and be by the institute e.g. the way he dresses; the way he talks; and
- I would say we do in our case in departmental and staff meetings. We openly those in order to best find solutions.

Researcher: In your institution, do you openly discuss mistakes in order to learn from them?

Participant: Yes. There must be interaction between members of staff, the administration and between students and staff to discuss mistakes and learn from them. This will create dynamism and rich learning experiences to all concerned.

Researcher: Do members of staff help each other learn?

Participant: I would say yes they do help in each. I attended a course on teaching practice and I got help and learnt how to improve my delivery or the job expectations.

Researcher: Please explain how your institution rewards learning amongst members of staff?

Participant: I can't remember of any rewards meant to encourage. People have attained Higher degrees but still there are no improvement in their lives in terms of salaries.

[Added question] If given an opportunity to suggest rewards what would you say?

[Participant] That could be in many ways e.g.

- Financial improvement
- Promotions based on education not what we are experiencing where people are promoted on society rather than education and achievement. No academic recognition but period of arrival; qualifies you.

Researcher: Does your institution support employees to take calculated risks?

Participant: I think that could be a bit of a challenge. The institution is not on its own but it depends on government. Even if the institution would like to do this, it will depend on what impact this has on government.

Researcher: In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?

Participant Promoters and Finances and funding could be a factor

- Policies employed
- Leaders are not the same, some are innovative and others not
- Opportunities for furthering ones studies enhance performance.

Restrictors

The opposite of the above is true.

Researchers: Do you as individuals or collectively identify skills needed for future work tasks?

Participant: Yes, sometimes we do.. We are within a community that has changed. Our trainees as well as pupils' needs counselling to assist them cope with challenges they face. Staff members try to help the trainees in various ways.

We live in a dynamic world where there is need to identify stages of knowledge that we need so that we can better cope with our work.

Researcher; Do you have the freedom to adapt new goals as needed?

Participant: Yes, that is a good question. It is not always easy as we are a government institution. Well do have but tread with caution. The flexibility is true but quite limited.

Researcher: Is team work encouraged and rewarded in your institution?

Participant: May be rewarding could be another thing but team work is encouraged in the departments.

This is true is within departments but not in the interdepartmental aspect.

[Added question] What would you suggest for rewards?

[Participant] These could be prizes for people who have excelled in a team;

Financial recognition;

By offering of certificates of Excellency.

Researcher Does your institution enable you to get needed information anytime quickly and easily?

Participant I would think the institution is doing well in this area. All departments have internet and computers.

Is information from administration to S.L. HOD and staff and versa occurring?

Well this is affected by the structure whose hierarchy is too long, but eventual we do get information as we need it.

Researcher; In your opinion, is continuous learning evident in your institution?

Participant: I think I would be gladly to say it is evident. Staff members are engage in upgrading themselves in Masters and even PHDs

Researcher: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?

Participant: If we would like colleges to progressing, TTCs should be semi entomology. They must not be full controlled by commit whose procedures are very long. If you consider and compare TTCs and schools, schools are far better in procurement and of delivering services than TTCs who are always held up long bureaucracy which is sometime get overtaken by events.

Researcher: What roles does government play in the management of colleges? in Swaziland?

Participant: The government is in full control in:

- Funding of TTCs by government;
- Crafting and depression of policies;
- Infrastructure development;
- Material provision for teaching;
- Staff supply for college tasks;
- Payment of salaries; and
- Supervision of a training plan for staff development.

Researcher: Does the roles played by government promote or restrict college good governance and development?

Participant: Promoting and restrictors

- Funding promotes good governance
- But the process of procurement hinders

- Money that is collected by TTCs is not controlled by TTCs and this makes it difficult to access funds for utilization.

- Lecturers should have the freedom to manage and manipulate the curriculum to improve standards.

Researcher: Do leaders in your institution support requests for learning opportunities?

Participant: Yes, that can come in two folds; there is a training plan which a TTC has but unfortunately this plan is not working. We are told that only 2 people can go for training in one year.

- But those who are sponsoring themselves do get support from leaders to enrol and upgrade their qualifications.

Researcher: Do leaders in your organization mentor and coach those they lead?

Participant: I have not seen this but I have seen the organization of workshops for us to improve our output.

[Added question] What should be done to indicate maturing of staff?

[Participant] For me there should be a programme for ministry.

- You must be deliberately exposed to leadership problems and informed that you are being mentored.

- Mentorship is identifying people with a political, and educational attitudes and then be taken through the programme of mentorship.

Researcher: Do leaders in your institution ensure that the institution's actions are consistent with its values?

Participant: Yes I may not be sure but being a government control institution, these values may be influenced by government :

[Added question] what values do you uphold here?

[Participant]

- Consistency

- Integrity in our work

Researcher: Do leaders strive to empower others to help carry out the institutions mandate?

Participant: Yes, I would say leadership. We normal come together e.g. T.P. Setting exams etc. work together to help carry and fulfil our mandate as expected of us.

APPENDIX K INITIAL CODING OF SUB-THEMES

Interview question	participants	Views from participants' transcripts
Question 1. What is your perception of teacher training colleges in Swaziland?	1	-TTTCs' function is to train teachers. - provide teaching qualifications. - Part of Academic control.
	2	Produce teachers to develop learners holistically. -TTCs are foundation for - quality education. -TTCs to be carefully handled for their role in the country.
	3	-TTCs must have highly qualified staff
	4	-TTCs vital for socio economic development -Important player in producing educated people.
	5	-base for good education -TTCs help in economic development
	6	TTCs are foundation for quality

		education.
	7	-The purpose of TTCs is to train and produce competent teachers. -Equip teachers with skills and knowledge for practice.
	8	-TTCs help trainees attain teaching skills. -Without TTCs that produce teachers there will be no education for the people.
	9	-They are institutions to train both pre-service and in service teachers. -The greatest challenge is that they offer programmes which were established a long time ago - Do training and also conduct professional development for in service teachers.
	10	TTCs prepare teachers to go out to impart knowledge.
	11	-TTCs have to do with the production of qualified teachers. -These teachers should be competent to conduct teaching sessions.
	12	-Without TTCs there would be no teachers in Swaziland.
Question 1 A: What do you understand to be the importance of teacher training in Swaziland?	1	-Produce well equipped teachers. -TTCs provide a baseline for further education -TTCs are vital for socio-economic development. -Qualified teachers help learners grow in other areas.
	2	Train teachers continually
	3	-Prepare teachers to work in schools -trained teachers develop learners holistically e.g. socially, academically and spiritually
	4	-It's a tool for educating people.
	5	-TTCs bring develop people who bring light and life to a nation.
	6	-It is to equip those who want to

		be teachers
	7	-Equip and shape citizens for different jobs. Teachers are significant part of society
	8	Without teachers there would be no education for the people.
	9	-To professionally train people who want to be teachers. -TTCs support continuing education. TTCs contribute towards economic development of people.
	10	Teacher training equips trainees with knowledge, skills and behaviour to impart to learners.
	11	-Teachers impart knowledge to learners. -Training them gives skills and knowledge.
	12	-TTCs train people to be teachers. -engaging temporary teachers is detrimental to the school system
Question 1 B: In your opinion, what are the important characteristics of a Teacher Training College?	1	- Produce good teacher -offer different programmes
	2	-Produce qualified to teach in schools.
	3	Produce personnel relevant to participate in global community. -Participate in research work - Produce innovators and problem solvers.
	4	-Relevantly trained staff. -relevant and diversified programmes. -Must respond to current trends.
	5	-Have qualified personnel -Appealing and conducive environment
	6	-Sound leadership. -conducive environment. -Have good equipment. -good infrastructure. -qualified personnel.
	7	-A fluid leadership. -Welcoming to members of society.
	8	-Have adequate structures. -enough teaching materials. - must be guided by policies

	9	-Availability of infrastructure e.g. laboratories -A library for information - Responsive curriculum. -Availability of funds.
	10	-Friendly entry requirements. -Accessible to all -Balanced programmes - Qualified personnel.
	11	-Good infrastructure -qualified personnel -the prevalence of professionalism
	12	-TTCs should be models for standards TTCs should keep pace with change. TTCs should engage in research.
Question 2: What do you understand to be the important characteristics of learning organizations?	1	-Information is emphasized -learning emphasized -mistakes are learning curve -Networking encouraged
	2	-Have qualified personnel. -Good infrastructure. -Availability of infrastructure. - freedom to take initiative
	3	-Do things in a better way. - Work independently without being pushed. - Are at the for front in influencing change.
	4	-Relevant infrastructure. -leaders who embrace change
	5	-Conducive working environment. -working relations amongst staff. - Equipments and facilities
	6	-Able to learn from its past. -use mistakes as learning curve. -Practice double looping.
	7	-Set strategic plans. -Freedom of expression. -Opportunity for further learning. Members derive satisfaction in goals accomplishment.
	8	-Qualified personnel. -relevant curriculum -have infrastructure - have good facilities -Have people who want to

		learn.
	9	-There should be personnel. -Clients to serve -adequate funding. - Technologically driven.
	10	TOs set high standards of service delivery. -Conducive environment -task oriented.
	11	-Set goals to guide the institution. -must have relevant personnel -there need to be tasks to be done. -There should be policies -Need to have marketing strategies.
	12	-high interaction amongst members of staff and the administration. -TTTCs should be dynamic.
Question 2 (A): In your institution, do you openly discuss mistakes in order to learn from them?	1	Yes in meetings. -Provide way forward for improvement.
	2	-Meetings are held to discuss things. - assess our strengths and weaknesses in order to improve.
	3	Not very explicit. -We do identify areas of weaknesses and seek solution.
	4	-Openly I would say no -Depends on the nature of the mistake. -errors are discussed to find solutions.
	5	-Yes, we normally have

		gatherings where we correct each other.
	6	-Depends on the level of the mistakes. -
	7	-I would say no -instead we rebuke one another.
	8	-we discuss mistakes -- -made by students. -We don't discuss mistakes made by lecturers. We discuss mistakes made by the administration.
	9	-No written policy for that -But we meet to discuss mistakes. -Depends on the nature of the mistake.
	10	Yes we do identify and discuss mistakes and further help each other solve such challenges.
	11	At times we do discuss our mistakes.
	12	-Sometimes we do and at other times we don't.
Question 2 (B): Do members of staff help each other learn?	1	-Yes they do. -Have set up research groups. Learn from each other in the group discussions
	2	-In the courses we teach, we help each other - consultation is visible
	3	Yes there is a research school to help members.
	4	Yes if a new lecturer arrives, the senior person assists. Share information received in workshops.
	5	-Yes we help each other learn. -Share information and ideas and experiences amongst ourselves.
	6	-Yes they do. -Assist each other in doing assignments.
	7	-Yes there is an attempt towards that. -Some members are pursuing further studies. -Its common amongst us to seek help from one another.
	8	-Yes we do learn certain concepts from one another.

		- One is even free to ask for help.
	9	It depends on individual if they want to learn. -Some do ask for help from others to do assignments.
	10	-Yes they do. people recognise their strengths and weaknesses and the help each other learn.
	11	-People do help each other learn. - we are enrolled in various universities and thus help each other in our studies.
	12	They do help each other in teaching and upgrading themselves.
Question 2 (C): Please explain how your institution reward learning amongst members of staff	1	This is not happening
	2	-There are no rewards - People should be given rewards for upgrading themselves
	3	-N open way to for rewarding learning. - Rewards could be recognition for ones efforts
	4	-by announcing the achievements of members before everybody.
	5	-Recognition of members' achievements.
	6	-Not financially. -through recognition of ones 'achievements' - I would suggest that we have: - financial rewards -Promotions
	7	-By announcing the achievement of members. - Rewards could be attending workshops.
	8	-No it does not do that. - Only applaud individuals during graduation.
	9	No official rewarding of learning.
	10	-There are no rewards for learning.
	11	No official rewards for learning. -Rewards could be *certificate of appreciation *Recognition of ones achievements.
	12	-No rewards -Rewards could be financial and

		promotions.
Question 2 (D) Does your institution support employees take calculated risks?	1	No but members encouraged to think independently.
	2	If you follow procedure, you are supported
	3	-The administration support people if they develop themselves.
	4	Yes if one is going for greener pastures.
	5	Yes it does and this has helped members achieve certain goals.
	6	-Not quite. I was refused permission to go to do what I wanted.
	7	No, we are not even supported to do so.
	8	It does in a way by paying for study leaves. -No scholarship availed
	9	Yes the institution does help people if they ask for such help.
	10	Yes they do and the administration assists members to get what they want.
	11	-Yes the leaders support us. -While doing this, they don't want the work of the institution to suffer.
	12	Not quite since everything in the college is controlled by government.
Question 3. In your opinion, what factors do you think can promote or restrict teacher training colleges into functioning as learning organizations in Swaziland?	1	(Promoters) -far remuneration -availability of facilities -Regular assessment of programme -Rewarding academic achievement Restrictors: -Viewed like high schools -Long bureaucracy -Not at liberty to recruit personnel -No autonomy in decision making -Low salaries
	2	Promoters: funding of TTCs, Motivation of staff, Training of staff, welfare of staff and improving of infrastructure. Restrictors: Lack of funding, stiff bureaucracy.
	3	Promoters: -College to be autonomous

		-Encourage research activity amongst lecturers. Restrictors: -Lack of autonomy - Stringent bureaucracy.
	4	Promoters: -Change of the governance system. Restrictors: -Lack of autonomy -long bureaucracy.
	5	Promoters: -Display good practices -Do thing in the right way. -Positive interaction amongst members. -Promote learning attitudes -Disseminate information Restrictors: -lack of infrastructure
	6	Promoters: -Harmonious relations amongst staff. -Openness to share ideas. -Practise of teamwork. -good infrastructure. Restrictors: -Lack of funding. -insufficient infrastructure. Insufficient equipments.
	7	Promoters: -Democratic practices -Commitment to the goals of the institution. Restrictors: -autocratic and authoritative tendencies.
	8	Promoters: -Enough resources. -qualified personnel -Good infrastructure. - Opportunity for further training. Restrictors: -The lack of all of the above constitutes restrictors.
	9	The type of governance in place can either promote or restrict development in TTCs. Promoters -Autonomy -Funding -relevant policy framework. -Networking and cooperation amongst institutions.

	10	Promotes: -Support from government -Funding of TTCs -Conducive environment.
	11	-There are more Restrictors than promoter's e.g. -TTCs treated like schools - this hinders their progress Lack of funds
	12	Promoters: -Funding -Policy Guidelines -Further learning Restrictors: -The opposite is true
Question 3 (A) Do you as individual or collectively identify skills needed for future work tasks?	1	-Not in an open fashion -Done through networking
	2	-Not occurring at the moment. - We do not have time to think of other things.
	3	Yes, we identified the need for ICT tools.
	4	-Collectively yes.
	5	-Yes we do by identifying what we need to do. -Train members to gain new skills
	6	Yes we do identify needed skills and respond by training.
	7	Yes we do. and plan for training
	8	-Yes we do discuss things that will promote the institution. - We advise each other on the type of skills we need.
	9	-Yes we do this in meetings
	10	Yes we conduct training needs We then find ways to fill up the gaps.
	11	-Yes we do We identify needs and then forward them for consideration.
	12	Yes we identify our needs and then devise ways to address them. -Needs for the institution -Needs for students.
Question 3 (B) Do you have the freedom to adapt new goals as needed?	1	-Freedom is there but in a limited manner.
	2	-Time constraints prohibit us from doing some other things
	3	-No we are controlled by government policies.

	4	-Limited freedom
	5	-Yes we do Leaders set the pace. -Bring change through innovation.
	6	-We don't have that kind of freedom. -There is a lot of resistance for change.
	7	Yes we do but hindered by funding.
	8	-We do have the freedom to suggest - in most cases our suggestions are not taken.
	9	-No we don't - We are controlled by Government. - We are no decision makers.
	10	There freedom is there but we are blocked bu lack of funds.
	11	-Sometimes we do -At other instances we are not free.
	12	-Not easy for this to happen - Flexibility is limited since colleges are for the government.
	Question 3 (C): Is team work encouraged and rewarded in your institution?	
	1	-Yes highly encouraged -Formation of groups with specific tasks. -participation in teamwork Is a reward in itself
	2	-Teamwork is encouraged. - no rewards at present. -rewards could be workshops and outings.
	3	-Teamwork is encouraged. - believe in learning from one another. -Rewards could be in the form of recognition.
	4	-Highly encouraged -We undertake team excursions.
	5	-Yes we work as a team.
	6	-Yes team work is encouraged. - There are no rewards for this.
	7	-Teamwork is encouraged. -Rewarding is a challenge
	8	Yes it is encourage on paper. -But you cannot see teams formed.
	9	-Team work is encouraged. -No rewards for that.

<p>3 (D): Does your institution enable you to get needed information anytime quickly and easily?</p>		-offering rewards to one doing his job would be a bad idea.
	10	Teamwork is encouraged
	11	-Team work is encourage - It is not rewarded
	12	-Yes is it there. -There are no rewards Rewards could be -financial promotions
	1	-The institution provides internet services -Information easy to access - The institution is linked to other institutions
	2	-We have internet connection - Information flows within the department and administration.
	3	-Efforts are made to give us Information we need. -Resource people are requested to share information with members. -
	4	-Yes it does but on a limited scale.
	5	-Yes but this is affected by external factors. -Information within us is easily accessed.
	6	-No we don't as much as we would like. -Depends on the type of information. Poor communication between staff and admin.
	7	-Yes it does and has done a lot in this regard. -Offices are connected and networked.
	8	-Yes we always have internet. - there is information flow but at times there are challenges.
	9	-Yes there is internet available to members -information is disseminated to members when the need arise.
	10	We have access to the library -Access to internet
	11	-Yes it does. -We are connected to internet.

	12	-There is computers and internet connectivity -There is flow of information from the administration to staff members and vice versa.
Question 3 (E): In your opinion, is continuous learning evident in your institution?	1	Lecturers who were recruited with junior degrees now have Honours and Masters degrees
	2	Most staff members are enrolled in universities to upgrade themselves.
	3	Workshops are held to capacitate members. -Members are keen to develop from one level to another
	4	-Yes, a lot are enrolled in universities for upgrading.
	5	Yes, a lot of the staff are registered in universities for higher qualifications.
	6	-Yes it is. many are upgrading themselves.
	7	-Yes it is evident. -A lot of members are studying for Masters degrees.
	8	-Yes there is continuous learning. -Members are enrolled at different universities to upgrade themselves.
	9	-Yes it is evident. -Many have enrolled to do PhDs in universities.
	10	Continuous learning is evident on the part of staff.
	11	-Continuous learning is evident -About 20 lecturers are doing Masters programmes and PhDs
	12	-It is evident. -Members of staff are upgrading themselves to higher qualifications.

Question 4: What is your opinion about the management and governance of Teacher Training Colleges in Swaziland?	Participants	Views from participant's transcripts
	1	-The Present governance structure has to change - Model it to university governance structure
	2	-Principals should have mandate to control college funds. - Colleges should have autonomy.
	3	-Controlled by government. -Centralised decision making. -Stringent procurement processes.
	4	-Current system of governance should change -TTC leaders make limited decisions. -No autonomy.
	5	As a Private institution, our management system is wanting.
	6	-TTCs run like high schools. - no autonomy Cannot have access to funds. -Long bureaucracy -Non responsive.
	7	-Delay in payment of student allowances.
	8	-We are a private institution and government should be in charge here.
	9	There are poor linkages between government and management in TTCs. Disjointed and long bureaucracy. -Poor and long procurement of goods and services.
	10	-Management is seriously lacking from the MoET, -TTCs run in line with high schools system. - there should be decentralization of power
	11	-There internal hierarchy of authority in TTCs is ok. -Remuneration of personnel is not right

	12	-No autonomy for TTCs. -TTCs treated like schools - To long bureaucratic red tape.
	participants	Views from participant's transcripts
	1	Controls TTCs. -Government pays salaries. - Provides scholarships for students. -Build infrastructure
	2	-Avail funds to TTCs - Give scholarships to students -Provide infrastructure -supply equipments.
	3	-Role of chief administrator -Employs personnel. -Control resources.
	4	-Pay salaries -offer scholarships to students. -supply materials. Support staff to further their studies.
	5	-Employ personnel. -Pay salaries for staff. -award scholarships to students.
	6	-Provide staff salaries -pay scholarship for students. -Build infrastructure. -Provide facilities supply materials.
	7	-Pay salaries -Monitor activities of TTCs -Support staff training. -Provide scholarships.
	8	-Pay scholarship for students. -Give subvention -Build infrastructure -Supply teaching materials.
	9	-Funding of TTCs. -Provision of learning materials. -Pay staff salaries.
	10	-Provide personnel -Build infrastructure. -Install teaching equipments, pay staff salaries -Provide scholarships to students.
	11	-Government set policies -Provide funds. -construct infrastructure -offer scholarships to students. -Provide training for staff.

	12	<ul style="list-style-type: none"> -Provide funding -crafting of policies -building infrastructure -provide teaching materials -Pay staff salaries
Question 4 (B): Does the roles played by government promote or restrict college good governance and development	1	<ul style="list-style-type: none"> -It promotes and also restricts. - bureaucracy used to stifle college management - No urgency in doing things
	2	-Government roles promote and also restrict progress in colleges.
	3	<ul style="list-style-type: none"> -Government restricts Colleges. -To long bureaucracy.
	4	Sometimes the roles promote and sometimes it restricts.
	5	-AS a private institution, the assistance given by government promotes good governance.
	6	<ul style="list-style-type: none"> -TTCs operate like high schools. -no autonomy. -No direct access to funds. - Limited decision making by Principals.
	7	-Yes they promote good governance
	8	<ul style="list-style-type: none"> -If the roles are followed well, they can promote. -But if not, these roles can be a restrictor.
	9	<p>The roles of government can either promote or restricts TTCs development.</p> <ul style="list-style-type: none"> -e.g. controlling policies restricts while building infrastructure promotes.
	10	Some roles promote while others restricts TTCs.
	11	The roles can either promote or restricts operation in TTCs depending on how they are executed
	12	<p>Promoters</p> <ul style="list-style-type: none"> -availability of funds. -Remove long bureaucracy. Freedom to bring innovation

		Restrictors Cumbersome procurement system
Question 4 (C): Do leaders in your institution support requests for learning opportunities?	1	leaders support learning initiatives.
	2	if you apply to further your studies, you are supported.
	3	-They make every effort to support members. -Lectures attend workshops and courses for professional development.
	4	-Yes they do by providing support to members.
	5	-A leader should demonstrate good leadership. - the led should follow the good example.
	6	-Yes they do. -Encourage moves for learning
	7	-Yes they do. - encourage members to learn. - Have a training plan for members.
	8	- Yes they do. -They control the movement to avoid chaos of staff shortages.
	9	-Yes they do. -There is a training plan for this purpose.
	10	Yes they do but this is hindered by lack of funding.
	11	-The leaders support staff. -No staff member has ever been denied chances to learn.
	12	Yes through a training plan -Through self initiatives.

Question 4 (D): Do leaders in your organization mentor and coach those they lead?	1	-There are various administrative levels. - These give directions to members - share ideas for improvements
	2	-There is no mentoring -workshops should be held to mentor others.
	3	-Yes in meetings. - Leaders encourage members to be professional and independent.
	4	-HODs mentor new members.
	5	-Yes they do. our values are: -integrity, co-operation and respect.
	6	-No there is no such. -Leaders should give us tasks so that we can learn from them.
	7	-Yes they do through delegation of authority. -By organising workshops.
	8	Yes they make sure of that.
	9	- Yes members are mentored in a form of orientation.
	10	This is limited by the governance system in place.
	11	Yes new members are mentored by senior management e.g. HODs
	12	-I have not seen this. -through workshops people are mentored.
Question 4 (E): Do leaders in your institution ensure that the institution's actions are consistent with its values?	1	-The institutional values are: respect, integrity, hardworking and teamwork
	2	-There is no much information sharing.
	3	Everyone, students personnel and lecturers encouraged to uphold institutional values. our values are; respect, integrity, professionalism and honesty.
	4	HODs are mandated to correct wrongs within their departments and ensure compliance.
	5	Yes through regular meetings.

	6	-Yes they do. -Our values are: Honesty, punctuality teamwork, integrity and excellence.
	7	-Yes they monitor our actions to ensure compliance. - The workshop us on what is expected.
	8	-Yes they ensure that we work within institutional values. -Our values are; holiness, integrity and trustworthiness.
	9	-Members are urged to work in the context our values. Our values are -Commitment, integrity. Responsibility and honesty.
	10	-Yes we would like that. - the challenge is that some values to be realised needs funding. Our values are quality products and excellence.
	11	-Yes they do. - Our key value here is professionalism
	12	-Yes of note is that government influences these values. Our values are -Consistency -Integrity
	Participants	Views from participants 'transcripts
Question 4 (F): Do leaders strive to empower others to help carry out the institutions mandate?	1	-Constantly call members to give progress report - In the process, assist members.
	2	There are meetings for HODs and the administration to discuss strategies for improvements.
	3	-Leaders strive to empower Members carry out the institutions mandate
	4	-Yes leaders couch members at various levels.
	5	Yes they do. -we hold regular meetings for empowering members.
	6	Yes they do. -Workshops ate held to empower members.

7	In a way they do.
8	-Not quite so. -Carrying out a mandate needs resources and there are no resources provided.
9	-We have not given focus on this. - People should indicate their areas of need then they will be empowered.
10	Yes members are empowered The members are supplied with what they need in their jobs.
11	-The leadership does empower members -We are urged to upgrade our qualifications.
12	-Yes I would say so. -We normally come together to set examinations and fulfil our mandate as teaching staff.

APPENDIX L FINAL CODING OF SUB-THEMES

Initial coding (Sub Themes)	Final coding (Themes)
Perceptions on TTCs -TTCs Function. - provide in service training -Type of qualifications. - External academic control. -Produce well equipped teachers. -Produce teachers to develop learners holistically. -TTCs are vital for socio-economic development. -TTCs a foundation for -quality education. -TTCs to be carefully handled for their role in the country. -TTCs must have highly qualified staff -TTCs provide a baseline for further education.	<ul style="list-style-type: none"> • Powerhouse for education system • Quality assurers in education. • TTCs as an asset for a nation
Importance of teacher training -Without teachers we cannot learn - teachers assist learners to get qualifications - All learned people have gone under the hand of a teacher. -Teachers ensure that the nation is educated - Teachers bring light to the people. -Teachers are a tool in advancing education. -Qualified teachers help learners grow in other aspects of life. -Teachers contribute to economic development	<ul style="list-style-type: none"> • Teachers as key players in education. • Teachers are holistic developers of individuals • Teachers are developers of the nation
Characteristics o TTCs -Centres for excellence. - Participate in research. - Relevant infrastructure. -Visionary leaders in change. -Creators of conducive Learning. -leaders in community development. -Sound leadership. -Personnel that is willing to learn. -Robust debate. -Freedom of expression.	<ul style="list-style-type: none"> • TTCs are centres of lifelong learning • TTCs are core leaders of change • Teachers are innovators • Teachers are leaders of society

<ul style="list-style-type: none"> -Have guiding policies -address change in society -keep up with current trends in education 	
Characteristics of LOs	
<p>Strategic planning.</p> <ul style="list-style-type: none"> -Sharing information. -Opportunity to learn. -derive satisfaction on goal attainment -learn from past experiences to deal with future -mistakes are a learning curve -Conducive working environment. - Leaders embracing change. -Produce competitive products. -LOS do things better -Create and adopt change for survival. -network with others. -Have competent staff. 	<ul style="list-style-type: none"> • LOs are dynamic leaders of change • OLS are reservoir for knowledge • Adapt and adopt change • leaders in spearheading knowledge creation for survival
Discuss mistakes	
<p>Yes we do in order to improve.</p> <ul style="list-style-type: none"> -Depends on the nature of the mistake -we do at departmental level -cautious with leaders to avoid antagonism -discuss to correct each other. 	<ul style="list-style-type: none"> • Mixed feelings • carefully analyse challenges to formulate solutions
Help each other learn	
<p>Yes we do in the course we teach.</p> <ul style="list-style-type: none"> - Organize internal and external workshops. -Help each other in our studies. - Form groups for learning purposes. -The atmosphere is free for one to seek help. 	<ul style="list-style-type: none"> • Concern for others • Co-operation
Rewards for learning	
<ul style="list-style-type: none"> -No rewards -Would like to attend in-service workshops. -Financial reward. -Recognition for achievement. -Promotion. 	<ul style="list-style-type: none"> • Desire for incentives and rewards
Take calculated risks	
<ul style="list-style-type: none"> -Yes it does. -Allows members freedom to choose. -Encouraged in order to cease opportunity -At times there is reluctance from leaders. 	<ul style="list-style-type: none"> • Risks come with opportunity
Promote/restrict TTCs into LOs	
<p>Promoters :</p> <ul style="list-style-type: none"> - Change of governance system -Autonomy. 	<ul style="list-style-type: none"> • Self actualization

<ul style="list-style-type: none"> -Qualified personnel. -Enough resources -Relevant infrastructure. -Opportunity for further learning. -Democratic practices. -Commitment to achieving goals. -Harmonious relations -Openness to change -Decentralization. -Teamwork. -Free flow of information. -Competitive pay -Reward achievement -Funding <p>Restrictors:</p> <ul style="list-style-type: none"> -Lack of qualified staff -Lack of funds -Autocratic practices -Long bureaucracy. -Central control. -Cumbersome procurement system. 	<ul style="list-style-type: none"> • Professionalism amongst staff • Autonomy • bureaucracy • Resistance to change
Identify skills for future tasks	
<p>Yes in a subtle way.</p> <ul style="list-style-type: none"> -In professional subject areas. - Through sharing of information. -Yes we do and then train according to needs. -We can assess our capability and then seek new skills. 	<ul style="list-style-type: none"> • Innovation • Personnel development
Freedom to adopt new goals	
<ul style="list-style-type: none"> -not in the real sense. - Sometimes but funding is the problem. -Resistance for new ideas. - Leaders need to set pace for change. -Current TTCs governance limits change. 	<ul style="list-style-type: none"> • Influence of status core
Teamwork	
<ul style="list-style-type: none"> -Highly encouraged - No rewards given yet. -Teamwork in meetings is evident. -In teamwork, we learn from each other. - Outings organized to enhance teamwork. 	<ul style="list-style-type: none"> • Power of team work
Access to information	
<ul style="list-style-type: none"> -Yes we have internet. -internal communications is a challenge. -Inefficiencies from service providers affects us. -The library plays a significant role. 	<ul style="list-style-type: none"> • Information dissemination challenge

Evidence for continuous learning	
<p>Very much so.</p> <ul style="list-style-type: none"> -lecturers are upgrading their qualifications. -Lectures registered in different universities for masters and PhDs. -Workshops are regularly held for learning purposes. 	<ul style="list-style-type: none"> • Positive desire for learning
Governance of TTCs	
<ul style="list-style-type: none"> -TTCs are governed like high schools yet they are different from them.. -Long bureaucratic measures. -Sticking on procedures at the expense of time. -cumbersome procurement processes -lack of autonomy. -Present governance system restricts development of TTCs. -TTCs struggle to access funds from government. -Governance of TTCs in Swaziland is not aligned with international trends. - TTCs leadership should have a role in college governance. 	<ul style="list-style-type: none"> • Stringent governance procedures • Long bureaucracy
Roles of Government	
<ul style="list-style-type: none"> -Plays a supervisory role. -Pay staff salaries -Pay students scholarships -pay for development of infrastructure. - Purchase teaching materials. - Purchase equipments. -Hires college personnel. -Controls the affairs of TTCs. - Takes decisions for TTCs operations. -provide training for lecturers. -Gives subvention to TTCs 	<ul style="list-style-type: none"> • Control measures • Policy formulation • Funding of TTCs
Effects of roles of Government	
<ul style="list-style-type: none"> -If government does what it should do, this promotes - If government neglects the TTCs, this restricts. - To a large extent, the role of government restricts progress and development. -The long bureaucracy hinders good governance. 	<ul style="list-style-type: none"> • Gross undermining of TTCs • Stunted development • Demotivates staff
Request for learning opportunities	
<ul style="list-style-type: none"> -Yes they do. -Compile and use a training plan. -Lack of funds hinders support for learning. -There are strict controls for staff movement for 	<ul style="list-style-type: none"> • Stringent rules and conditions for staff training

training.	
Mentoring	
<ul style="list-style-type: none"> -Not explicit. -Senior lecturers and HODs mentor those they lead. -Meetings are used to mentor others. -Those led should observe and then emulate. -Workshops are used for mentoring others. 	<ul style="list-style-type: none"> • No rules and regulations for this
Upholding of values	
<ul style="list-style-type: none"> -Yes they monitor our actions. -HODs are mandated to correct wrongs committed by others. - We follow a code of ethics. 	<ul style="list-style-type: none"> • Professional ethics
Empowering others	
<ul style="list-style-type: none"> -Yes in organised meetings -Leaders make follow ups to ensure understanding of mandate issues. -Senior lecturers and HODs in their department ensure compliance. -Members are encouraged to promote that which is good for the institution. -Lack of funding hinders carrying out the institutions' mandate. 	<ul style="list-style-type: none"> • Roles of supervisors

APPENDIX M NEW PROPOSED TTCs ORGANOGRAM

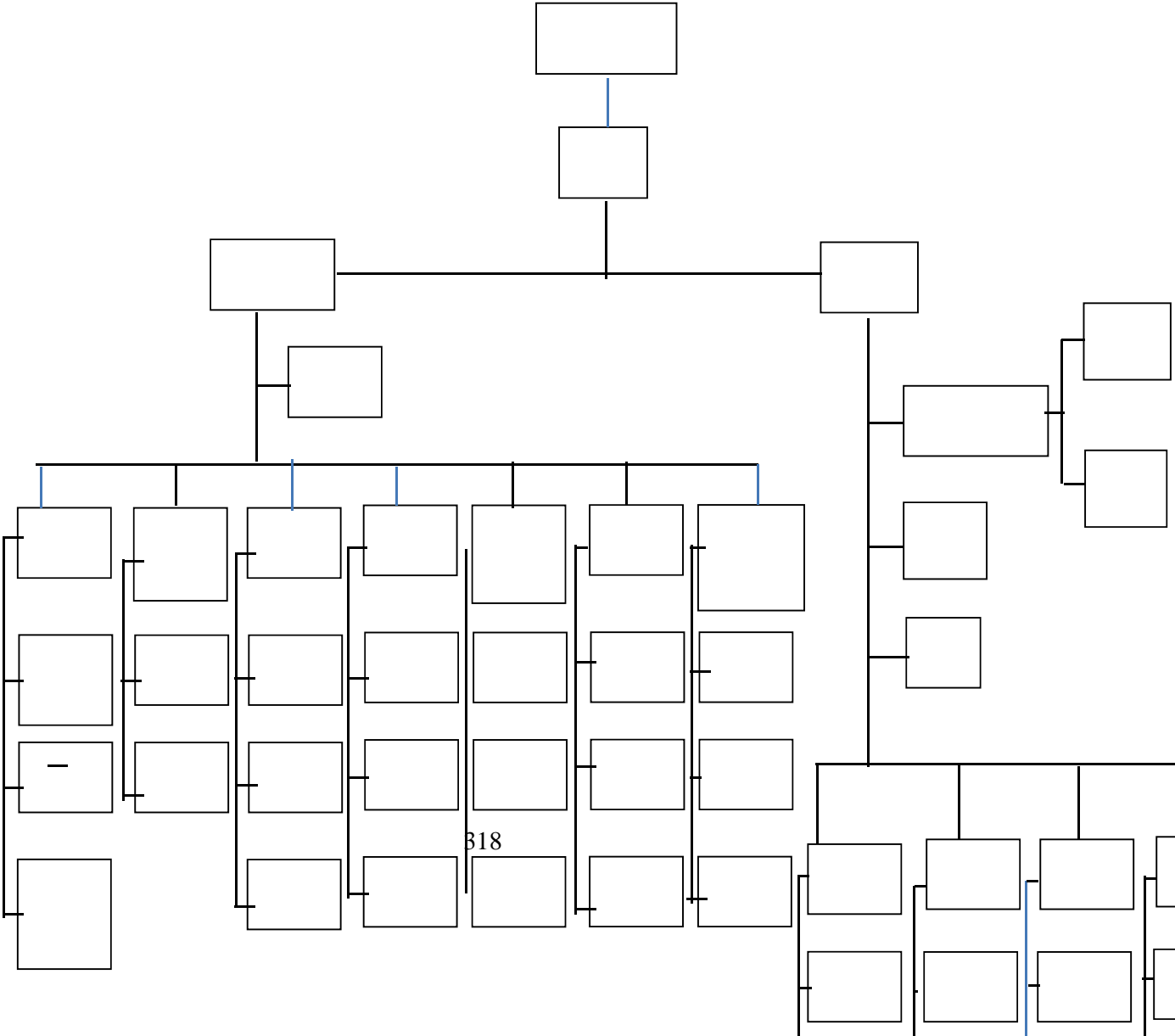


Figure 4.6 New proposed college organogram (By Researcher)

KEY

1 College council. 2 Principal. 3 Vice Principal (Academic). 4 Vice Principal (Administration)
 5. Registrar 6. Dean- Science 7. Dean- Applied Sciences 8. Dean- Social Studies 9. Dean-
 Education 10. Dean- Fine Arts 11. Dean- Languages 12. Dean- Information and Library
 Services. 13 Accountant 14. Dean of student Affairs 15. Student Representative Council 16.
 Accounts 1 17. Accounts 2 18 Senior Lecturer- Science 19. Senior Lecturer- Agriculture
 20. Senior Lecturer- Social Studies 21. Senior Lecturer- Education 22. Senior Lecturer- Music
 23. Senior Lecturer- SiSwati 24. Senior Lecturer- Senior Librarian 25. Senior Lecturer-
 Mathematics 26. Senior Lecturer – Consumer Sciences 27. Senior Lecturer- History 28.
 Senior Lecturer- Early Childhood Care and development 29. Senior Lecturer- Physical
 Education 30. Senior Lecturer- English 31. Senior Lecturer- ICT 32. Senior Lecturer- French
 33. Senior Lecturer- Religious Education 34. Senior Lecturer- Special Education 35. Senior
 Lecturer- Art and Craft 36. Computer Technician 37. Research Officer 38. Farm Manager 39.
 Transport Manager 40. Maintenance Officer 41. Human Resource Officer 42. Animal
 Department 43. Crop Department 44. Indvuna 45. Drivers 46. Machinery 47. Electrician 48.
 Grounds men 49. Plumber 50. Senior Matron 51. Clerical staff 52. Store-man 53. Security
 officer

All the designations that are in red colour are new offices suggested by the researcher in response to the findings of this study.

