

Investigating appropriate teaching strategies used by TVET college lecturers to overcome challenges in teaching and learning

Cavin Benedict McPherson
Faculty of Education, CPUT

John Wankah Foncha
Faculty of Education, CPUT

Abstract

In TVET Colleges, traditional/academic teaching strategies are the practices used by current lecturers in teaching and learning. With the kind of students that we have today, these methods of teaching cannot work because the students registered to study in TVET colleges are deficient given the kind of results that brought them to TVET colleges in the first place. Viewed from this perspective, these cohorts of students have learning challenges that require their lecturers to go beyond the traditional teaching methods to put them up to scratch. This is in line with Heinman and Prezel (2003:254) who suggest that students with learning challenges have different ways of learning from the students without learning challenges. Based on this, a reasonable number of factors seem to hinder these students from achieving their academic goal. Papier (2009:29) and Haywood (2014:44) suggest that students who enter TVET colleges come from previously disadvantaged and marginalised backgrounds where basic services such as health and education are lacking. As such, this cohort of students have a host of developmental, health, and social issues that impede their ability to learn.

Keywords: Teaching strategies, TVET college, lecturers, challenges in teaching and learning.

Introduction/Background

In 2001, the Department of Education (South Africa, 2001) promulgated the Education White Paper 6 (EWP6), both at schools and in higher education. Technical Vocational Education and Training (TVET), at the time called Further Education and Training (FET) (South Africa, 1996:29), was not classed as a separate form of education and training, but was classed with higher education in the White Paper 6. EWP6 recommended that “higher education institutions should have a flexible curriculum and assessment policies that accommodate all students regardless of their learning needs” (South Africa, 1996:29). This recommendation became commonly applied to TVET colleges till date.

At this point, it is needful to focus on the type of students that are recruited/admitted into TVET colleges. Out-of-school youth and the unemployed are people who do not meet the entrance requirements to be admitted into universities and those are the students who commonly opt to register at TVET colleges (Van der Bijl & Lawrence 2016:344). In addition, TVET colleges also access students from schools of skills or technical schools. Students from skills schools may either enrolled at TVET college by choice, as the subjects offered at academic/traditional schools are not suited to their vocational choice. Alternatively, these students may be referred to colleges because

they might not be able to cope with the academic demands in the school curricula's FET band.

There are several reasons for students not coping with the academic demands. Among these reasons are the learning challenges and disabilities (South Africa, 2014:12). It is needless to stress that some of the students are diagnosed with medical conditions, but others do not possess the necessary skills needed for tertiary education. The current practice, in my experience as a lecturer at a TVET college, is for lecturers to refer students with learning challenges to its Student Support Services Unit for intervention even if this is practically impossible. To this effect, TVET college lecturers continue with their teaching and learning process just to cover the curriculum rather than to achieve the outcomes. Thus, it is demanding to work with students who have learning challenges because a lot still needs to be done to bring these students up to scratch. All the College management talks about is the expectation for lecturers to do a quick fix and to accommodate these cohort of students in their classroom.

Van der Bijl and Lawrence (2016) assert that out-of-school youth and the unemployed are people who do not meet the entrance requirements to be admitted into universities and those are the students who commonly opt to register at TVET colleges. These kind of students come to the TVET Colleges with learning challenges because schools did not prepare enough for tertiary education. Based on this, TVET College lecturers are sitting with a situation that they themselves are not trained to handle and tend to seek help where ever they can find. Hence, the referral of students to Student Support Services and Academic Support Services, affords an opportunity for this researcher to investigate lecturers' views on how they are coping with learning challenges. The challenges experienced by some students are not directly related to a medical diagnosis but are most frustratingly being referred back to the lecturers without assistance nor proper training. Despite the challenges at hand, the students continue attending classes and the lecturers continue with their teaching and learning process, remaining responsible for maintaining acceptable pass rates, a task which requires support from the school management and the department of Higher Education.

Research question: How can TVET College lecturers overcome the challenges in teaching and learning?

Literature review

The theoretical framework of this study is embedded in Bronfenbrenner's bio-ecological systems theory of 1979. The bio-ecological theory focuses on the context of a relationship between a student and the relevant stakeholders such as the institution, lecturer, DHET as well as the community. This is meant to suggest that all parties concerned, need to work together to create a pleasant learning experience to assist students in achieving their academic and professional goals.

Some of the factors related to the management of TVET Colleges that may lead to learning challenges are enormous. The challenges identified by the literature include: poor infrastructure, poor institutional management, poor timetable management, irrelevant teaching practices and training of lecturers in inclusive practices. Training of under-qualified lecturers is the responsibility of the management team at TVET colleges. Effective teaching practices are known to be determined by lecturer's competence and qualifications. In a perfect world, TVET college lecturers ought to have

teaching, academic and workplace qualifications as these skills and abilities may equip the lecturers with the necessary knowledge and skills to engage students in the teaching and learning processes. Amongst the many issues responsible for teaching and learning challenges, the socio-economic status, background, academic preparedness and students' disabilities of the students who register at TVET Colleges play a vital role. These factors tend to affect students psychologically leading to teaching and learning challenges for both the lecturers and the students alike.

Evidence-Based Practices

It is the duty of every lecturer and parent to ensure a good quality academic life for students to enhance academic and professional performance. In view of this, lecturers need to practice the best available teaching strategies in their teaching and learning processes regardless of where education takes place. Mitchell (2008) argues that education has its fair share of problems, but if a teacher has a reliable source of effective teaching practices to teach students with learning challenges, teaching and learning would not really pose a problem. According to Bernstein (1999), to teach vocationally, the lecturer has to comprehend the significance of knowing how to integrate situated knowledge, particularised and realistic knowledge in the classroom (horizontal knowledge). Mitchell (2008: 2) also says that there is a significant gap between research and what lecturers practice in the classroom. In view of this, he defines evidence-based strategies as "clearly specified teaching strategies that have been shown in controlled research to be effective in bringing about desired outcomes in a delineated population of learners." Thus, students should be taught using teaching methodologies that may encourage a learner-centred educational environment. McCombs and Whisler (1997) aspire for the creation of a learner-centred environment where the lecturer should avoid lecture demonstrations by instead creating opportunities for students to engage and participate in the learning processes. Hence, all lessons should be centred on the student. In situations with this kind of learning, opportunities must be created where the students are able to build on their existing knowledge. This means that our educational leaders should continually be reminded about the primary goal of their institutions which is the wellbeing of the students. As such, Lecturers need to dedicate their teaching careers on refining and enhancing the way they comprehend learner-centred education as well as accommodate students with learning challenges.

Constructivism as a teaching strategy

Anderson (2002: 5) states that "learning refers to the acquiring of new information, skills, and behavior or adopting existing knowledge". Viewed through this lens, education or acquiring knowledge is different for every student. Based on this notion, Piaget (1954) emphasizes that constructivism is pure discovery learning. As such, constructivism uses a student's personal experiences and opinions to develop their knowledge. Hence, learners should be "actively involved in the learning process" to consume new knowledge. Current teaching strategies and interventions for learners with learning challenges are based on a variety of learning theories. However, this study principally concentrates on the constructivist teaching methods for students

with learning challenges because it pays attention to the dilemma of the students and how it may influence their learning. This is true because constructivism requires an active learning context to understand and enjoy the curriculum and learning. To understand how to influence learning, Vygotsky (1978) says that constructivism is all about creativity and learning to think proficiently. Based on the this, lecturers need to change their teaching approaches from a traditional to a more active learning approach. In light of this, "active learning refers to a way of thinking to realize someone's mental processing" (Zhenlin, 2009: 27). This is meant to suggest that active learning is any learning activity where the student takes part or interacts in the learning process, instead of inactively taking the information being provided. Allowing students to be mentally creative by using active learning as a method, results in learners gaining knowledge that is built from existing knowledge. In this regard, the lecturer needs to provide a conducive/favourable learning environment for the students with learning challenges.

According to Young and Collin (2004), students are individuals as they learn and understand differently with distinctive life encounters. Every student has a different learning preference, some students learn by doing, others by seeing or hearing. By changing teaching strategies, it does not only help to provide an alternative for students to comprehend new knowledge but it makes the learning process more pleasing and exciting for the students in the classroom. Thus, a constructivist learning approach should incorporate both the method of learning and how students learn, since it requires the integration of knowledge. Constructivist lecturers tend to develop students mind set so that they are able to query their own thinking as well as they also tend to question what their peers may say. This exercise is meant to develop learning conditions for students to grow a strong questioning mind set on knowledge and learning.

Learner-Centred Education

Learner-centred Education is described as a point of view and an attitude that integrates a focal point on the students ("their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs") ability to learn and the teaching practices used to promote learning (McCombs & Whisler, 1997:9). The main aim is to acquire the best available knowledge. Effective education transfer is geared solely for the maximum benefit for the student. Evidently, teaching methodologies, curriculum development and institutional rules are governed for the maximum benefit of students. The institution's management is responsible for creating an effective learning environment. Vocational Education and Training (VET) teacher training has been professionalized world-wide. The demand for VET teachers to have teaching qualifications is setting national standards for training and licensing VET teachers. In addition, monitoring and evaluation structures have become common practice (Simon & Thomson, 2007). This is to suggest that lecturers are required and obliged to use effective teaching techniques to improve the friendliness of a classroom environment which may promote willingness on the part of the students to learn. In terms of personal and professional development, the lecturer needs to attend workshops to understand the importance of learner-centeredness. Our educational leaders should be continually reminded about the primary goal of the institutions which is the well-

being of students. learner-centred educational approaches should become lecturers' primary choice of teaching strategies in which they need to commit to and to improve themselves as it is the ideal method for students with learning challenges. The following five attributes must be considered to promote learner-centred teaching.

1. Allow for student independence and for them to use their discretion.
2. Lecturers need to encourage effective communication in which these lecturers should use question practices
3. Engage in explicit instruction because it is more direct and allows students to engage.
4. Encourage student collaboration and group projects as students' bounce ideas off one another thereby creating a greater opportunity for lecturers to facilitate knowledge.
5. Encourage student reflection that afford students with the opportunity to analyse and process what they have learnt.

With this in mind, students have specific views or frames of reference derived from history, environment, hobbies, target, ideals and ways of thinking. They have different emotional states of mind, learning rates, learning styles, stages of development and abilities. Students learn best when what is being learned is relevant and meaningful to them while the student is actively engaged in the learning process. Students are considered eager learners when exposed to knowledge that interest them (The Citadel Undergraduate Catalogue, 2002-2003). According to Dewey, (1938: 48), the learning experience must leave each student motivated and the solving of each problem must lead to a new one related to the topic being dealt with. Based on this, learner-centred education may be seen as a constructivist approach where every student should build their understanding by integrating prior knowledge with current knowledge.

Whether appropriately trained or not, TVET college lecturers are expected to recognise patterns in the students who have learning challenges. These challenges may be identified through student's daily academic performance which may be below the level of regular students. Students with learning challenges may easily be identified through specific error patterns in their assignments (Rudiyati, Pujaningsih, & Mumpuniarti, 2017). Once these challenges are identified by the lecturers, these lecturers are required to seek interventions probably through the teaching methods that may assist the students in question. However, Ebrahim (2013) acknowledges that TVET college institutions still need to develop their lecturers to be able to address student's learning challenges.

Methodology

This article forms part of McPherson's study for Master's degree where Foncha is the supervisor. The study is a qualitative in nature as the researchers seek to get an in depth understanding of how the TVET college lecturers deal with the teaching and learning challenges that they encounter. For the purpose of this paper, we made use of only the interviews with the lecturers where a total of four lecturers were interviewed. The sampling of these lecturers was purposive as we decided to choose two inexperienced lecturers and two experienced lecturers to understand their different practices. The data would be analysed thematically to ease the empirical evidence gathered through the interviews with the lecturers.

Discussion of the results

Poor maintenance of infrastructure

Lecturer 3: *I feel that the college is selfish in spending money at the institution. There is always something that breaks and then it takes maintenance a very long time to fix things. For example, my aircon in my classroom has been broken for a long time now and just never gets sorted out. The students struggle in summer as the windows in my class cannot open. This class is very hot during summer, and don't think students can concentrate at all in a hot confined classroom that has no ventilation.*

There seem to be common infrastructural problems as articulated by the lecturers and in their interviews. Amongst the things talked about, the location of the college, lack of facilities and the maintenance of the buildings are highlighted. It is evident that poor infrastructure may lead to poor student attitude towards their studies at the college. This insinuates that the poorly maintained facilities bring about learning challenges (Smit & Rossouw 2015).

Poor institutional management

Lecturer 4: *The student support office is open one day of the week. How do we expect students to receive assistance from the institution? The college does not assist hungry students; other institutions have feeding schemes through the students support office. A hungry student will never be able to concentrate or learn.*

According to Van Wyk (2009), staff who were appointed in management positions were not qualified for these positions and did not have the relevant knowledge to lead lecturers. This is believed to be the cause of lecturers not carrying out their tasks effectively. It is evident that lecturers lack an immense amount of teamwork amongst each other as there is no communication and no sense of togetherness. From an insider perspective, this lack of communication extends to poor communication from the senior management, which unfortunately results in poor service from the lecturer. All of these infrastructural challenges appear to create an impression of negligence from the TVET college management.

Poor Time table management

Lecturer 3:

... the timetable is always a problem. Sometimes I have to change times or the day when students will have class or when they will write a test. Some students are not happy with this as they have made arrangements' with their workplace to be in class. There are students at the college that have external responsibilities.

A well-designed timetable plays an important role in the successful running of day-to-day class activities. The vitality of a well-designed and functional timetable is important for managing the daily routine of every institution. Time table management is a pivotal function of the management in managing academic schedules. Herbert (2005) alludes that to manage daily activities on any campus, it is important to have an efficient timetable. In this regard, the management needs to provide a more concise and well thought out timetable to aid students with learning challenges since such a time table would give lecturers time to spend with students who don't understand the work taught in the classroom. Providing this kind of timetable would possibly give provision for student's support since lecturers will have slots on the

timetable to assist students with learning challenges. Herbert (2005) posits that it is important for management and lecturers to respect the timetable and its allocated slots. In light of the above, poorly designed timetables and not respecting allocated time slots on the timetable can lead to confusion among students which may lead to student learning challenges.

Training of lecturers in inclusive practices

Lecturer 1: *I'm not trained in inclusive practices; the college needs to send us for training courses so that we are able to deal with such students." ".... We find that lecturers are appointed with no teachers' qualifications. To be honest they know nothing about teaching. I don't think there is a proper recruitment process.*

As propounded by Manyau (2015), there is a shortage of trained TVET lecturers knowledgeable on aspects such as teaching strategies, curriculum training, technical skills and career development. From an insider's perspective, this seems to be the norm throughout all TVET colleges as training and development programmes for lecturers are minimal or not available at all. Based on this, Manyau (2015) asserts that the lack of training may be the result of newly appointed managers or that developmental courses have not yet been implemented. In addition, to develop the teaching competency of TVET lecturers, it should often be initiated as informal learning programmes.

Training of under-qualified lecturers

Lecturer 2: *I'm not a qualified educational psychologist to diagnose specific learning challenges but for these students, I send them to the student support staff. I wait on the results of any appropriate intervention strategies. but never get a response from them. The college must send us for training workshops instead of workshops that we know nothing about and that will never be of any use to us in the classroom situation.*

This is in line with Van der Bijl (2015) who points that lecturers who are not adequately trained in managing their classrooms effectively, often lack experience or mentoring which may lead to students finding themselves despondent and experiencing learning challenges. Professional development is an essential and required part of improving the academic performance of TVET colleges. According to the Green Paper on Education and Training (SA, 2012), most TVET college lecturers are employed from the industry which implies the lack of the knowledge and skills in teaching strategies. lecturers display a vast amount of workplace knowledge and experience (SA, 2012) but are they are not adequately equipped to manage students in the classroom.

Effective teaching practices

Lecturer 2: *Every student has a different ability in the classroom, so pairing an academically strong student with others creates a tremendous amount of support as there are times I am unable to give every student individual attention. There is just not enough time in the trimester.*

Lecturer 3: *I often encourage productive talk in my classroom, even when students use their home language to explain to one another as they are better able to relate and express themselves. However, one has to ask the student to recall in the medium of instruction to determine the level of understanding, as students cannot always manage all the details. I encourage active learning strategies and teaching techniques that increase student engagement in daily lessons and on the internet platforms.*

Smit and Rossouw (2015) concur that using effective teaching practices is the most efficient way to manage learning challenges in the classroom. Mitchell (2008) is also of the opinion that teaching practices that are proven to be effective in the classroom are reliable for teaching students with learning challenges. Having a positive, warm and supportive environment in the classrooms appear to provide a supportive atmosphere. This is in line with Pienaar (2011) who posits that learning intervention is possible if there is a friendly, supportive atmosphere that exists in the classroom.

Socio-economic status

Lecturer 3:

Students have socio-economic problems as a lot of our students come from poor backgrounds where parents' cannot afford their children studies. They don't have the necessary resources at home that could assist them. Like the internet, computers/laptops, emotional or financial support from parents or guardians. Some of these students go sleep with an empty stomach.

The study showed that parents with low socioeconomic status do not have the knowledge or skill to assist their children with college work at home. This aligns with Pomerantz (2005) who argues that most parents choose not to get involved in their children's education unless when it is necessity. This is supported by Hugo (2011) who asserts that students from low socio-economic households may not have nutritious foods, effective health care, enough electricity and sufficient clothing. Furthermore, the lecturers also indicated that the socio-economic status plays an important role in the students' motivation and academic achievement. This is echoed by Young, Johnson, Arthur and Hawthorne (2011) who posit that student's motivation and achievement are important factors in overcoming their socio-economic status.

Student background

Lecturer 4:

Some students come out of good homes but have major lack in parental guidance. Some of these parents' spoil their children by just giving them what they want. This gives the student the impression that he/she does not have to work to succeed in anything. He/she will just get it from his parents.

Teh (2015) indicates that due to a lack of parental guidance, students tend to become despondent which may lead to learning challenges. This insinuates that whether a student comes from a poor background or a fortunate background, students are bound to experience different challenges depending on their different situations. Due to students diverse and different socio-economic backgrounds, students schooling vary. This is supported by Walker (2015) who insinuates that the causes of student's misbehaviour can originate from their family environment or the societal. Factors that increase the chances of students' lives to develop, may affect their mental well-being, thinking ability, and emotional development.

Unpreparedness of lecturers

Lecturer 3:

TVET colleges are meant to help students to create employment for themselves. But we have staff members who don't realize that the content we feed our students has a direct implication on the way they work in the industry. What I'm saying that we should not be teaching students from question papers as this creates a limit to the knowledge the students receive.

Foncha et al. (2018) indicate that window dressing has become rife within the departments' officials as proper training to the lecturer is not within their capacity. It has become a matter of fulfilling the fact that they have to run workshops rather than professional development. In addition, some lecturers just read from textbooks which clearly shows no consideration for the students' academic level as this may lead to poor student motivation in class. Some lecturers are ill-disciplined with regards to timeslots allocated on the timetable due to them not preparing well (Foncha et al., 2018). This may lead to lecturers missing lessons or being late for lessons which in turn may affect the time available for students to grasp the lesson.

Smit and Rossouw (2015) indicate that in order to effectively manage learning challenges, lecturers need to prepare lessons and teach effectively. Jacobsen et al. (1999) agrees that in order to be an effective lecturer, within the planning stage, the lecturer should ask himself/herself the question: what do I want my students to understand and what do I want them to know? It was revealed by data from section 4.12.2 that lecturers suffer financially due to poor remuneration or other difficulties within their household. Lectures who miss classes do not make up for the lost time to the student or have extra classes to make up for the lost time. This is in line with Ngaqo (2016) who thinks that lecturers do not teach for passion, they only teach to put food on the table.

Irrelevant teaching practice

Lecturer 1:

It is important that lecturers try and use new relevant teaching methods so that we can focus on the quality of teaching and not the quantity. This helps lecturers understand learning through the eyes of the students. I believe that lecturers do not teach with clarity especially with the different cultural students we have. This can somewhat be very confusing for students and created a huge learning challenge.

To manage learning challenges among students, preventative methods which may include relevant teaching practice and a friendly learning atmosphere are needful. Given this, Smit and Rossouw (2015) argue that to build a secure learning context in the classroom, lecturers should have prepared lessons and relevant teaching practices as they would contribute positively. It is worthy to note that student's behaviour is a problem and that lecturers need to practice assertive measures to control these unbearable students because they are a disturbance for the majority of students. In support of this Oosthuizen (2016) says that students need to understand the rules of the classroom as it aids in understanding what is expected of them. Student's behaviour tends to interrupt class activities as well as teaching methods taking place.

Findings

The study found that lecturers at the TVET college under study do not experience infrastructural challenges which is contrary to Van Wyk's (2009) assertion that TVET colleges face infrastructural challenges. However, the lack of facilities for the lecturers due to poor management on the allocation of the necessary facilities cannot be ignored. Furthermore, TVET colleges experience a great deal of poor institutional management. Lecturers reveal that they do not receive adequate support, communication and teamwork from management. As highlighted in (South Africa, 2013),

TVET college education has a bad name in the education sector. This is based on the incompetent college management who lack the skills to develop their staff.

The lecturers noted that it has become a common problem with in the campus that management creates poorly designed timetable in which it creates challenges for both students and lecturers alike. In addition, it has been noted that lecturers are ill-disciplined by abusing the timetable. Such an attitude downplays Herbert's (2005) assertion that an efficient timetable leads to well managed daily activities. In addition, the college does not provide any skills development relevant to teaching practices or in line with inclusive practices as in the EWP 6. Van der Bijl (2015) concurs that lecturers who are not adequately trained in managing their classrooms effectively often lack experience in mentoring. In view of this, lecturers lack the knowledge and skill to plan and present effective lessons to accommodate students with learning challenges. However, most TVET lecturers are employed from the industry and do not have the knowledge and skills in teaching strategies (SA, 2012). Despite the fact that lecturers are qualified and experienced enough to teach students with learning challenges at TVET colleges, they lack knowledge and experience in effective teaching strategies appropriate for students who experience learning challenges.

The lecturers at the TVET college are unable to teach effectively due to insufficient preparation. Smit and Rossouw (2015) say that if lecturers prepare effective lessons, it may effectively manage student's learning. Evidently, there is an inadequate supply of support material such as textbooks and therefore lecturers are unable to prepare their lessons properly. As highlighted by Foncha et al. (2018), the lecturers come unprepared to class due to alternative duties at the institution. In addition, the study revealed that some lecturers are lazy and lack enthusiasm.

Conclusion

The lecturers need to be aware of the challenges that students experience in their learning. Once the lecturers identify the challenges, it is contingent upon them to come up with productive or positive discussions with students to involve them in the teaching and learning process. In view of this, most lecturers should use active teaching resources and methods to uplift their lessons in order to prevent students from feeling despondent. For this to work effectively, TVET college lecturers should be trained using workshops on skills development and evidence-based teaching strategies relevant to students learning challenges and in accordance with EWP 6 (PSET). Both lecturing and support staff need workshops and on the job training. Newly appointed lecturers need to be well informed of EWP6 (Department of Education, 2001). There is also a need for induction of all new staff and the Institution needs to capitalize on a variety of resources that may aid lecturers to assist students with learning challenges in the class.

Reference list

- Anderson, R. D. (2002). Reforming science teaching: What research says about inquiry. *Journal of science teacher education*, 13(1), 1-12.
- Bernstein, B. 1999. Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20(2), 157-173.
- Dewey, J. (1897). This and the following generalizations on Dewey were taken from his work titled *My Pedagogic Creed*. *The School Journal*, 54 (3), 77-80
- Ebrahim, A. B. (2013). An exploration into the synergy between the experiences and perceptions of students and

- inclusive education discourse within a Further Education and Training college in the Western Cape (Unpublished Masters dissertation, Cape Peninsula University of Technology).
- Foncha, J. W., Abongdia, J. A. & Kepe, M. H. (2018). Challenges encountered by teachers in the teaching of reading in English First Additional Language (EFAL) classrooms. In Nomlomo, V., Desai, Z. and September, J. (Eds.). *FROM WORDS TO IDEAS: The role of literacy in enhancing young children's development*. British Council South Africa: Cape Town.
- Haywood, C. (2014). The opinions of lecturers at a university of technology regarding their role in supporting students experiencing barriers to learning (Masters dissertation, North West University).
- Heiman, T. & Prechel, K. (2003). Students with learning disabilities in higher education: Academic strategies profile. *Journal of learning disabilities*, 36(3), 248-258.
- Herbert, K. (2005). The Influence of discipline management by head teachers on students' academic performance in selected private secondary schools of Busiro County in Wakiso district. Kampala: Makerere University. (Dissertation – MEd).
- Hugo, A. J. (2011). Overcoming barriers to learning through mediation. In Nieman, M. M. & Monyai, R. B. (Eds.). *The educator as mediator of learning*. Pretoria: Van Schaik. 43-71.
- Jacobsen, D. A., Eggen, P. & Kouchak, D. (1999). *Methods of teaching promoting students learning*. Prentice Hall: New Jersey.
- Lawrence, M. N. (2016). Factors contributing toward attrition of engineering students at public vocational colleges in the Western Cape (Masters dissertation, Cape Peninsula University of Technology).
- Manyau, T. (2015). Assessing skills development management for lecturers in Technical Vocational Education and Training s in the North West province. Mafikeng: NWU (Dissertation – MEd).
- McCombs, B. L. and Whisler, J. S. (1997). *The learner-centred classroom and school*. San Francisco: Jossey-Bass Publishers.
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Cambridge: Routledge.
- Ngoqo, V. M., Foncha, J. W. & Abongdia, J. A. (2018). *Sustaining Quality Teaching and Learning to Instil Good Discipline and Academic Performance*. Cambridge: Cambridge Scholars Publishing.
- Ngoqo, V. M. (2016). A case study of Effective teaching and learning as determinants of Discipline and Academic performance in schools, Unpublished PhD thesis, University of Fort Hare, Eastern Cape: South Africa.
- Oosthuizen, I. J. (2016). Learner discipline. In Oosthuizen, I. J. (Ed.). *Introduction to education law*, (3rd ed.). Pretoria: Van Schaik. 137-157.
- Papier, J. (2009). Getting the right learners into the right programmes: An investigation into factors that contribute to the poor performance of FET college learners in NCV 2 and NCV 3 programmes in 2007 and 2008 Education, (June). 1-45.
- Piaget, J., (1954). Language and thought from a genetic perspective. *Acta Psychologica*, 10, 51-60.
- Pienaar, G. E. (2011). Creating a learning environment conducive to the effective mediation of learning. In Nieman, M. M. and Monyai, R. B. (Eds.). *The Educator as Mediator of Learning*. Pretoria: Van Schaik. 159-174.
- Pomerantz, E. M. (2005a). *Mother's assistance with homework: The importance of believing in Children's competence*. Unpublished manuscript. Sage Journals.
- Rudiyati, S., Mumpuniarti, M. & Pujaningsih, P. (2017). Increasing Teachers' Ability in Handling Children with Learning Disabilities through Training and Mentoring of Teaching Accommodation and Modification. ICES 2017 - 1st International Conference on Educational Sciences
- Simmons R. & Thompson, R. (2007). Aiming higher: how will universities respond to changes in initial teacher training for the post-compulsory sector in England? *Journal of Further and Higher Education*, 31(2), 171-182
- Smit, M. H. & Rossouw, J. P. (2015). Student discipline from authoritarian apartheid to constitutionalism: South Africa as a society in transition. In Russo, C. J., Oosthuizen, I. J. & Wolhuter, C. C. (Eds.). *International perspectives on student behaviour*. London: Rowman and Littlefield, 63-89.
- South Africa. (2001). Department of Education. 2001. *Education White Paper 6. Special Needs Education: building an inclusive education and training system*. Pretoria: Government Printer.
- South Africa. (2001). Department of Education. 2008. *National Education Policy Act and Further Education and Training Colleges Act*, No. 16 of 2006. Pretoria: Government Printer.
- South Africa. Constitution of South Africa. (1996c). *The Constitution of South Africa*, Notice No 108 of 1996. Cape Town: Government Printers.
- South Africa. (2012). *Department of Higher Education and Training. Green paper on post-school education and training*. Pretoria: Government printer. 100.
- South Africa. Department of Higher Education and Training, (2014). *White paper for post-school education and training: Building an expanded, effective and integrated post-school system*. Pretoria: Government Printer.
- Teh, M. K. (2015). The changing shape of misdemeanour in Singapore schools. In Charles, J., Oosthuizen I. J. & Wolhuter, C. C. (Eds.). *Global interest in student behaviour*. London: Rowman and Littlefield. 51-67.
- The Citadel (2002-2003). Undergraduate Catalog. Charleston, SC.: The Citadel.
- Van Wyk, A. E. (2009). Challenges faced by a rural FET College: A case study of a FET College in Northern KwaZulu-Natal. Durban: University of KwaZulu-Natal. (Dissertation-MEd).
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Walker, P. (2015). The United Kingdom-Managing behaviour to optimise learning because "every child matters". In Charles, J., Oosthuizen I. J. & Wolhuter, C. C. *Global interest in student behaviour*. London: Rowman and Littlefield. 69-84.
- Young, R. A. & Collin, A. (2004). Introduction: Constructivism and social constructionism in the career field. *Journal of vocational behaviour*, 64(3), 373-388.
- Young, A., Johnson, D., Arthur, H & Hawthorne, M. (2011). Cultural and socio economic differences in academic motivation and achievement: A self-deterministic approach. *Journal of border educational research*, 9, 37-46.