

THE PERCEIVED EFFECTIVENESS OF TECHNICAL VOCATIONAL
EDUCATION TRAINING (TVET) PRACTICES AT AN URBAN TERTIARY
INSTITUTION IN PREPARING THEIR STUDENTS
FOR THE ADVANCED WORKPLACE

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ABSTRACT

This study will be investigating the perceptions of the implementation and modelling of best practices in technical vocational education and training (TVET) areas of endeavour. Four lecturers from three selected programmes will be investigated see how well they are preparing their students to enter the technically advanced workplace in an urban tertiary TVET institute in Jamaica. It has been reported by employers that graduates' performance has been unsatisfactory in the sectors which require technically skilled professionals (HEART Trust, 2012).

This investigation will incorporate a literature review of the apprenticeship system, and the current occupational training requirements as well consider competency based methods of teaching used in the TVET classroom. This will be in the context of career development theories, and constructivist and social learning theories. A qualitative research design method will be applied, using a case study approach. In addition to data collected from the lecturers, interviews, observation and focus group discussions with three groups of 15 students will also be collected. Additionally, the Director/ Principal of the Vocational Development Training Institute (VDTI) will be interviewed. Finally, a stakeholders' report based on employee attitudes in various industries will be used to attain their perspectives on the preparedness of the TVET graduates for the workplace.

The results and recommendations will be used to evaluate the best practices of the TVET lecturers.

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CHAPTER 1

INTRODUCTION

The research will examine Technical Vocational Education and Training (TVET) lecturers' implementation of their best practices in preparing their students for the advanced technical workplace. TVET includes technology related sciences the acquisition of practical skills, general education, and the related, attitudes, understanding, and knowledge related to occupations in various sectors of economic life (Ministry of Education, 2012). The National TVET Policy of Jamaica (NTPJ), describes TVET as the scope of education and training that is multifaceted and may be delivered by various institutions at different levels, for different age groups in both formal and non-formal settings. TVET was designed to create a foundation for the employability of individuals through entrepreneurial activities and the development of employability skill

Training options and modalities include:

- a) Secondary School Opportunities – Grades 7-13,
- b) Institutional Post –Secondary Training Opportunities (Training Centres, Community Based Projects, Training Institutes, Workforce Colleges, Community Colleges and Universities,
- c) Apprenticeships, and
- d) On the Job Training Opportunities.

Employability skills are defined as the transferable core skills and attitudes required for the workplace and careers (Boodhai, N., 2014). These skills are categorized in three areas: basic skills, (e.g., speaking, reading, mathematics, writing and listening;

thinking skills: problem solving, creative thinking, decision –making, visualizing, reasoning, and personal qualities time management, responsibility, self-esteem, sociability, self - management, initiative, and integrity (Parkin et al., 2010). These skills are in the curriculum of the TVET education and training programme.

In Jamaica, the Vocational Training Development Institute (VTDI) was established to train and certify teachers in technical and vocational education to conduct research, be innovative, and identify best practices in the various industries. This research is designed to study the methodologies used in the teaching and learning processes associated with the TVET student preparation. It is also intended to provide insight in how best practices can be applied effectively in the area of TVET (Parkin et al., 2010).

Hayles (2011) postulated a model mechanism to manage and coordinate TVET at the national level. The Human Employment and Resource Training (HEART) Trust was the pioneer in the Caribbean region to deliver TVET education NTA.

Statement of the Problem

The Human Employment and Resource Training Trust / National Training Agency (HEART Trust/NTA) is Jamaica's National Training Agency. It is a statutory organization of the government of Jamaica, whose mission is committed to the systematic design, development and delivery of an integrated, flexible and responsive TVET system, enabling productive workforce for national priorities and global competitiveness for all working age Jamaicans.

Therefore, during the facilitation process, the professional cadre of instructors engage trainees in technical skills training and supporting subjects and provide examples of entrepreneurial lifelong learning and employability skills (LEAP, 2015).

During a stakeholder consultation conference, stakeholders reported that TVET graduates are not completely prepared to perform effectively and efficiently in this 21st century workplace (HEART, 2012). The advanced technologies of today require an improvement in the effectiveness of the TVET education system in Jamaica. If teachers are motivated and strive to improve and develop their own technical skills, this should translate into an improved teaching and learning process in TVET education with graduates being able to contribute and compete successfully in technical vocational fields of endeavour.

TVET equips graduates with the requisite skills and competencies to fulfil the needs of industries in their quest to provide quality goods and service. Hayles (2011) points out that the tourism industry, with a well-educated, highly motivated workforce at all levels continues to contribute to economic stability. However, a better prepared cadre of TVET graduates within the tourism industry shows great success over the past years (Hayles, 2011). McIntosh highlighted “the historic milestone when Jamaica welcomed its two millionth stopover visitor in December, this surpassing the 1.986 million arrivals recorded in 2012. The industry recorded nearly \$20 billion worth of investment during the course of the year” (McIntosh, 2014, p. 17). In addition to the USA, Canada, United Kingdom and Japan the country has an “increase in visitors from other countries around the world namely, Russia, Czech Republic, Hungary, Poland, Slovakia, and Ukraine” (McIntosh, 2014, p. 17).

Jamaica also “capped off a fine year by taking two World Tourism Organization (WTO) and World Travel Awards (WTA). The island was announced as the Caribbean’s leading destination in tourist attraction. The Jamaica Tourist Board (JTB) picking up awards for being deemed the Caribbean’s leading tourist board” (McIntosh, 2014, p. 17). With such an influx of tourists and a reputation to maintain, it is vital that those who service this industry are properly trained with the requisite skills and competencies to maintain the success of our tourism industry.

However, the HEART Trust/NTA Customer Satisfaction Survey indicated that, a large percentage of the industry’s stakeholders indicated that the TVET graduates are not fully prepared with the competencies needed for the workplace. Some of the areas highlighted as weaknesses are unprofessionalism, lack of social skills, uncooperativeness, inability to adapt, poor time management, few entrepreneurial skills, minimal management and budgetary skills, and inadequate customer service practices.

Further lingual skills are very important in the 21st century workplace especially in the hospitality industry which caters to the tourists who visit Jamaica every year from around the world and who speak different languages (HEART, 2012). In an effort to bridge the language differences between the non –English speaking guests and the tourism sector’s employees and to help increase the level of service to our visitors, the Ministry of Tourism, through the Tourism Product Development Company (TPDCo), has embarked on a Language Skills Training Programme for key industry stakeholders” (McIntosh, 2014, p. 17).

The hospitality industry has created opportunities for the Jamaican workforce but if the workers are not adequately trained to attract and sustain these developmental opportunities, Jamaica will not be competitive in the advanced marketplace. Having the necessary knowledge and skills for sustainability is not enough. There is the need for employability skills which the soft skills TVET organizations should promote to enable their students to feel empowered to successfully support sustainability in their careers (Chen Chen Gu, 2011).

Purpose of the Study

The purpose of this study is (i) to understand the perspectives of the lecturers in the field of TVET about the use of best practices to prepare the graduates to succeed in the current workplace, (ii) to assess the extent to which the students in TVET perceive their lecturer's effectiveness in teaching employability skills and preparing students for the workplace and (iii) to identify the school administration's perspective of the lecturer's use of best practices in teaching employability skills and preparing students for the workplace and (iv) to identify if graduates are meeting the expectations of the stakeholders.

The study will examine how the lecturers' perceptions on what constitutes "best practices" for this vocational student population impacts the content and pedagogy as well as, the students' perspectives as they relate to understanding what is expected from them. The study will also explore the relationship between the set curriculum and the lecturers' ability to use and implement these best practices within the context of VTDI.

The work force will also be examined to ascertain if graduates are equipped with the skills by examining the work experience annual stakeholder's reporter.

Research Questions

The questions around which this study is centred are:

1. How does VTDI administration collaborate with lecturers to improve students' attitudes and employability skills in their training programme?
2. To what extent do the students perceive their lecturers' behaviour impact their soft skills in the classroom in preparation for the current workplace?
3. What are the stakeholder's perceptions of the VTDI student's soft skills performance in the current workplace during industry attachment?

These research questions will set the foundation for creating the data collection instruments, collecting the information, and reporting and deliberating the results.

Definitions of Terms

Apprenticeship is a structured system of training designed to prepare individuals for skilled occupations. It combines on-the-job training under the supervision of experienced workers with related classroom instruction. "Apprentices who successfully complete the prescribed number of hours of training in an apprenticeship programme become certified skilled workers" (Finnikin, 2011, p. 4).

Best practice is a technique, method, process, activity, incentive or reward that is believed to become more effective at delivering a particular outcome than any other technique, method or process (Simiyu, 2010). The idea is that with proper processes,

checks and testing, a desired outcome can be delivered with fewer problems and unforeseen complications.

Competency is an educational approach that is associated with skills, knowledge, attitudes and abilities that the individual acquires through education, training or any other form of learning (Hutton, 2009). Competence is a three-dimensional variable that combines competency, proficiency level and context.

Employability refers to a person's capability for gaining and maintaining employability. So, it refers to a set of achievements, skills are referred to the know-how and personal attributes that make people more likely to gain (or change) employment and to be successful in their selected occupations, which benefits themselves, the workforce, the community and the economy (Succi, 2015).

Soft Skills are “desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude” (Jones, et al., 2016). Further “soft skills are character traits, attitudes, and behaviours rather than technical aptitude or knowledge. Soft skills are the intangible, nontechnical, personality specific skills that determine one's strengths as a leader, facilitator, mediator and negotiator” (p. 457).

Limitations of this Study

The study will be confined to one TVET institute which is in the eastern section of Kingston. Therefore, the results are not intended for generalization outside of the institution in which the study will be conducted. The research will include the

Director/Principal of the institution who recently acquired this position. The new principal is from a different department in HEART and brings a different lens.

The institution was selected because the number TVET education and training programmers offered are manageable. The institute programmes are aligned with the research topic. The research will be targeting stakeholders who are actively engaged in recruiting TVET graduates as they will provide valuable information as to the preparedness the VTDI graduates for the 21st century workplace.

Significance of the Study

The close relationship between instruction and assessment is in the specification of the learning outcomes to be achieved by students and provision of well-designed assessments to closely parallel to the characteristics of effective instruction

(Waugh & Gronlund, 2009). The need for assessing student performance in the delivery of the lecturer's best practices is important for accountability, quality performance and learning outcome. To this end, it is expected that the study will provide rich data that could help VTDI and the Ministry of Education in their endeavour to develop policies and procedure to improve the quality of the TVET system in Jamaica. Data from the study will emphasize the need for the Ministry of Education to recognize and promote the efforts of lecturers in the field of TVET. It is important that the recommendations and findings of the study guide policy development.

In addition, the study will provide important information on the impact of the lecturers' best practices in preparing their students for the advanced workplace. To date few studies have been conducted to assess the best practices of lecturers in the field of

TVET in Jamaica and how they can implement strategies to enhance their performance at VTDI. This study adds to the literature on best practise of lecturers in the area of TVT as well to assess the readiness of the graduates for the advanced workplace.

Theoretical Framework

The theoretical framework will be guided by social learning theory and constructivist theory. These theories will provide a base for how students learn best.

Social learning theory is a major outgrowth of the behavioural learning theory tradition.

Developed by Alfred Bandura, social learning theory focuses specifically on the effects of cues on behaviour and on internal mental processes, emphasizing the effects of thought on action and action on thought (Robert, 2012).

Bandura's analysis of observational learning comprises of four phases: attention, retention, reproduction and motivation (Robert, 2012, p. 132). The first phase, attention, is the observational learning, which requires one pay close attention to a role model. Students pay more attention to role models who are attractive, successful, interesting, and popular. This explain why students will imitate the behaviour of celebrities. This can be infused in the classroom to get the students' attention by using skilled professionals to demonstrate competencies in the teaching and learning process. The second phase, retention, is where the teacher now has the student's attention, and is the time to portray the behaviour the teacher wants the students to imitate allowing them to practice or rehearse. For example, you might display the steps used to solve a problem, the students then imitate your model by trying to solve problems themselves (Robert, 2012).

The third phase is reproduction. During this phase, students try to match their behaviour to the models. In the classroom, the assessment of students' ability to learn takes place during this phase. For example, after observing the teacher solving problems, the student will model and practice several times, until she can reproduce the behaviour of problem solving so that it looks like the model (Robert, 2012, p. 133).

The fourth and final phase in the observational learning process is motivation. Students will imitate a model because they believe that doing so will increase their own chances of being reinforced. In the classroom the motivational phase learning often entails praise or grades being given for matching your model. At this level the students pay close attention to the model, practice and reproduce what was learned in an effort to please the teacher or the model, therefore receiving high praises (Robert, 2012).

Learning has specific classroom relevance because the learner does not only follow instruction, but also sees the teacher's action. If Bandura's assumptions are correct, teachers can be a potent force in shaping the behaviour of students with the teaching behaviour they demonstrate in a classroom (Elliott, et al., 2000). The importance of models is seen in Bandura's interpretation of what happens as a result of observing others where the observer may acquire a new response. Observation of models may strengthen or weaken existing responses. Observation of models may cause the reappearance of responses that were apparently forgotten (Robert, 2012).

Modelling can be a powerful learning tool. When we think about the concept of learning, we often talk about direct instruction or methods that rely on reinforcement or punishment. It is important, however, to note that people learn by seeing others being

rewarded or punished for behaviours (Robert, 2012). In the TVET classroom it is important to illustrate a standard of behaviour consistent with the expectations for the students. For example, if critical thinking and problem solving are the best practices one is seeking to foster in the students, that is what needs to be modelled (Robert, 2012).

The teacher's potency as a role model will be influenced by such characteristics as age, sex, socioeconomic status, social power, ethnic background, and intellectual and vocational status (Knowles, 2005). Since the TVET lecturers are also practitioners in the field, they are given some status credence that makes them viable models in the eyes of the students. Thus, social learning theory and in particular the value of models, is appropriate for this study because it highlights the importance of the principles and applications that are coherent and effective in the teaching and learning process for the development of students' critical thinking and practical skills (Knowles, 2005).

The classroom is a practical learning environment with its unique vision, objectives and expectations. Individuals with different personality types and an array of learning styles and multiple intelligences come to the classroom with the expectation that their needs will be addressed. The Social Learning Model applies to this study. The modelling and observation method facilitate and foster the teaching process of TVET education. They display different abilities and potentials in the classroom. Therefore, the lecturers of this institution should be paying attention to these principles for the teaching and process to be effective. Considering that, the TVET classroom embraces these principles to attain maximum performance at all in student centred and practical learning setting (Knowles, 2005).

Constructivism is an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by experiences of the knower, rather than existing as an objective truth distinct from the individual (Elliott, 2000). In other words, according to this theoretical approach people do not know “true” reality apart from their own interpretation of it because knowledge is filtered through and interpreted in the light of past experiences and what is already known (Elliott, 2000, p. 252). The essence of the constructivist theory is that learners individually discover and transform complex information (Slavin, 2012). Constructivist theory sees the learner as constantly checking new information against old rules or concepts and revisiting the rules and the concepts when they no longer work (Elliott, 2000, p. 218). This view is good for teaching and learning in the TVET classroom, it suggests an active role of students in their own learning.

Since the emphasis is on students as active learners, constructivist strategies are often called student centered instruction. In a student centered classroom the teacher becomes the “guide on the side” instead of the “sage on the stage,” helping students to discover their own meaning instead of lecturers controlling all classroom activities. The educational goals are action curriculum for the betterment of the society and the educational practice is student centered, non-authoritarian, cooperative learning, and problem solving, to support the student’s construction of one’s own meaning which is key to competency-based education and training (Dunn, 2010, pp. 10).

CHAPTER 2

REVIEW OF THE LITERATURE

Overview

TVET is defined by UNESCO as” those aspects of the educational process involving, in addition to general education the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life” (UNESCO, 2017). TVET thus equips trainees not only with vocational skills, but with a wide range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in the work place. Examples of some of the benefits that can be gain are self- awareness and self-esteem, and strengthened interpersonal, skills, citizenship, communication and entrepreneurial skills (Kuo, 2017).

In spite of the fundamental differences between countries, the primary features of apprenticeship are constant across countries. The Jamaican apprenticeship system is an important mechanism supporting training and the development of a skilled workforce through a combined employment and training affiliation which contributes to the strength of the broader labour market (Greene, 2013). Actual skill formation through apprenticeship is very important for addressing the skills needs and insufficiency of our economy, highlighting the need for effective strategies to increase productivity as we transfer towards implementing Jamaican vision 2030 development plan which is for Jamaica to be the place to live, work, raise a family and do business (Greene, 2013, p. 2).

Fredrick Taylor, who began his experiments after only a few years of his apprenticeship, was the world's first competence expert (Kanigel, 1997). His continual pursuit for "the one best way that", the phrase that came to be associated with him, and the whole efficiency movement (Kanigel, 1997). Taylor saw knowledge and muscle working together, not only muscle power, as the prime productive resource, apprenticeship is a structured system of training designed to prepare individuals for skilled occupations.

The Historical Perspective of Best Practices

Executing Strategy is a technique for performing an activity or business process that at least one company has demonstrated works particularly well (John, Stickland and Thompson, 2007). It qualifies as a legitimate best practice that significantly lowers costs, improving quality or performance, shortens time requirements, enhances safety, or delivers some highly positive operating outcome (John, Stickland and Thompson, 2007). Best practices are paths to achieve excellence. Additionally, for a best practice to be valuable and transferable, it must demonstrate success over time, deliver quantifiable and highly positive results, and be repeatable (p. 394).

There are two versions of "best practice" that will be examined in this research. These ideas of best practices evolved from the fields of management and agriculture (Kanigel, 1997). The first idea is that among the various methods one is quicker and better than any of the others. This awareness concerning best practice came from Frederick Taylor's *Principles of Scientific Management*, (1919) and is known as the "one best way" (HEID, 2007). A key element in the success of this model is the practical

orientation of the agricultural research system, and the close collaboration between the extension agents and their clients (HEID, 2007).

Since these ideas about best practice have been established and adopted, there has been productivity attained and profits achieved from the adoption of these tested and tried ideas. Thus, the language of “good” and “best practice” is presently used widely in different contexts to applaud particular innovations, whether in organizations, in technologies or in societies, to a widespread audience. However, there is also some controversy surrounding the knowledge of “best practices” This stems from the eternal dilemma of people or institutions wanting to go to scale, or immediately mainstreaming the practice, when it appears to have been successful locally in a pilot project without thinking about context. Today the workplace is looked to as the source of most new jobs, whereas good blue-collar jobs that blend head and hand have almost disappeared.

The second model is the operational one according to Taylor (Kanigel, 1997), man and machine would work together like clockwork (p. 5). In adopting best practices and striving for continuous improvement, the leaders and managers of organizations, companies and institutions should advance the cause of competent strategy execution.

This is achieved by encouraging organization divisions and company personnel to identify and adopt the best practices for performing activities, and additionally insisting that personnel continuously seek professional development to improve the way in which the internal processes are carried out (John, Stickland and Thompson, 2007) “Managerial efforts to identify and adopt best practices are a powerful tool for promoting operating excellence and better strategy execution” (John, Stickland and Thompson, 2007).

The strategy should involve benchmarking the company and the institutional performance of particular activities and business processes against the best in the industry and the best in the world performers (p. 393). The identification, analysis and understanding of the way top companies, institutions and individuals perform a particular chain of activities and business processes, provide useful yardsticks for judging the effectiveness and efficiency of internal operations and setting performance standards for organizational and institutional units to meet (John, Stickland and Thompson, 2007, p. 394).

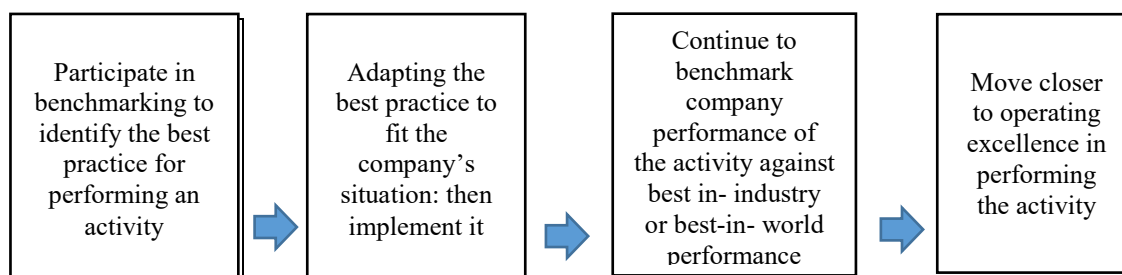


Figure1. Benchmarking and Best Practice Implementation to Operating Excellence

Adapted from (John, Stickland and Thompson, 2007, p. 394).

Against this background the TVET lecturers when applying executive strategy should be able to adopt and develop their own best practices and hence prepare their students for the current workplace.

Present Operation of Best Practices

In recent times, flexibility, adaptability and lifelong learning have become a major objective of best practices, in addition to employability skills. The notion of “best practices” was introduced in TVET institutions in Kenya in 1994 and continues to this

day because there is a pool of qualified personnel to sustain the programme. Many TVET graduates become self-employed thus applying entrepreneurial skills to their businesses that they have acquired in technical training institutions (Simiyu, 2010).

Kenya has a well-established system of involving enterprises in establishing the content of training, which makes it possible to prepare graduates more effectively for the advanced workplace (Simiyu, 2010). As a result, the TVET institutions in Kenya continue to train persons according to the needs of businesses which are closely aligned with the demands of the labour market, therefore making it possible to prepare graduates more effectively.

If best practices are the end result of an effective teaching and learning process in the delivery of the TVET programmes, the lecturers' best practices, based on the needs of the labour market, should be infused into their lessons through demonstration, modelling and every day practices for their students to acquire the appropriate skills, attitudes and knowledge in the classroom (Kemmis, 2013).

The development of Technical Education Vocational and Entrepreneurship Training (TEVET) is a result of the TEVET Graduate Empowerment Toolkit Scheme which was officially launched in November 2007. This changed the land scape of the Zambia economic situation to one of economic progression

The process was enforced by the Ministry of Science Technology and Vocational Training (MSTVT), which selected a number of young people by way of interview, after which they were rewarded with the (MSTVT) toolkit. Against this background the Department of Vocational Education and Training (DVET) conducted workshops at

which TVET graduates were taught various skills, such as business, planning, financial mobilization, and entrepreneurship and business management. This was completed to make sure that graduates were prepared to start and operate their enterprises once they were awarded their toolkits (Konayuma, 2010).

History, Roles and Functions of the Vocational Training Development Institute (VTDI) in Jamaica

The Vocational Training Development Institute (VTDI) was established in 1969 with the assistance of the International Labour Organization (ILO). Since 1990, the VTDI has been managed by the Human Employment and Resource Training National Training Agency (HEART Trust/NTA) and has been described as the tertiary arm of the HEART Trust/NTA and a registered institute under the University Council of Jamaica (UCJ) (Vocational Training Development Institute, 2008). The institute was established to train instructors to deliver vocational education in the private and public sectors, with the goal to upgrade the skills of workers for employment and production. “Also, to develop and document industrial vocational training syllabuses, standards, manuals and literature” (p. 1), for the use of public and private sectors to certify the nation’s work force.

Semaj stated that,

He is privileged to be working with a committed team of professionals who have accepted the challenge of becoming 21st Century Instructors. This is a necessary prerequisite for the creation of a 21st century work force. I believe that VTDI is now poised to be a pacesetter, especially in the areas of Technical Vocational Education and Training (TVET) Not just for Jamaica, but for the Caribbean and the rest of the world (Vocational Training Development Institute, 2008, p. 2).

Today, the VDTI has expanded its original mandate of solely providing a diploma in technical and vocational education and training to offering up programmes to the degree level, guided by the philosophy of Competency Based Education and Training (CBET) outcome approach. Mr. Cedric McCulloch said that,

The programmes are labour market –driven, thereby equipping individuals with the competencies necessary to secure employment in the modern economy upon graduation. As a student –centred institution, the VTDI provides an environment, which promotes rewarding teaching /learning experiences for its students (Vocational Training Development Institute, 2008, p. 3).

The local and global labour markets indicate the need for TVET secondary and high school graduates with advanced levels of competencies and new skill sets. This naturally, will require trainers, instructors/ facilitators who are equipped with at least a minimum of a first degree to prepare students within the secondary and high school TVET system (Vocational Training Development Institute, 2011).

The goals of the VTDI are especially designed,

1. To prepare their students to meet the needs of the advanced workplace.
2. To continually educate teachers, lecturers and facilitators with the skills and competencies to teach the students for the 21st century workplace.
3. To upgrade instructors in advanced general, professional and specialized TVET courses to function effectively in the TVET system,
4. To educate teachers / facilitators /and lecturers for the TVET system

(Vocational

Training Development Institute, 2008-2011).

Based upon the VTDI mantra it is fitting for the institute to be mandated to deliver a robust TVET programme to prepare nation's most valuable asset, its young people for the advanced workplace. The lecturers engage in regular professional development activities by using different modalities and methodologies in the teaching and learning process of TVET, to develop and enhance best practices for graduates to enter and compete within the advanced workplace (Vocational Training Development Institute, 2008).

The Jamaican education system needs a transformation in both the traditional academic arena and the technical and vocational education and training area to prepare graduates to be able to compete in the advanced workplace.

The education process has to do with transforming one's life. Education, whether academic or technical, has to do with the development of the responsible and the thinking person. It has to do with more than creating labourers and workers. It should emphasise creative, imaginative and innovative qualities. We need to have a change in our system to transform trade- training centres and technical schools into institutes that advance the applications of science to the common purpose of life industrialisation and sustainable development (Moyston, 2014, pp. 13-14).

The Jamaican workforce needs a revolution to match the transformation of the education system to prepare our nation for the new work order. Amonde, (2016), expressed that many Jamaican students in our tertiary education, and training system are pursuing courses that does not provide any grantee for employment opportunities. She also pointed out that when they graduate from these institutions, they cannot find jobs,

sometimes they are underemployed, which can lead to frustration and disillusionment (Amonde, 2016). Amonde feels that it will require more than just the education and training system to make the change, but members of our society that have great influence on the students entering tertiary institutions. She stated that,

as technical vocational education and training (TVET) administrators and practitioners, we continue to be challenged by negative perceptions from students and their parents, and in some cases school leaders and teachers, towards this subject area. These perceptions have resulted in the rejection of the idea that students who are considered academically brilliant should pursue TVET programmes as career paths (Amonde R, 2016).

She continued by saying on the other hand with the focus on education for work, this perception is changing. There is now a growing interest in TVET and its position on the development agenda has been elevated as it widely accepted as playing a major role in the equipping individuals with skills and competencies needed for the jobs of today and those of tomorrow (Amonde, 2016, p. 5).

Competency Based Education and Training. (CBET)

Competency based education and training also needs to be infused in the education system not just for TVET. Competency Based Education and Training (CBET) is an approach to education and training which emphasizes what an individual can do in the workplace as a result of having the right aptitude to learn what is required to perform a specific activity. Therefore, competence can be defined as the three-dimensional variable that combines competency, proficiency context. Competency is associated with the skills, knowledge, attitudes that the individual acquires through education, training or any other forms of learning (Hutton, 2009).

The individual is very important in the teaching and learning process of competency- based training. Competence development is integral to human development therefore the lack of attention to competence standards in some countries combined with the need for skilled workers present significant challenges for industry. For Competency Based Training (CBT) to be recognized and effective in Jamaica, the curriculum needs a transformation. Other counties make competency-based training a part of their education curriculum, by using a competency standard, which is seen as the core of the TVET training (Hutton, 2009).

In this new curriculum, the principles of competency-based training should be included in the curriculum. The creation of the new curriculum should be based on occupational profiles, with the profiles articulated in terms of the core professional problems, responsibilities and tasks. Assessment is very integral the process of training and outcomes. The assessment should not just be the end of training, but continuous assessment should be on going (Hutton, 2009). The competency standard that guides the TVET training is the mode that prepares and connects the training to the industries.

Competency standards are industry-determined specifications or performances, which establish the skills, knowledge and attitudes required to perform both efficiently and effectively in the workplace. Competency standards comprise units of competency that are aligned to the competency in conjunction with performance criteria, with a range of variables and an evidence guide. Competency standards are authorized mechanisms of the training packages. Achievement which is attainment of a specified standard of performance and outcome where in the benefit of participating and completing an

education or training programme is employment, self-fulfillment, promotion, higher salary, and lifelong learning (Stone & Beepat, 2007).

Competency Based Education and Training (CBET) is based upon satisfying the requirements to operate effectively in industry and to achieve competency standards. It also focuses on the skills and knowledge that the individuals possess rather than on how they attained the skills and knowledge. In TVET the student learning is dependent on action or “doing”, which is the practical component of competency-based training. According to Knowles, Holton and Swanson, (2005).

Learning stays with an individual for a longer period of time when it is practical. It is therefore important that students be provided with opportunities for hands-on learning and practical real world activities, which will ultimately make the learning activities authentic and practical. This in turn will motivate students to perform at their best (Knowles, Holton and Swanson 2005. According to their research, the following table illustrates the percentage at which an individual will remember information based on the type of presentation experience (see Table 1).

Table 1. Learning recall

Learning recall related to type of presentation		
Type of presentation	Ability to recall	
	After 3 hours	After 3 days
Verbal (one-way lecture)	25%	10-20%
Written (reading)	72%	10%
Visual and verbal (illustrated lecture)	80%	65%
Participatory (role play and case studies Practice)	90%	70%

(Knowles, Holton & Swanson, 1998).

While traditional, time-based approaches to education have achieved varying levels of success over the years, they are ineffective in the system when the goal is to train persons to perform specific job-related skills. For example, learners who are actively and practically engage in the learning process will recall more over a longer period when compared to listening to a lecture.

Relationship Between Competence Development and Best Practice

There are principles associated with competency base training that help create and develop best practices in the classroom that transfer skills, both technical and soft, to the technical workplace. These principles include creating a curricula based on occupational needs which are articulated in terms of core professional problems, required responsibilities and tasks. Learning activities also need to be authentic and practical to help students develop skills and acquire best practices required for the technical workplace.

Fagin and Wikle (2015) explained that it is unfortunate that the focus on technical knowledge and experience can overlook other qualities that are important within an organization, specifically what most agencies or firms that employed GIS professionals look for in personnel who can interact effectively with co-workers and clients and who are capable of interpreting and explaining processes and findings to larger groups of listeners (Fagin & Wikle, 2015). Therefore while best practice address both technical and non-technical skills this study will focus on employability or soft skills.

Employability Skills

Employability skills, are use knowledge as soft skills, are the non-technical skills that are very important to be successful at the workplace. These skills need to be included in the curriculum of secondary and tertiary institutions in Jamaica. They should also be integrated into the general school policies and practices. Partnering with stakeholders in the varying industries is one avenue that needs to be a part of the process to reinforce these skills (HEART, 2001). Employability skills are also transferable core skills and attitudes that are required for achievement in the workplace and for career development (Parkin, Williams, Shelly & Watson, 2010). Thinking skills include problem solving, creative thinking, decision making, visualising, and reasoning. Personal Qualities are time management, responsibility, self-esteem, sociability, self- management, initiative and integrity (Parkin et al., 2010, p. 71).

Employers expect graduates to have technical and discipline competencies from their tertiary education, but also require graduates to also demonstrate a wide range of skills and attributes that include team-work, communication, leadership, critical thinking, problem solving and managerial capabilities (Dely, Stuart, & Kevin, 2011).

It is important to note that most employers are seeking persons educated at the tertiary level who are proactive, can use higher level skills including “analysis, critique, synthesis and multi layered communicate to facilitate innovative teamwork in catalyzing the transformation of their organization” (Parkin et al., p. 4).

Jones, Baldi, Phillips and Waikar (2016) indicated that recruiters are not satisfied with college graduates' soft skills. Their research found that graduates lack employability skills, and as such, companies are placing a higher preference on candidates who can communicate and work well with others. These recruiters do not have academic success high on their expectation list. They are more interested in potential job candidates with positive attitudes, who are respectful for others, are trustworthy, take initiative, assume responsibility, are good team players, are good communicator and ambitious, self-confident, are critical thinkers, show leadership ability, have a good sense of humor, have good writing skills, demonstrate knowledge of major field, have computer software skills work experience, show professionalism and are aware of global issues (Jones, et al., 2016).

The research done by Robles (2012) on the "Executive Perceptions of the Top Ten Soft Skills Needed in Today's Workplace for the 21st Century" shows that employers stress the point that educators should be teaching their students how to cooperate with others in the workplace and successfully acquire customer service skills (Robles, 2012).

As a matter of fact, soft skills are so important that they are ranked number one for prospective job employers in many occupations and industries. It was noted that the national concern among business executives and professionals is the short fall of soft skills, which are not only lacking in college graduates but high school graduates as well. (Robles, 2012, p. 460).

Therefore, it is important that educational institutions at all levels invest more time and resources to infuse soft skills in their curriculum as well as reinforcing and enhancing the training of students' in soft skills. Oftentimes, educators are already faced with the demand to achieve more content than reasonably possible in the classroom, so requesting for a unit to deal with soft skills can be more challenging to those lecturers who are already managing a tight curriculum time table. Institutions must make an effort to infuse soft skills into the curriculum (Robles, 2012). It is recommended that soft skills can be included in the curriculum easily by disseminating the content evenly over the semester.

The lecturers are faced with different challenges in the delivery of soft skills in their classrooms. The main challenge they are confronted with is that they still have not figured out how to teach soft skills, nor have they figured out how to measure these skills and capture the impact of such programmes on learners (Robles, 2012). The results of soft skills training are often intangible and provide slow returns. If lecturers are equipped with the proper resources and strategies to deliver soft skills, they can do a better job preparing the graduates with the requisite skills and competences the advance workplace is seeking today (Robles, 2012).

The faculty of these institutions should invest in developmental programmes for their lecturers to attain the skills and competencies to deliver soft skills to their learners, (Robles, 2012). It is imperative that lecturers in different courses of study understand the importance of soft skills for their students and include them in their

instructional strategies and methods in the classroom to enhance soft and hard skills to create a well- rounded graduate (Robles, 2012).

As shown in Table 2 these soft skills are considered in a developmental perspective. An interesting issue for TVET educators is how to implement the soft skills in developing the individual's academic and professional contexts for preparation for the advance workplace. These soft skills can be clustered by personal, social and methodological levels for better understanding. In addition, the HEART Trust/ NTA and Desnoes and Geddes Foundation facilitated an employability skills project in a number of the TVET institution. The areas of employability skills, on the training schedule are as follows: Professionalism and Deportment, Self-management & Building a sense of responsibility through Personal and Professional Development, Effective Customer Service, Effective Communication, Technology, Social Etiquette, Social Awareness, conflict Management and information & Records Management, Financial Management and Enterprising (HEART Trust/NTA and Desnoes & Geddes Foundation, 2007).

Table 2 Highlight a comprehensive taxonomy that has been proposed by Ciappei and Cinque (2014).

Career Development Theories

According to Samuel (2000) the two most widely known career theories are those associated with Donald Super and Eli Ginzberg. Their theories are based on personal development. Development theories are generally more inclusive, more concerned with

Table 2. Taxonomy of soft skills

POLITICS-	STRATEGY-	ORGANISATION-	ETHICS-
Listening	Propensity	Sharing	Generation
Leadership	Entrepreneurship	Planning	People Development
Conflict Management	Results Orientation	Communication	Commitment
Customer/User Orientation	Continuous Improvement	Negotiation	Learning Skills
Adaptability to Change	Contact Network	Teamwork	Decision Making
Self- Awareness	Culture Adaptability	Analysis Skills	Creativity & Innovation
	Tolerance to Stress	Management Skills	Life Balance
		Research & Info Management Skills	

longitudinal expression of career behavior, and more inclined to highlight the importance of self-concept. Career development is the process of implementing a self-concept.

Samuel (2000), suggests that vocational development unfolds in five stages: The first stage is “growth (from birth to age 14). This stage is further divided into three categories which includes fantasy (ages 4-10), interest (ages 11-12), and capacity (ages 13-14) where children form a mental picture of themselves in relation to others. During the process of growth, children become oriented to the world of work.

The second stage is exploration (ages 15-24) which has three sub-stages: tentative (ages 15-17), transition (ages 18-21) and trail (ages 22-24). The major task of this stage is a general exploration of the world of work and the specification of a career preference. The third stage is known as establishment (ages 25-44). Unlike exploration, this stage is divided into two sub-stages, trail (ages 25-30) and advancement (ages 31-44).

This stage constitutes the major task of becoming established in a preferred and appropriate field of work. Once established, people can concentrate on advancement until they are tired of their job or reach the top of the profession. The fourth stage, maintenance (ages 45- 64) has the major task of preserving what one has already achieved which the final stage, decline (age 65 to death) is a time for disengagement from work and alignment with others. It has two sub-stages: deceleration (65-70) and retirement to death (Samuel, 2000).

Career developmental theory serves as the basis for understanding the developmental processes and how adults learn in relation to their career goals. It also equips the researcher with the lens to identify the different stages of development and how it contributes to the teaching and learning process of the adult learner with a career in mind. It assists the researcher in attaining a deeper understanding of the stages of development as they relate to TVET education and the demonstration and practice of the technical skills learnt.

Relation of Theory and Literature to the Proposed Study

This study's main focus will be on the lecturers' perceptions of how their ideas about and their ability to impart and model best practices the learning outcomes of TVET

students at a selected vocational training institute while in preparing them for the technically advanced workplace. This will also point to the teaching and learning processes in the institution and across the Caribbean, making a link with constructivist and social learning theories.

Essentially, the study provides information to assist the policy makers to develop a curriculum to guide the mandate of the institution. An increasing body of literature concerning the operationalization of best practices the results with findings to improve other TVET institutions in the Caribbean.

The constructivist and social learning theories are closely related to the competency- based education and training method, the current occupational training requirement and the literature on best practices. They are in support of each other in the teaching and learning process of TVET education. TVET education relies on both constructivist and social learning to lay the foundation for the teaching and learning of a skill. They provide the basis for practical and theoretical learning which supports TVET education. While the theories assist in guiding the study on the right theoretical framework for better understanding of the teaching and learning processes, the literature will provide historical and current perspectives on the issue. It is important to note that TVET education and training study also provides a background to how our Jamaican economy can show significant growth and development. Amonde (2016) indicated that,

The European Centre for the Development of Vocational Training (2007) estimates from European countries show that a one per cent increase in training days leads to a three per cent increase in productivity. She continued to say, UNESCO has articulated an inspiring vision for TVET, describing it as the master key that can alleviate poverty, promote peace,

conserve the environment and improve the quality of life. A cadre of well-trained professionals helps to attract foreign direct investment and leads to productivity and growth (Amonde R, 2016, p. 5).

CHAPTER 3

METHODOLOGY

Rational for a Qualitative Design

According to Bastic and Matalon (2007) “a qualitative research design is one of discovery and interpretation and allows for in depth study of a research topic” (p. 5). Also, Creswell (2009) defines qualitative design as a “means for exploring and understanding the meaning individuals or groups attribute to a social or human problem” (p. 4). The process of research involved emerging questions and procedures, data typically collected in the participant’s setting. Creswell continued to explain that data analysis would inductively guide the analysis process building the themes from particulars to general themes.

Maxwell (2013) postulated that qualitative research is a process that engages an action, participatory, collaborative, or community –based research with participants in the study. The integrity of qualitative research and its focus on contexts and their meaning for participants in these situations, make it particularly suitable for collaborations with the participants. Creswell (2009) mentions that the data that emerge from a qualitative study are descriptive. The researcher is particularly interested in understanding how things occur from the data.

A case study approach was used in this research in which “the researcher explored in-depth programme, event, activity, process, or one or more individuals” (Creswell, p. 13). The case study strategy was bounded by time and activity, and the researcher collected in-depth information using a variety of data collection procedures over a

sustained period of time the data collection process involved documentation of field notes on the behaviours and activities of individuals at the research site. Interviews were conducted face to face with the participants individually or in a focus group format also included were documents such as course outlines, lesson plans, and audio. The case study method was expected to provide vital and “rich” data that would come from various sources (Creswell, 2009). The data analysis provided a deeper understanding of the issues surrounding the use and delivery of best practices in TVET classrooms.

The research focused on one TVET training institute located in the southern part of Jamaica that has been mandated by the Ministry of Education to provide training and development in TVET education in Jamaica. It is the only institute that is equipped with the technical tools, equipment and infrastructure, and has TVET competent lecturers to carry out this study as their experience extended over the last (10) ten years.

Population

The Vocational Training Development Institute (VTDI) has a strong reputation for providing quality technical vocational education and training programmes both locally and in the Caribbean. Having been established in 1970, the institution boasts a fine cadre of diverse and highly qualified staff and has established which has been driven by the mission of providing quality training and prepare competent graduates for the world of work, with the capacity to contribute significantly to national development.

The population was limited to HEART Trust/NTA (VTDI) institution. The population was comprised of third year students and instructors that were involved in the programme. The main campus is located in the lush green hills of Gordon Town in the

parish of St. Andrew, which it shares with other UCJ accredited neighbours. It extends its services to other areas by facilitating the programs at two extension sites in Western areas of the Jamaica- Mandeville (Manchester) and Montego Bay (St. James). It offers a wide range of technical and professional programs for school leavers, TVET leaders, administrators, technicians, and those seeking new career paths. Based on the offerings at the VTDI, students are afforded the greatest level of professionalism, and are immersed in structured learning activities that are engaging, mentally inspiring, and encourages and motivates life-long learning. The student-centered, self-paced approach to the design and delivery of instructions, will afford a learning environment that is conducive to meeting your learning needs (VTDI, 2019).

Sample

The forty-five students who are pursuing certification in the TVET Education Training Programme were included. In addition, fifteen instructors were included unfortunately despite repeated requests the school's principal declined to participate. These groups were purposely selected because they are directly related to the groups are expected to provide first hand and in-depth information on the topic being studied. The TVET lecturers will also be involved in the study to describe their own experiences and share their perspectives about how well they feel the student are being prepared for the workplace.

These groups were purposely selected because they are directly related to the research topic. These groups were expected to provide first hand and in-depth information on the topic being studied. The TVET lecturers were asked to describe their

own experiences and share their perspectives about how they felt the students were being prepared for the workplace.

According to Merriam (2002) “qualitative inquiry seeks to understand the meaning of an occurrence from the viewpoints of the participants, so it was important to choose a sample from which the most can be learned. Yin argued that it is important in a case study to understand a real-world perspective such as in studying individual life cycles, small group behaviour, organizational and managerial processes, contribute to our knowledge of these different situations (Yin, 2014).

The reason for applying a purposeful sampling technique was because these participants would provide rich information on the topic under investigation. In many cases qualitative researchers are deliberately non-random in their assortment of data sources. Instead, their sampling is purpose. They select those individuals or objects that they believe will produce the most information about the topic under examination. Also, it is thought that the data will be more reliable and precise because the participants are directly involved and had more experience in the area (Ormond, 2005).

The students were identified from the three specific programmes that are being studied. They must be enrolled in these three courses and be in their final year of study. The three programmes are: Building and Drafting, Information & Communication Technology, and Post Graduate in Education and Training.

The focuses of the interviews were representatives of VTDI training institute which fifteen lecturers who have direct instruction with the TVET students in their respective courses were interviewed. There were two focus group discussions with three

groups of fifteen (15) students per group additionally classroom observations were made. One interview and focus group discussions was audio recorded using cell phone or audio recorder. Further, the annual the annual HEART Trust NTA (VTDI) employer's satisfaction report was reviewed to ascertain whether employee felt that the graduates were equipped with the best practices for advanced workplace. Number of participants, population and sample of the three faculties that were studied,

Data Collection

Data were collected using semi- structured interview protocols with instructors. This approach was also used in the focus group discussions with student's observational data were collected with a checklist. The participants were engaged in their normal and relax environment. Field notes were used to gather non- spoken messages and Student behaviours.

All the interviews were conducted at a location was safe for all the participants This location was private and quiet other documents were collected , for example; students' course work, course outlines, CBET curriculum, strategic plans, Training Development Assessment Plans (TDAP) and instructional materials.

The data collection instruments were development around the three research questions the instruments are included in the appendix

Data Analysis

According to Creswell (2009), the plan for data analysis may contain several components. He highlights that the process of data analysis involves making sense out of text and image data. It entails preparing the data for analysis, conducting different

analysis, moving deeper and deeper into understanding, the data (Creswell, 2009).

Creswell expressed that some qualitative researchers like to think of this as peeling back the layers of an onion, representing the data, and making and interpretation of the larger meaning of data” (2009, p. 183).

Multiple data collection technique and analysis were used. Writing memos were made immediately following interviews as the first step in the analysis process. This provided the first insightful explanations for making sense of the data. The interviews were transcribed, and a coding system developed applying a thematic approach from which threads could be identified. The data were sorted to determine larger patterns of meaning either in relation to the existing theory or by developing new theoretical explanations.

Creswell suggests a linear, hierarchical approach building from the bottom from the *particular to the general*. *The levels highlighted are in the following steps:*

Step 1. Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning materials, typing up the field notes, or sorting and arranging the data into different types depending on the sources of information (p.185).

Step 2. Reading through all the data, first to attain a general sense of the information and then to reflect on their overall meaning. What is the impression of the overall depth, credibility, and use of the information? (Creswell, 2009, p. 185).

Step 3. Start detailed analysis with a coding process. Coding is the procedure of organizing the materials into chunks or segments of text before brining meaning to data (Creswell, 2009, p. 186). This involves taking the data gathered in the collection process,

segmenting sentences (or paragraphs) or images into categories, and labelling those categories with a term, often a term based in the actual language of the participant (Creswell, 2009, p. 186).

There are eight steps in the process for coding according to Creswell, the list below highlights the coding process:

1. Read all the transcriptions carefully, and write down some ideas as they come to mind.
2. Select an interview the most exciting one, shortest as well, ask yourself, what is it about? Think about its underlying meaning. Document thoughts in the margin.
3. After completing the task for numerous participants, cluster similar topics. For these topics arrange a major topic, unique topics and leftovers.
4. Use the list and go back to your data. Abbreviate the topics as codes document the codes to next segments of the codes of the text.
5. Identify the most descriptive language for his topics and turn and turn them into categories. Reduce the total list of categories draw lines between categories to show interrelationships.
6. Making a final decision on the topic for each category and alphabetize these codes.
7. Assemble the data material belonging to each category in one location and complete a primary analysis.
8. If needed the existing data (Creswell, 2009, p. 186).

Step 4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Description involves a full interpretation of information about people, places, or events in a setting; this analysis is useful in designing detailed descriptions for case study. The coding will be used to generate a small number of themes or categories.

Step 5. Develop how the description and the themes represented in the qualitative narrative. Using the most current approach in narrative passages to transfer the findings and analysis.

Step 6. A final step in data analysis involves making an interpretation or meaning of the data. Asking question like, “What were the lessons learned?” capture the essence of this idea (Creswell 2009, p. 189). These lessons might be the researcher’s personal interpretation, hidden in the understanding that the inquirer brings to the study from his or her own culture, history, and experiences or it could derived from the comparing the findings with evidence collected from the literature or theories (p. 189).

Creswell points out that when qualitative researchers use a theoretical lens, they can form interpretations that call for action agendas for reform and change (Creswell, 2009).

To ensure that valid data are gathered, every effort was made to lessen validity threats to the study. During the process of data collection and analysis, threats to validity can take place. When interviewing respondents were asked to verify responses given to make sure that their views are captured accurately.

Sufficient time at the site observing and audio recording was spent to ensure that the conclusions drawn are based on facts and not assumptions. The validity of the study continued to improve as the questions were asked in an unbiased, open-ended format to promote subject comfort and valid responses. Also, the validity of the study was further enhanced by interviewing various respondents. Participants had access to the transcripts of the interviews to provide them with the opportunity to disagree with and clarify the data collected. The aim was to make sure that the data collected were representative of their views and perspectives of the participants.

Bastick and Matalon (2007) refer to reliability as the consistency of the measurement and the consistency of a test. Creswell (2009) declares that qualitative reliability deals with the consistency over the different research projects. The interview questions used in the interview ought to produce the same results on other occurrences.

1. Intensive long-term involvement

The nature of the study did not necessitate intensive time in the field observing, but certainly interacting with the participants while collecting data and when analysing the data. In order to compensate for the absence of intensive time, data sources to ensure validity of the data collection.

2. Respondent validation

In order to negate the intrusion of biases and misinterpretation of participants' responses, on the phenomenon, continuous consultation with the respondents was maintained to ensure accurate representation of participants.

The data collection process started when a letter was sent to the principal requesting permission to conduct the study at the institute. The data collection instruments that were used to collect the data along with material providing background information and the purpose of the study. Participants consent were also collected

Creswell (2009) points out that the researcher needs to anticipate any ethical issues that may arise in conducting a research. In fact, Creswell states that “the researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions” (p. 87). Thus, the formal request was sent to the VTDI for permission to conduct the research at the institution.

All electronic files were personal computer which was password protected, and were stored in a secluded, password protected folder. To protect all participants identities, pseudonyms in the transcripts were used throughout the study. Legal names and any other identifying or delicate information about the participants were kept separate from the other information gathered for the research.

The individual participant’s choice to participate in the study remained confidential at all times and real names were not shared with the other participants or staff in the TVET education and training programme. Results from this study, using pseudonyms only, may be shared with the director/ principal of the TVET education and training upon request. In order to make subjects feel comfortable with the research situation there were low risk icebreaking questions at the start of the interview to build rapport.

Informed consent was obtained from each subject before the start of each interview. The participants who agreed to participate were able to review the documents and sign a copy of the consent form, of which they could keep. The participants were guided with the details about the process of withdrawing if they chose to withdraw change their minds.

The Technical Vocational Education and Training aspects of education in Jamaica need more attention to effect positive change to our economy as a result of better TVET programmes. Ultimately there will have to be more proficient lecturers /teachers in our institutions, facilitating students' learning for sustainable economic development. Best practices should be one of the tools that will drive this process.

A competent knowledge worker for today's advanced workforce, is an essential component for sustainable economic growth. A critical aspect of the training of a competent vocational teacher/ instructor/lecturer is the ability to prepare oneself for the advanced workforce and then to model this for the students of the institute. The student population and society at large will be better prepared to function in the 21st century workplace, based upon the new teaching methodologies that infused into TVET teacher training programme. This will equip our workforce with advanced skills and best practices that are required to meet the demands of the 21st century workplace.

The employability skills and apprenticeship programmes are the second dimension that will adequately prepare students for the advanced workforce. More attention should be given to TVET and the best practices of lectures and teachers' effectiveness, to better prepared our students to match the advanced work place.

Institutions and organizations should invest in research that study this phenomenon, at different levels in different sectors and organizations. This creating a consciousness in our leaders to place emphasis on the subject for better understanding and to develop national policies to address the matter.

CHAPTER 4

RESULTS AND DATA ANALYSIS

Introduction

This was a single qualitative case study designed to investigate, The Effectiveness of Technical Vocational Education Training (TVET) practices at an urban tertiary institution in preparing their students for the advanced workplace, the research focused on capturing the perception of the lecturers to how the institute personnel collaborate with teachers to influence student's attitudes to improve employability skills in their training programme. Summary of the structure of the sample displaying variables relating to professional status, number of years of teaching in TVET and purpose for teaching in TVET. The sample was composed of fifteen (15) lecturers and forty-five (45) students. By and large the female interviewees were fulltime instructors and the male were part-time. The years of experience ranged from 3.5 years to 25 years with a mean of 10.1 years.

On average, men have more years of experience (men 10.5 years, women 9.2 years) but also greater variability. Women are more likely to be employed full time.

The artefacts that were used are the work experience report and employers' report to analysis between the time lines of 2014 to 2015. To establish and maintain anonymity, no personal identifiable information is presented.

In the previous chapter provided a breakdown of the alignment of the research questions with the corresponding interview items, analyses information Mills and Airasian (2012) argued that,

The importance of interpretation, noting that the interpretations made by qualitative researchers matter to the lives of those we study. In addition, the process of interpretation is important because it can challenge qualitative researchers' taken for granted assumptions and beliefs about the educational process they have investigated (p. 476).

The data analysis is organized in accordance with the constructs derived from the literature review which guide the study. Based on the focus of this study, the constructs which assist in the organization of responses to the research questions, are as follow. Firstly, how do VTDI administration collaborate with lecturers to influence students' attitudes to improve their employability skills in their training programme? Secondly, to what extent do the students perceive their lecturers' behaviour impact their soft skills in the classroom in preparation for the technical dependent workplace? Thirdly, what are the school administration's perspectives of the lecturers' ability to deliver best practices in preparing the students with the soft skills required for the advance technical work place?

Demographic Data

A total of fifteen respondents were interviewed for the study. They were classified as full time and part time lecturers. The demographic data indicated that most of the lecturers are full time eight (8, 53%) Also there were slightly more female lecturers (8, 53%) than male lecturers (7, 46%) who participated in the study,

The years of teaching experience the lecturers have at the institution ranged from a low of three and half years to high of twenty-five years. Of the fifteen lecturers, one have three and half years, one have five years, three have six years two have seven years four have ten years, while three have six years, two have seven years and one have twelve

years and one have fourteen years and one have twenty years and one have twenty five years of the teaching experience.

The student participants were in their final year and were from the three different programmes, post graduate education and training, information communication technology and building and drafting technology.

Emerging Themes. While most of the interviewees agreed on the “best practices” to prepare students for the advance technical work place, there were differences among them as well. The respondents identified six elements. They were the instructors’

- 1) Knowledge of soft skill content,
- 2) Professional development,
- 3) Competency,
- 4) Attitude to students
- 5) Delivery of content,
- 6) Classroom management style, and
- 7) Interpersonal skills.

Research Question #1. How does the VTDI administration collaborate with lecturers to improve students’ attitudes and employability skills in their training programme.

Theme one: The imperative of an instructor’s knowledge of soft skill content

Knowledge of content was identified as one of the leading features of a lecturer’s competency as it related to students’ attitudes. Evidence of this theme ran through interviews and observations the responses this was apparent. All the respondents

mentioned the high level of knowledge of employability skills. The majority of the respondents indicated that the lectures were very knowledgeable of employability skills. One respondent said that all lecturers should have a high level of knowledge in this area and this should not be limited to the focus of work. They should be for all walks of life one respondent said that they should be called sustainable life skills for the 21st century another respondent in the interview stated that communication is the key pillar of employability skills, “attitudes and respect they are more measurable, to a high level this is based upon his experience in the industry”.

Overall the areas that most of the respondents indicated that was the lectures’ knowledgeable of are communication, organization, planning punctuality, respect values, work effort and motivation. This perception of the lecturer’s competency as a quality of influence teacher is very important to the institution because they expected that the students’ behaviour to change.

Further lecturers the respondents indicated that their years of teaching at the VTDI, which span from three to twenty-five years, is an indication at the institution that sets the foundation for continuous growth and development through practice.

An interesting finding from the interviews of the instructors was the agreement that knowledge of content was not attained from direct instruction or training during their tenure at university but in their area/s of their expertise while on the job. Only one of the fifteen respondents clearly articulated that he attained training at the VTDI in the content area. This respondent mentioned the knowledge of the content should be supported by the institution as capacity building programme of activities in place at the institution to

practice these skills. As a part of their preparation for the technical workplace. Fourteen of the fifteen respondents indicated that they were not competent in all of the areas of employability skills but were very knowledgeable in one that related to their area of expertise.

The majority of lecturers indicated that knowledge of content in employability skill are limited and they need to be more knowledge of content in employability skills, also that it can be improved through professional development which can enhance their competence level in the area.

Theme two: Interest to attain professional development

Professional development was seen as an important aspect for the lecturers to prepare them for imparting knowledge to their students for the advanced workplace. One of the methods that the VTDI administrators applied, was to collaborate with the lecturers to be able to deliver soft skills at the institute through the TVET course outline curriculum. Ornstein and Hunkins (2004) define curriculum as

a plan for action or a written document that includes strategies for achieving desired goals or outcomes in an academic setting, also it is an organized set of formal education and /or training intentions. This entails four approaches, plan involving purpose, design, implementation and assessment (Ornstein & Hunkins p. 10, 2004).

The question asked of the lecturers was, do you think that VTDI's curriculum defines and explains clearly what the best practices are that should be practiced at the institution?

The respondents shared contrary views on the matter wherein half stated that the curriculum does not define or explain employability skills as opposed to those who that said that it did. The majority of the instructors stated that they are listed and expected to

carry out the specified lessons. They felt that they needed adequate instruction and proper direction to deliver the “soft skills” to the students just as in the case of a regular course content.

According to the lecturers, while there were number of strategies in place that provided collaboration. While there is a capacity building strategy programme is in place, the participants said that it does not include part time adjunct instructors.

Most of the participants indicated that there are other activities that the adjunct lecturers do not have access to, such as workshops, staff appraisal, instructional evaluation, and other assessment. The participants stated that all the lecturers should have equal access to all these programmes and activities.

Theme three: Self-competency. According to Bandura (1997), teachers can be a potent force in shaping the behaviour of students. He defined self-efficacy as the conviction of a person that can be successfully carried out in an action that is required to produce an expected outcome. Subsequently a majority of the respondents’ recognised self-efficacy as a major trait of a lecturer’s ability influencing a student’s ability to attain top performance.

All of the respondents concur that the lecturer must possess these soft skills and also be competent in using them in their delivery. They point out that a competency-based approach in teaching TVET should be part of the structure of the delivery mode. By applying practical strategies these skills should be connected to real life situation and transfer in the work environment in the classroom for students to be able to make the connection between theory and practice. In all four of fifteen instructors indicated that

they felt competent and six of the respondents rated themselves at a high level. In contrast three of the fifteen respondents felt that they do not know how they would view their competency level because they applied the integrated approach when delivering soft skills in their technical skill sessions.

One respondent explained that the lecturers should master the soft skills as well as the technical skills because the two-work hand in hand to prepare students for the 21st century workplace. Two participants stated that the application of CBET and STEM must be used to deliver the employability skills in the classroom and that lecturers must be competent with the employability skills to be able apply these strategies. One respondent indicated that qualification and self-competence in the area of soft skills, would have to work as partners in the delivery of softs skills to make the process effective and efficient for the enchantment of the students.

One respondent stated that research is needed to assist in identification of students' learning styles so as to better influence performance. This must be carefully administered, and plans must be in place to address all the learning needs of the students. The respondent pointed out that the ability to demonstrate employability is very important to act as a model for the teaching learning process for the students.

The respondents had an interest in the relationship between knowledge and self-competency, as they relate to the lecturer's teaching ability to enable students to develop and practice their soft skills at the VTDI and the workplace. All the respondents concur that they all must be competent in their area of expertise and that they used either the blended approach or the integrated approach to the teaching and learning of soft skills.

Theme four: Influence students' attitudes towards employability skills

One of the themes that emerged from the data was the influence of a student's attitudes toward employability skills. A majority of the students expressed the view that the lecturers do not explain and define employability skills in the classroom. All of the students expressed that there were no emphasis placed on these soft skills by the lecturers in the class situation. Also, they said that the soft skills were pointed out to them occasionally, but it was not done enough influence attitudes about learning these employability skills. Sixty five percent of the focus group members perceived that the lecturers do not demonstrate the needed positive attitude that is required to develop students' positive attitudes.

Most of the lecturers mentioned that the inconsistency of their demonstration of employability was a result of poor collaboration with the VTDI personnel. Most of the faculty members explained that they were motivated to teach to be part of education for national development and sustainable economic growth. A few felt that TVET graduates were more marketable in education and in the industry. One respondents stated that he want to give back to the system that contributed to his development at the VTDI as a student and he want to do the same for students presently.

All the lecturers declared that they believed in what TVET intended to do in the skills area, and that TVET brings more to the table of education and training compared to the traditional education activity. Against this background all the lecturers stated that they come to the TVET classroom with a high level of self-motivation to influence their

student's towards the acquisition of employability skills knowledge in the teaching and learning process at the VTDI.

The respondents all stated that the poor preparation of lecturers for the delivery of soft skills will not influence students' attitudes to improving their skills. The respondents indicated that they used various methods in the classroom, among them were blended approach group work, presentations, and interviews for the subject area. However, for there is no specific methods set for the delivery of employability skills and attitudes in the classroom. This lends itself to poor or low influence from lecturers on their student's interest to learn soft skills.

The group expressed that there is an orientation programme in place that prepared new lecturers at VTDI institution. However, this was only offered to full time lecturers. All the respondents point out that the institution has a good capacity building programme in place where the staff members are shown in various ways to discover information to make informed decisions about what activities are appropriate. A majority of the respondents expressed that there are different tools used to identify gaps among them are; Balance Score Card (BSC) and andragogical supervision, student's evaluation, and instructional assessment, senior management and personal appraisal, peer evaluation and external assessment.

Participants highlighted the developmental activities conducted to address the gaps. Respondents shared that the adjunct lecturers play a critical role in the teaching and learning process at the institution as well as the fulltime lecturers and need to be included in these activities.

On the question of defining and explaining clearly the best practice, the majority of the respondents indicated that the employability skills are listed in the course outlines. All of the respondents expressed that the lecturers infused or blended the soft skills in their lesson. They stated that there was no structured time table for the delivery of soft skills in a scheduled technical skills class, hence the lack of focus on the teaching of the soft skills directly.

Theme five: Delivery of content

The study also discovered that the delivery of content was important to the teaching of soft skills to enhance the student's employability. A majority of the respondents in the student focus groups stated that lecturers do not deliver direct content for soft skills, but rather infused them in their lesson. Additionally, the respondents proposed that the lecturers must be competent in the technical skills, the soft skills, and good attitude. One respondent cited that for there to be a better lecturer competency in delivering soft skills at a high level of professionalism attitude and behaviour does not lend itself to just to the classroom only.

Theme six: Classroom management

Jones and Jones, (2010) define classroom management as creating a classroom environment in which all the students can feel safe and are able to maximize their learning of important social and academic skills. It also refers to the inexorable connection to effective instruction that promotes students' responsibility for their learning and supports when they are successfully and actively engaged in constructing meaningful, culturally relevant knowledge and skills.

Classroom management was the theme that infused the three data collection sources, which were the interviews, focus group discussion, and observation. All the lecturers agreed that classroom management is an essential aspect for students to perform at a high standard. Twelve of the fifteen respondents felt that there was no set, objectives and classroom management technique established for employability skills in the classroom. Also, there were no guidelines set for managing students in the classroom on soft skills. This affects students' performance negatively. They will not attain the competency in employability skills needed. Three of the fifteen respondent suggested that this was done some time, to a lesser extent, and they do but to a less of degree. These kinds of perception will negatively affect the interest in learning the soft require for the advance work place.

Time management was a main area of concern for all the fifteen respondents. All stated that if it the classroom time not managed appropriately, it will not enhance the development of the competency in soft skills. The respondents indicated that as there was no specific time allotted for employability classes, soft skills content came up randomly or was blended in the sessions. It was observed that the lecturer's competence does not meet the students' expectation to prepare for the advance work place.

In four of six classes that were observed the lecturers needed improvement in this area of classroom management. Two classes were excellent in this area. As it relates to other tools and instructional aids such as computers, videos and other technology, four of the six session observed displayed excellent use and the other two were acceptable.

However, this was not done with the employability course content but another technical skills area.

Plato, Aristotle, Augustine, and Aquinas all point to the need for teachers to be highly qualified in their subject areas. The more knowledgeable they are about their own profession's knowledge, and values of society, the more effective they will be in managing the classroom (Dunn, 2005).

Theme seven: Lecturer interpersonal skills

Howard Gardener's work on multiple intelligences (2006), explained that interpersonal intelligence operates primarily through person to person relationships and communication (Jones & Jones, 2010). The findings from the interview, observation and focus group discussions, revealed that lecturers interpersonal skills are important to the teaching and learning process as they set the stage for good class room relation. This should enhance and develop student's performance. In this area, in four out of the six classes observed, the lecturers displayed excellent skill incorporating students' input in the lessons while two of the six demonstrated acceptable rating for these interpersonal skills.

On the other hand, when looking for the involvement of students, of the six classes that was observed three were excellent in involving a variety of students and two were acceptable. In the remaining class, the instructor gave a number of different activities to ensure that students were engaged in more than one activity at a time. Few classroom instructors show awareness of individual students learning needs.

From the student perspective, it was found that most of the lecturers explained and defined what soft skills were even though the course outline did not require them to do that. The majority of the group felt that most of the lecturers did not differentiate between soft skills and technical skills in their lessons,

Conclusion

The data analysed provided information in support of research question number one which was. An analysis of the data gathered through the interviews and observation suggest that lecturer's best practice is not an isolated feature in teaching but is an amalgamated of various elements. What was revealed from the data is that there was an interconnection of these elements.

Research Question #2. To what extent do the student' perceive their lecturers' behaviour impacts their soft skills in the classroom in preparation for the advance work place. The instruments that were used to collect the data are the classroom observation schedule, interviews conducted with the lecturers and artefacts capture five themes emerged from the analyses.

Theme one: Lecturers' interpersonal style impact their soft skills

Sternberg (1997) noted that interpersonal style refers to one being more social by nature. Sociable individual tends to learn better in groups and judge learning by its potential use in helping others. He pointed out that this orientation gives a lecture a practical means of identifying students' style, this improving the ability to match students' preference with the lecturers' methods (Elliott et al, 2000). Thus, the extent to which the respondent's practiced interpersonal style in their everyday routine in the

classroom was considered. The participants believed that teacher personality was very important. They thought that lecturers who are cautious and friendly will impact students' overall behaviour both in the classroom and wider society. This was evident in the way they reacted to their students in the instructional sessions. These data were of importance to the research question number two.

It was found that the lecturers who expressed and showed caring and empathy are those who demonstrated these qualities regularly in their classroom practice. It was also noted that the instructors who were in the profession for over ten years were those who indicated the importance of one's interpersonal styles and its effect on students' performance in soft skills.

The lecturers' interactions with students, stimulated enthusiasm, motivation and dedication to the teaching and learning process. The lecturers used various methods to motivate their student's soft skills, were among them. Facebook posting provide a platform for the students to see themselves on social media as a part of motivation in soft skills and lecturers sharing their own personal experiences with their students. All the respondents indicated that they used some kind of motivational theory at some time in their classes. The respondents stated that they needed to use them more. Most of the respondents pointed out that these were not used to deliver employability skills directly, but the soft skill material would just emerge from the lesson focused on technical skills.

A number of the respondents said that a direct soft skills course would address the matter more effectively as to most of the soft skills education took place outside of the VTDI class setting. Most of the respondents said that they had acquired the requisite soft

skills needed for the work place but some indicated that they did not think that they have attained the required soft skills needed for the advance work place.

All the lecturers stated that they displayed strong motivational technique to promote their students' acquisition of the soft required for the world of work. Also, it was expressed by all the lecturers that they applied strategies in their sessions to impact students' soft skills through experiments video presentation, and personal experience storytelling. Only two respondents pointed out that they do not use any motivational theorist or strategies to impact their student's soft skills.

Theme two: Lecturer attitude toward students' preparation for the technical dependent workplace

Lecturer attitude towards students was another aspect of the perceived best practices to promote students' employability skills. The data gathered from the student focus groups discussion, indicated that majority of these respondents agreed that they felt that most of the lecturers demonstrated employability skills during the delivery of their lessons. The areas that were commented on by the students were professional attire, deportment, and proper grooming. The students said that the majority of the lecturers consistently adhered to the requirement to be punctual for classes, displayed good time management skills in the lesson, and presented proper organizational skills in the classroom as well as in the general institution at large. They also stated that 50% of the lecturers displayed the soft skills in their class setting. However, students felt that the lecturers should spend more time and effort highlighting soft skills in their classes. All the respondents indicated that the instructions could use some motivational techniques to

impart the soft skills to them. The students also felt that the lecturers could use different strategies to motivate their students such as individual storytelling and real-life situations, motivational videos and pre-employment opportunities (in-service training),

Theme three: Planning and organizing for instruction of soft skills

The lecturers at the VTDI have had programmes and activities to enhance their delivery and influence their student's employability skills. A majority of the fulltime lecturers stated that they were exposed to the following strategies to promote students' soft skills, capacity building activities, seminars, and workshop and conference attendance both local and overseas. The lecturers indicated that the adjunct lecturers were not exposed to the workshops and seminars available to them thus it would be expected that they would be less effective in this area. These techniques and strategies applied to limited number of lecturers.

They also indicated that there were an array of assessment and evaluations in place to check the lecturer's competencies and for professional development opportunities to be identified for lecturers to be prepared to career development planning and appraisal system, instructional supervision, assessment and feedback evaluation, peer assessment/evaluation, external assessment and senior management personal appraisal.

When asked, what are some of the challenges they encountered in the delivery of employability skills in their lessons, all the respondents indicated that they had challenges as they felt that students did not understand that soft skills training was part of the curriculum. Students lack basic home training skills, such simple manners, respect

for others, poor communication and team work, critical thinking skill had not been experienced at home.

Theme four: Classroom management and organization with soft skills for technical dependent workplace

Classroom management was among the themes that ran through all of the data collected. In the area of classroom management and organization, there were two sub theme, organization of lesson and engagement of students.

All of the instructors were at the professional and mastery levels in this category. They demonstrated forward planning consistently for their lessons with adequate class information provided ahead of class, and all the lessons started on time. The students were engaged in various activities in the sessions. It was noted that the lecturers provided sufficient opportunities for practice through learning activities and the facilitation of continuous student's interaction and feedback.

All the instructors felt that classroom management was an essential for students to perform at a high standard in learning soft skills. Poor management affected students' performance negatively. Without good classroom management there would be no learning. Time management was a main area of concern for all of the fifteen respondents as they felt that this is important to the teaching and learning process.

Instructors in two classes were excellent in this area and two acceptable. However observations were made during a technical skills area lesson and not during a employability skills lesson.

Theme five: Instructional delivery of content and knowledge of content

It was obvious that all the students agreed that the content knowledge must be blended with delivery, for there to be any kind of significant influence on students' performance in learning soft skills. Also, they all concurred that the lecturers do not deliver lessons directly related to soft skills in the classrooms although a few did mention them occasionally.

They also emphasized that there was no specific assessment process in place to assess soft skills in these technical classrooms. It was pointed out that they have various assessment strategies in place for the technical material, however, the soft skills were only indirectly included in the assessment process. Nine of the fifteen instructors did not demonstrate or deliver any soft skills in their session. They infused soft skills indirectly in their lessons. More than seventy percent of those in the student focus groups expressed that they were exposed to employability skills but not by their lecturers at the VTDI.

The majority of the students professed that the lecturer's infused soft skills delivery of content to promote students' performance level in the area of employability skills. They felt that the lecturers must be competent in both the technical skills and the soft skills infused with good attitude.

One respondent indicated that there needed to be a better lecturer competency in delivering soft skills at a high level of professionalism. Also, this should be displayed outside of classroom as well. The institution expected their lecturers to enhance the students' performance in soft skills. The performance indicators include setting clear goals and objectives for the class, articulating a high standard for self and for the

students, and positioning the classroom experience towards real life experiences. This sets the stage for improvement and growth, stressing student responsibility and problem-solving skills, communication accountability, customer service and critical thinking. In an analysis of teacher materials, it was evident that prior planning for instruction should be in place. However, at no time there were any materials or handouts provided by the lecturers that related to employability skills, but the lecturers expected that the students demonstrate the soft skills in the classroom.

Also, there were links between learning objectives and activities and organization of content for effective presentation. Moreover, students' understanding of concepts was explored by questions and answers. In the light of all these qualities, the lecturer's best practice to prepare their students for the advanced workplace were not observed. The content of employability was planned for specifically, but the learning style was not address as in relationship to the soft skills area directly.

Summary

The extent to which lecturers displayed their best practices in preparing their students for the workplace was not observed by the researcher. The lecturers did demonstrate high level of professionalism in the classroom that is good because that is one aspect of the social learning theory in the practice. However, the content of employability skills in the classroom was hardly visible. This was not planned for like the technical skill area and no time was set aside to address soft skills in the classroom. There was no critical thinking, as well no problem-solving technique displayed in the classed.

However, the observational findings were not consistent with the industry work experience report as it shows that the VTDI students while on the job demonstrated strong employability skills, their performance was evaluated by the industry supervisors

Research Question #3. What are the stakeholder's perceptions of the VTDI student's soft skills performance in the current workplace during industry attachment?

To address this research question, an analysis of the official reports relating to stakeholder attitudes was conducted, specifically the data in these reports were collected from the students are in the same programmes (HEART 2014, 2015). In an effort to gather pertinent data for research question the HEART Trust/NTA VTDI industry attachment evaluation report 2014 and the internship performance evaluation report 2015 were consulted.

Two themes emerged.

Theme one: DBT & Post TVET graduate students' performance of their soft skills in the workplace.

Ten sub categories emerged.

The data represented was adapted from the HEART Trust/NTA.VTDI industry and internship evaluation report (2014 and 2015).

Category 1 related to follow instructions:

The stakeholders indicated that some students had difficulty following instructions. More importantly, only half of the students were assessed as being more than capable of following instructions. Further they were adjudged as using their

initiatives in carrying out the instructions given. The others were assessed as being able to follow instructions without difficulty.

Category 2 related to appearance

Twenty-seven students were adjudged to be exceptionally neat and appropriately dressed for work, while 53 were satisfactory in their dress and appearance. This is a result that should prove satisfactory to VTDI.

Category 3 related to work attitude:

The reported that 59% of the sample had some interest in the training they were receiving. This constitutes an almost equal amount of DBT and TVET students. Fortunately, the majority of the group 38% DBT and 25% TVET took keen interest in the training and exercised initiative to learn. The remaining ten students showed interest in the training and had a desire to learn. This is a pleasing result for VTDI.

Category 4 related to attendance and punctuality:

Five of the students were occasionally late or absent during the training period. Thirty-eight were seldom absent and thirty-eight were never absent or late. Unfortunately, VTDI can only impress upon its students the need to eliminate absenteeism and tardiness as it relates to work.

Category 5 related to cooperation:

A majority of the students thirty of the DBT and twenty of the TVET students were judged as being always cooperative and cheerful, the remaining ten cooperated willingly only when asked.

Category 6 related work area:

The majority forty-nine of our students took pride in their work areas, thirty-two kept their work areas in exceptional condition while eleven followed good housekeeping rules.

Category 7 related to relationship:

“People skills” is another area where improvement can be had. The majority forty-five of the students was categorized as being usually poised and tactful. Thirty-four were extremely tactful and understanding in their dealings with customers. Twelve tried to please their customers while they were judged to lack poised and were indifferent to others.

Category 8 related to dependability:

Few students had to be carefully supervised in order to meet their obligations. The majority of the students fifty-one met their obligations with little supervisions while the remaining thirty-one required no supervision to meet their obligations.

Category 9 related to observe the rules:

Showed full compliance to company rules while twenty-five were classified as rarely disregarding the rules. However, two of the students were classified as observing just most of the rules.

Category 10 related to quality of work:

This was classified as doing less than satisfactory work. However, this was countered with a majority of forty-four being classified as having the aptitude for neat

and accurate work and exceeding the requirements. The remaining thirty-seven performed more than the required degree of work.

Seemed to possess all the necessary skill sets and information to perform the work. Thirty-nine had an above average command of the essential skills and related information and twenty had an acceptable command of the skill sets and information. Only one of the students was classified as lacking the necessary skills or information (HEART, 2014).

Theme two: Stakeholder's perception of ICT student's employability skills in the work place

Among the findings, it was found that a majority of the students satisfy their employers' expectation as they relate to communication especially technology usage.

A number of the students met or exceeded expectations of problem solving and analysis skills. This was also true leadership, appropriate appearance, dependability attitudes and initiatives. Further, the students had the technical skills.

There was, however, some scope for improvement as not all of the students studied excelled. What was found was that while many of the students demonstrated mastery of the soft skills, more research is needed to determine what needs to be done so that all of them meet or exceed stakeholder (HEART, 2014 and 2015).

Conclusion

The three strongest characteristics of these student's performance were:

1. Department:

Work with supervision and meet deadline, the willingness to learn new things, high interest in use of technology, they were good team players, good mannerism, followed instruction from management, dependability, professionalism and knowledge of technical area.

2. Intuitive:

Problem solving skills, seeking clarification on task, completed task on time. Demonstrated; cooperative skills, learning skills, self-confident, research attitude, they sort after knowledge, paid keen attention to details, displayed good customer service skills, and evidence of good work ethics.

3. Knowledge:

Students displayed competency in the technical skills area, also they showed confidence of knowledge in the content areas. They also assisted with production and analytical skills, took initiative at required situations, as well they completed task assigned accurately with creativity, and dependability. There is scope for improvement from the report the areas that need improvement are as followed: The students needed to pay more attention to details when doing documentations, also this goes for punctuality and time management. The students needed to do more work with communication skills as it relate writing, is one area that more extensive practical demonstration would help, as

well as exploring new things, drawing skills, planning skills, technical skills, enterprise and technical skills.

Students needed achieve a higher level of knowledge of the occupation, they needed to be able manage project more effectively, and be to more proficient in use of technology to solve problems, there are scope for improve priorities in tasks and technical organizational skills. Students needed a higher level of leadership abilities and management skills (HEART, 2014 and 2015).

CHAPTER 5

INTERPRETATION, DISCUSSION, IMPLICATION AND RECOMMENDATIONS

The purpose of this case study was to examine the lecturers' reported implementation of their employability skills in preparing their students for the advanced workplace. The study was conducted using semi-structured face to face and telephone interviews with 15 lecturers and 45 students in a focus group format additionally classroom observations were made, and documents analysed there were a number of findings in this study. First, the study found interesting points relating to instruction as where the lecturers questioned their practices in preparing their students for the advance workplace. Second, the study examined the effectiveness of the employability skills programme being delivered at the institution. Third, the study looked the various methods used to impact the students' attitudes about the importance of employability knowledge and skills for the new workplace. Finally, the students at the VTDI were questioned about their perception of their preparation with the soft skills and which they felt they were adequate as required for the technical workplace.

Conclusions

According to what emerged from analyses, there are a number of conclusions were drawn that reflect the TVET lecturers' perception of the how to prepare their students for the workplace. These features included formal lecturer training and establishing high expectations for themselves and their students. Lecturer preparation and reflection were also found to be essential that there needs to be more time schedule for

soft skills instruction through classroom management and organization to facilitate varied instructional strategies. Also, to present content to students in a significant way to foster understanding was perceived to be important elements of the best practices of the TVET lecturers.

These conclusions reinforced Hutton, (2009) who stated that, CBET is the approach to education and training which emphasizes what the lecturer can do in the classroom to support students' learning of what is needed to succeed in the workplace. He also mentions that lecturers should be able to demonstrate the three-dimensions that combines competency in the TVET classroom. The proficiency level and context are also associated with skills, knowledge and attitudes that the individual acquires through education and training (Hutton, 2009).

Therefore, the lecturers need to employ competency base education training in their approach to teaching and in their practise as experts in their own field in delivering the soft skills embedded in that technical skill area (Hutton, 2009). Based upon the observation of the classroom lecturers it is recommended that continued research be done.

Stone and Beepat (2007) found that competency standards are recognised mechanisms of the training package achievement, the attainment of specified standard of performance, the benefit of one participating and completing education or training programme for employment. This is also connected to self-fulfilment, promotion, higher salary and lifelong learning. The lecturer must be prepared to apply the various teaching

strategies skilfully and enthusiastically in the area of employability skills to make more teachers and students successfully attain the skills required for the advance workplace.

Limitations of the Study

There are number of limitations to this study. First, it is a case study with a very limited number of participants all of whom are associated with only one school. Secondly, the analysis was qualitative which does not allow for any generalisation. Thirdly, the time frame was very short that said, the results to point to where further research is needed. The limitation in this study is that a larger population.

Implications of this Study

The findings of this research would seem to propose that the TVET lecturer's knowledge and use of employability skills are crucial to student's preparedness at various levels of the educational structure in Jamaica. This is supported by Elliot, et al, (2000), who indicted that by using practical strategies to demonstrate many of the skills that connect the skills to real life situations and bring the work environment expectations in the class room for students to be able to make the connection between theory and practice. This type of approach is important to the education system to move students to self-empowerment and economic growth.

The results supported Bandura (1997) in this theory that teachers can be a potent force in shaping the behaviour of students with the teaching behaviour they demonstrate in the classroom. The expectation is that when students complete higher education they must be prepared for the advanced workplace and educators competent to do so. The findings from the study would contribute to the best practices of TVET practitioners as

they focus on the mandate to provide professional service of mentor, evaluating and reporting of the achievement teaching and learning of TVET in schools.

In addition, the policy developers in the education sector should information to be more aware the policies as they are relate to TVET lecturers to ensure that students are being well prepared to contribute to the economic well-being of Jamaican The area of self-efficacy or self-competency is an area of grave concern because this is not presently an area of importance as it regarding the delivery of soft skills in the TVET system.

The professed low of level self-competency is seemingly influencing negatively on the lecturer's self-confidence and their ability to effectively teach soft skills. Additionally, some of the respondents indicated that there are students graduating this institution with limited employability content. This can have a devastating effect on their self-competency. The area of knowledge of content was indicated as one of the elements of lecturer ability to prepare their students was an influence of students' performance in the area of employability.

Recommendations

Recommendation for practice

More needs to be done to understand the lecturers' ability to prepare their students with the requisite employability skills for the advanced workplace for top performance in Jamaica. Policy makers, parents, stakeholders, and the larger public of Jamaica, have adapted the mantra of the Ministry of Education that every child can learn, and every child must learn. Teacher training has currently been under the microscope as the nation expects quality teachers at all levels in the education system. The perception of having

qualified teachers in the education system is a major focus of the government that is requiring a higher level of accountability from teachers in training institutions and from educators overall today. This accountability must extend to all levels of education in Jamaica from the primary level to university level as it should link to student's performance in all aspects of life.

The results from the study indicate that there is no one solitary performance indicator that produces lecturer competency in delivery of soft skills. Hence, the recommendation is that all shareholders of the education system, specifically those at teacher training institutions to implement a more all-inclusive approach to their teaching preparation of programmes. Currently there appears to be minimal emphasis on employability skills. The lecturer as an individual is another serious dimension that must be emphasized as this impacts significantly the teaching and learning process. This point was supported by Darling Hammond (2006) who wrote that the task of teacher is closely linked to the nature of the classroom, today's, leadership and management and personal effectiveness (Singteach, 2010). The Jamaica Teaching Council under the Ministry of Education has the mandate of regulating the teaching profession, building and maintaining competencies of teachers, and raising the public profile of the profession as a change agent of societal reform and development in the context of the social policy Jamaican (Jamaica Teaching Council, 2016). This body needs to pay attention to the findings of this study as they relate to teacher competence in Jamaica. The research found that professional development must continue to be a focus of this association.

Darling Hammond, (2006) pointed out that not all teachers have the same level of competence in all areas from the outset. This is where the Graduated Teachers Competencies Framework could address the issue for new teachers. Some practical ways of raising awareness to capacity building by way of induction and mentoring within the school, providing professional development courses, or learning with more experienced teachers through professional learning communities. This could improve teacher quality and competence and essential to improvement of student's performance.

Recommendation for further research

There is the need for further research on the how to improve lecturer's ability to prepare students with the requisite soft skills to impact students' performance in advanced workplace in Jamaica. These phenomena are applicable to the Jamaican educational system because the society has been motivated to achieve the goals of the Jamaica 2030 vision plan which is Jamaica the place to live, work, do business and raise family.

Implications of the Self-Competent Theory for Teacher Education

Bandura (1997) wrote that the construct of self-efficacy or self-competency states that an individual's belief in his or her capability who can combine both cognitive and behavioural elements in explanation of motivation. Bandura's social cognitive theory has relevance for motivation and self-directed learning. Also, it is task-specific belief that regulates choice, this task specific focus of self-efficacy distinguishes it from more global concepts such as self-esteem and or confidence. Students try to match their behaviour to the models. In the classroom the assessment of students' ability to learn takes place during this phase.

Ways in which teacher training programme can assist to produce efficacious or competencies' teachers.

The teacher training programmes of Teachers' Colleges of Jamaica should add to their mandate of developing teachers who are competent in the area of employability skills which include the non-technical aspect of their training. If the teachers do not possess certain characteristics of model seem to relate positively to observation learning.

Those who have high status, self-competence, and power are more effective in prompting others to behave similarly. However, having these traits is critical to the enhancing teacher's competence and students' performance (Bandura, 1977). As a result of the lack of these characteristics, the relationship between students and teacher can be compromised the school's professional practice to prepare their students for the 21st century workplace sufficiently.

Further, there should be collaboration among key stakeholders to develop approaches to improve self-efficacy and self-competency in soft skills segment the present approaches and for the future behaviour change in our teachers. Furthermore, in order to improve self-efficacy and self-competency in the teaching of employability skills development, there needs to be additional investigation of students' self-efficacy perceptions and their social cognitive progression as they relate to soft skills development. During the teacher training programme, it is imperative for the programme developers to infuse self-efficacy and self-competency of soft skills infused in the programme for the teacher educator programme.

The importance of these behaviours must be fully developed during the training timeline if the lecturers are going to achieve top performance and become efficacious teachers. Also, the approach of industry attachment or practicum experience must be embedded in the training schedule or at the completion of the professional training programme.

This will provide the opportunities to develop mastery in the skill area as a prerequisite to professional advantage in a mandate to produce efficacy and competent teachers to deliver employability skills in the institutions. It is important to note that the theoretical assumption must be the underpinning support to the teaching and learning process at all levels to empower and affect a change in a positive way.

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APPENDIX A

INTERVIEW PROTOCOL

Lecturer's Interview Protocol

The purpose of the interview protocol is to find out the adoption of Best Practices during TVET faculty's Preparation of their students for the Advanced Technical Positions in the workplace in one Urban Tertiary TVET Institute.

If you are interested to know the findings of this study, please indicate to the student researcher and a copy of the findings will be made available to you. Thank you for your cooperation.

Howard Anthony Harvey

Doctoral Research Student

Temple University, Pennsylvania USA.

APPENDIX B

DEMOGRAPHIC QUESTIONS

1. List your years of teaching experience in the field of TVET.
2. State your motivations for pursuing higher education in TVET.
3. What do you perceive as Best Practices in your respective area of expertise in TVET education?
4. How knowledgeable are you of employability skills?
5. Were you exposed to employability skills during your course of study?
6. Do you think that VTDI's curriculum defines and explains clearly what the best practices are that should be practiced at the institution?
7. State your levels of competency in the delivery of employability skills.
8. What are the capacity building strategies being provided to the TVET lecturers/teachers to improve their instructional delivery of employability skills in your area of expertise?
9. How do VTDI administrators assess the Personal and Professional aspects of their lecturers/teachers to develop the competencies to delivery their Best Practices to students?
10. As a lecturer at the VTDI, state your understanding of the strategic objectives as it relates to infusing Best Practices in the TVET classes?

Methods Questions:

11. What motivational theories you applied in your class room are at the VTDI in imparting knowledge, aptitudes, attitudes, skills and talent to your students in relation to soft skills?
12. What are some of the challenges you encounter in the delivery of employability skills in your lessons?
13. What are the assessment strategies applied by TVET lecturer to assess the students' performance of their soft skills in the classroom, and are these strategies effective?
14. What changes would you recommend improving the delivery system of the employability skills programme at the VTDI?

APPENDIX C
PERMISSION LETTER

March 7, 2016

Delize Williams
Director/Principal (Acting)
Vocational Training Development Institute, (VTDI)
Gordon Town Road
Kingston 6.

Dear Mrs Williams,

Subject: Requesting permission to conduct research at your Institution

I am Howard Anthony Harvey (Snr), a student at the Temple University in Pennsylvania USA, pursuing a Doctoral Degree in Educational Leadership and Policy Development. As a requirement of the programme I am expected to conduct an educational research. This research seeks to discover TVET lecturer's perspectives of their best practices in preparing their students for the technical advance workplace.

The research will be applying a method of qualitative design. Data will be collected by observation through the reviewing of course outlines, interviewing of nine lecturers as well as conducting two focus group discussions in three programmes. I will also be engaged in a face to face interview with the Principal/ Director, as well as reviewing the employer's satisfaction report between the time periods of January 31, 2016 to June 31, 2016.

I will verify the accuracy of the data collected from the participants by asking participants to review transcripts or synopses of their interviews or by checking the observations report.

Participants have the right to opt out or withdrawn from the study at any time and there will be no penalty taken against them. A copy of my paper will be made available to the institution upon completion. All participants will be required to sign a consent document before the researcher can start collecting data. The name of the participants and the VTDI will not be not be revealed.

Kindly grant me with the opportunity to conduct the research within your TVET Institution.

I would welcome the opportunity to meet with you and the members of your team at a convenient time to provide additional explanations of the purpose, design of the research and the terms of your participation.

If you are interested in the results of the research, you may contact the student researcher via email at howardharveymat@gmail.com. howard.anthony.harvey@temple.edu

If you have questions and concerns about the research please contact the research team by calling Howard Harvey at 876-377-1023 or email the primary investigator at sammyers@yahoo.com, samuel.myers@ctc.edu.jm or jdavis21@temple.edu
The data collected in this research will be kept under the highest level of confidence and will be used for the purpose of which the request was made for.

Thank you

Best regards
Howard Harvey

Student researcher
Temple University
Pennsylvania USA

APPENDIX D

CONSENT FORM for POTENTIAL PARTICIPANTS

I am willing to participate in a research that will be conducted by Mr. Howard Harvey, Doctoral Student of the Temple University. I recognised that the study is designed to gather information relative to An Examination of the Adoption of Best Practices during TVET Faculty's Preparation of their Students for Advanced Technical Positions in the Workplace.

1. My participation in this study is voluntary. I am aware that I will not be paid for my participation and that I may withdraw and discontinue participation at any time even after the interviews, as long as I do so within two weeks, without penalty.
2. I understand that if I feel uncomfortable in any way answering the questions, I have the right to discontinue.
3. I understand that the researcher will not identify me by name in any reports using information obtained from the interview, and that my confidentiality as a participant in this study will remain secure as all participants will be asked to sign an agreement to maintain confidentiality. Also uses of records and data will also be subject to standard data use policies which protect the anonymity of individuals and institutions.
4. The researcher will make every effort to protect the privacy of all participants at all times.
5. I have read and understand the explanation provided to me. I will answer all my questions to my satisfaction.
6. I have been given a copy of this consent form.

Signature

Date

Researcher's name

Signature

APPENDIX E**STATEMENT of CONFIDENTIALITY**

An Examination of the Adoption of Best Practices during TVET Faculty's Preparation of their Students for Advanced Technical Positions in the Workplace in one Urban Tertiary TVET Institute.

Conducted By: Howard Anthony Harvey

Institution: Temple University, Pennsylvania, USA

Programme: Ed.D. Educational Leadership Ethics and Policy Development

I hereby affirm that I will not communicate or, in any way, reveal publicly, any information discussed during the course of this focus group interview. I agree not to talk about material relating to the interview with anyone outside my fellow focus group members and the researcher.

Name: _____

Signature: _____

Project Director's Signature: _____

APPENDIX F

INTERVIEW PROTOCOL for VTDI STUDENTS

The purpose of the interview protocol is to find out the adoption of Best Practices during TVET faculty's Preparation of their students for the Advanced Technical Positions in the workplace in one Urban Tertiary TVET Institute.

If you are interested to know the findings of this study please indicate to the student researcher, and a copy of the findings will be made available to you. Thank you for your co-operation.

Howard Harvey

Doctoral Research Student

Temple University, Pennsylvania USA.

Demographic questions:

1. How knowledgeable are you about employability skills or softs skills?
2. What is your understanding of employability skills or soft skills programme that are facilitated by your lecturers?
3. Do you think that VTDI lecturers define and explain clearly what employability skills are in TVET classroom?
4. What methods are used by VTDI lecturers to differentiate between technical skills and soft skills?

5. Are you of the opinion that the time spent on employability skills during your lesson are adequate to prepare you for the technical advance workplace?
6. What are the techniques used by the VTDI lecturers to assess and identify your learning style for teaching and learning process of soft skills?
7. Have you observed the use of soft skills by your lecturers during the delivery of their lesson?
8. Do think that you have acquired the requisite soft skills needed to perform successfully in the technical advance workplace?

Affect questions:

9. What are the motivating factors used by the lecturers to promote employability skills in the teaching and learning process at the VTDI?
10. What would be your recommendation to improve the employability skills programme at the VTDI?

APPENDIX G**CLASSROOM OBSERVATION CHECKLIST**

The purpose of the classroom observation checklist to find out the adoption of Best Practices during TVET faculty's Preparation of their students for the Advanced Technical Positions in the workplace in one Urban Tertiary TVET Institute.

If you are interested to know the findings of this study please indicate to the student researcher, and a copy of the findings will be made available to you. Thank you for your co-operation.

Howard Harvey

Doctoral Research Student

Temple University, Pennsylvania USA.

Rate each indicator using the following scale:

Level 1 = Indicator Excellent Practices Demonstrated

Level 2 = Indicator Acceptable Quality Demonstrated

Level 3 = Indicator Need Improvement where the lecturer Demonstrated

Level 4 = Indicator ineffectively Demonstrated

Level 5 = Indicator not demonstrated

I. CONTENT AND CURRICULUM: Lecturers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.		
Indicators/Professional Practices		Findings/Evidence/Comments
<p>I-A. Subject–Classroom Structure</p> <ol style="list-style-type: none"> 1. Review’s previous days content 2. Gives overview of day’s content 3. Summarizes course content covered 4. Directs student’s preparation for next class 		
<p>I-B. Andragogical Content (Instructional Methods)</p> <ol style="list-style-type: none"> 1. Content 2. Appears knowledgeable on the course 3. Well organized 4. Explains concepts clearly 5. Relates concepts to students’ experiences 		
<p>I-C. Content Connections</p> <p>1-2. Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students’ everyday lives</p> <p>3-4. Connects content to other subject areas; makes content relevant to students’ everyday lives;</p>		

<p>5. Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections</p> <p>Lecturer-Student Interaction</p> <ol style="list-style-type: none"> 1. Solicits student input 2. Involves a variety of students 3. Shows awareness of individual student learning needs 4. Good communication skills 5. (i.e. listening, speaking, writing) 6. Exudes good reasoning abilities 		
<p>II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Lecturers support the intellectual, social, physical, and personal development of all students.</p>		
<p>II-C. Students' Development</p> <p>1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students</p>		<p>Evidence/Comments</p>

Indicators/Professional Practices		
<p>3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students</p> <p>5. Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students</p>		
IV. ASSESSMENT: Lecturers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.		
Indicators/Professional Practices		Evidence/Comments
<p>IV-C Assessment</p> <p>1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes and lesson procedures</p> <p>3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures</p>		

<p>5. Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups</p>		
V. PLANNING AND INSTRUCTION: Lecturer design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.		
Indicators/Professional Practices		Evidence/Comments
<p>V-B. Course outline and Instruction</p> <p>1-2. Course outline and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned</p> <p>3-4. Course outline and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned</p>		

<p>5. Course outline and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing</p>		
<p>V-C. Instructional Strategies</p> <p>1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter</p> <p>3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter</p> <p>5. Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge</p>		

TAXONOMY OF SOFT SKILLS-Non technical transferable skills that an individual to make them employable.

Politics- Listening

1. Leadership
2. Conflict management
3. Customer/ User Orientation
4. Adaptability to Change
5. Self-Awareness

Strategy-Propensity

1. Entrepreneurship
2. Results Orientation
3. Continuous Improvement
4. Contact Network
5. Culture Adaptability
6. Tolerance to Stress

Organization –Sharing

1. Planning
2. Communication
3. Negotiation
4. Teamwork
5. Analysis Skills
6. Management Skills
7. Research & Info Management Skills

Ethics-Generation		
1. People Development 2. Commitment 3. Learning Skills 4. Decision Making 5. Creativity & Innovation 6. Life Balance		

Adapted from Valdosta State University (Minor, et. al 2009).

APPENDIX H
HEART TRUST NTA
Vocational Training Development Institute
School of Applied Technology
Information and Communication Technology Department
Internship Performance Evaluation Form

A requirement to obtain the bachelor's degree in Information and Communication Technology is the completion of an internship by all students. The Internship serves the added purposes of: giving the student a final opportunity to pull all the knowledge and experiences acquired and applying them in a practical setting, as well as to showcase his/her individual skills and achievements.

Please use this form to evaluate the student's performance. The student's grade is based on your evaluation of his/her skills, personal qualities, interpersonal relations and attitude. Please respond to the following and add your comments where appropriate.

Student's Name & ID #:	Organization Name:
Student's Telephone Contact:	Organization's Address:
Duration of attachment: From _____ to _____	Total number of hours worked:
Organisation Supervisor's Name, Position and Tel. Contact:	School's Internship Coordinator: Mr Mark Green ICT Lecturer 977 – 1700 (Ext: 22726)

Please assign a numeric grade using the 1-5 scale to score each of the following core competencies and outcomes.

Student Grading

5. Greatly exceeds expectations of performance
 4. Meets expectations of performance
 3. Nearly meets expectations of performance – some refinement needed
 2. Needs improvement to meet expectations of performance
 1. Unsatisfactory – level of performance is well below expectations
- N/A Not applicable

SECTION A

Key Employability Skills

Communication – Writing	<i>Uses proper grammar and punctuation; uses appropriate level of language for reports, scripts, releases, work plans and evaluations</i>	
Communication – Oral	<i>Uses professional language, articulates clearly and concisely in meetings and in delivery of presentations</i>	
Communication – Listening	<i>Actively listens and processes verbal input; asks for clarification when appropriate</i>	
Technology	<i>Utilizes a variety of technologies and can choose appropriate hardware and software for tasks</i>	
Organizational	<i>Arranges and maintains communication and media equipment and materials for efficient access and use</i>	
Problem Solving	<i>Assesses, analyses and recommends solutions to all levels of workplace problems</i>	
Analytical	<i>Assesses information from a variety of perspectives to determine most pertinent, and best use of, data</i>	
Leadership	<i>Demonstrates through words and actions the ability to motivate self and others toward achieving identified goals</i>	
Appearance	<i>Neat, well groomed, appropriately attired</i>	
Dependability	<i>Prompt, trustworthy, follows directions</i>	
Job Attitude	<i>Enthusiastic, good team player; Willing to work and cooperate</i>	
Initiative	<i>Ability to work without supervision</i>	
	TOTAL	

SECTION B

Performance Particulars

Describe briefly the nature of the jobs/projects that the student was assigned

What are the three (3) strongest characteristics of this student's performance?

1.
2.
3.

What areas of the student's performance should be improved?

1.
2.
3.

Please complete the appropriate areas below:

Organisation Supervisor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Please note that all three programmes used this document for internship.