

Module 2 Administration and Management of TVET

Unit 2.1 Management of TVET

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Introduction

About this Unit

Welcome to the unit on the Administration and Management of Technical and Vocational Education and Training. It is our hope that you will find the study of this topic to be informative and interesting.

This unit introduces the principles and theories of management. It identifies various management styles and makes specific relationships to the management and training systems at the national level. The varying roles of persons who are involved in the management of education and training are identified. Special focus is placed on the composition and functions of a National Training Agency and other regulatory bodies. The functions of the teacher as manager of TVET within the institutional setting are another important area of focus.

How to use this manual

The manual is designed to facilitate the development and application of the theoretical principles of management. You should work through it at your own pace in the order presented.

This unit includes *practical activities*. These are designed to reinforce the information and to enable you to develop and practise the content.

Answers to the activities are provided at the back of this manual. Check your responses as soon as you complete an activity.

Assessment tasks are provided at the end of the unit. These are designed to assist you in the achievement of the learning outcomes for this unit.

How you will be assessed

Assessment of this unit will be in two parts.

Part 1 is a *written assignment* that will cover the content outlined in this unit.

Part 2 is a *practical assignment* that will be completed with guidance from your tutor. This practical assignment will enable you to apply the content outlined in this unit.

Please contact your tutor when you are ready to start the assessment.

Finding your way



Read



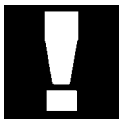
Important—take note!



Check your progress



Activity



Competency

The resources for the TVET curriculum are competency based. The competency for each unit is expressed as a number of learning outcomes and assessment criteria.

The assessment criteria specify what you must be able to do to show you have gained the knowledge, skills and attitudes needed to achieve each learning outcome.

Each unit has its own assessment criteria specified. *Recognition of prior learning* is encouraged. If you feel confident you have the necessary level of competence to successfully complete the elements shown below, you may be able to take the assessment.

Learning outcomes

When you have completed this unit you will be able to:

- Discuss the principles and theories of management.
- Identify different leadership styles.
- Develop a schematic representation of the management of the education/training system at national level.
- Identify the roles of key persons in the management of education/training.
- Describe the composition and functions of a National Training Agency or other body regulating skill development.

Assessment criteria

- Report on the role of management and the leadership strategies utilised.
- Distinguish between management roles and leadership roles.
- Identify management related problems and provided solutions.
- Cite examples of managers acting as agents of change.
- Discuss the role of TVET and its contribution to a nation's economy.
- Discuss management decisions that a teacher/instructor must take before performing functions within his role.
- Compile a portfolio on relevant theorists.
- Develop a case study on a management related situation.

Other resources you may find useful

- Cole, G. A. (1998). Management Theory and Practise. Letts Educational.
- Gorton, Richard, A. and Schneider, Gail T. (1991). School-Based Leadership. William Brown Publishers.
- Seyfarth, John T. (1996). Personnel Management for Effective Schools. Allyn and Bacon.

Section 1



Principles and theories of management

An Overview

Management is universal in the modern industrial and technological world. All organisations are required to make decisions, to coordinate activities and to evaluate their performance as they strive to achieve pre-determined goals. Technological developments have, on a continuous basis, changed the approaches to management. In addition, the complexities of human relationships have contributed to making management a dynamic *new science*.

Within our environment we are able to identify many managerial activities e.g., personnel management, marketing management, educational management or even production management, each with specific approaches and challenges while having common elements in their day to day operations.

Management has been defined by Daft and Marcic (1998) as the attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources.

Perspectives of management and the organisation

The early study of management began in North America with the Classical Perspective, which emphasised a rational, scientific approach to the study of management and sought to make organisations efficient operating machines in response to various problems in the manufacturing sector. This perspective contains subfields, which are:

- scientific management,
- bureaucratic organisations
- administrative principles

Scientific management emphasised scientifically determined changes in management practises as the solution to improving labour productivity. Some of its basic philosophies were to develop standard methods for performing jobs and training workers in these methods. They provided wage incentives to workers for increased output and therefore demonstrated the importance of compensation for work performance. A failure of this approach was that management did not appreciate the needs of workers and regarded them as uninformed and ignored their ideas and suggestions.

Frederick W. Taylor, Henry Gantt, Frank and Lillian M. Galbreth were pioneers of scientific management.

Frederick W. Taylor (1856-1915) was regarded as the ‘father of scientific management’. He emphasised management at the shop level rather than general management and was concerned mainly with the efficiency of workers and managers in actual production. Taylor considered each worker as a separate economic person motivated by financial needs.

Bureaucratic organisations emphasised management on an impersonal, rational basis through such elements as clearly defined authority and responsibility, formal record keeping, and separation of management and ownership. The term bureaucracy is associated with ‘red tape’ and ‘rules’- a perceived negative connotation.

Max Weber (1864-1920) a German theorist developed the concept of an ideal model or pure form of organisational design that is formal, impersonal and governed by rules rather than by people. The basic characteristics of the model are:

- regular activities aimed at organisation goals are distributed as fixed official duties
- the organisation follows the principles of hierarchy
- operations are governed by a consistent system of abstract rules that are applied to individual cases
- the ideal official operates as a formal personality without emotion
- employment in the organisation is based on technical qualifications and is not subject to arbitrary termination
- technically bureaucracy attains the highest degree of efficiency

Administrative principles focused on the total organisation rather than the individual worker outlining the management functions of planning, organising, commanding, coordinating and controlling.

Contributors of this approach included Henri Fayol, Mary Parker Follet, and Chester I. Barnard.

Henri Fayol (1841-1925) was a French industrialist and theorist. He emphasised the structural nature of organisations. Fayol was the first management author to state a series of management principles that would provide guidelines for successful coordination. He regarded the elements of management as its functions, which he listed as - planning, organising, commanding, coordinating and controlling.

The second perspective is the ***Humanistic Perspective***. This is a management perspective that emerged around the late 19th century. It emphasised understanding human behaviour, needs, and attitudes in the workplace. The subfields are the:

- human relations movement
- human resources perspective
- behavioural sciences approach

Human Relations Movement shaped management thinking and practises. It emphasised satisfaction of employees' basic needs as the essential element to increased worker productivity. Mary Parker Follet and Chester I. Barnard were early advocates of a more humanistic perspective. Elton Mayo was a leading theorist in this field.

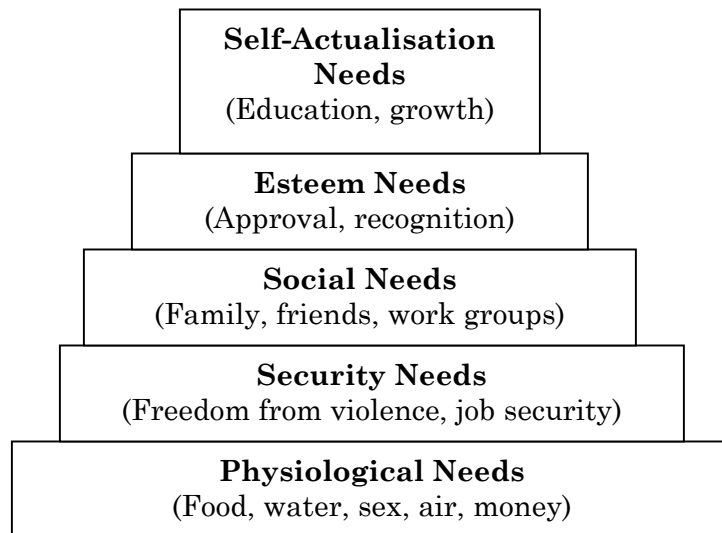
Elton Mayo (1880-1949) is best known for the Hawthorne studies; the first major attempt to undertake genuine social research. These were a series of experiments on worker productivity that attributed employees' increased output to managers' better treatment of them during the study. It also focused on the effects of the physical environment upon worker productivity. The conclusions to be drawn were:

- individual workers cannot be treated in isolation, but must be seen as members of a group
- the need to belong to a group and have status within it is more important than monetary incentives or good physical working conditions
- informal groups at work exercise a strong influence over the behaviour of workers

Human resources perspective suggests jobs should be designed to meet higher-level needs by allowing workers to use their full potential. This therefore maintained an interest in the worker as an individual and the need for considerate leadership.

Abraham Maslow and Douglas McGregor were foremost contributors.

Abraham Maslow (1908-1970) suggested a hierarchy or classification of human needs – a theory of human motivation. At the core of his theory is the concept that we are motivated by fulfilling a hierarchy of needs. It shows that as our lower level needs are satisfied, our higher level needs become dominant. Maslow's Hierarchy of Needs, as it is commonly called, started with physiological needs and increased upwards to security, social, esteem and finally, self-actualisation needs.



Maslow's theory has provided a useful framework that is still presently used. It is relevant to workplace motivation issues and how managers meet those issues. A critical analysis of Maslow's Theory is that individual needs were existence (the basics of life), relatedness (social and interpersonal) and growth (personal development) instead of a hierarchical arrangement.

Douglas McGregor, (1906-1964) focused on the dual nature of people who explored the human side of organisations and defined the traditional and the current views of worker behaviour.

Theory X emphasised the following:

- the average human being has an inherent dislike of work and will avoid it if he can
- most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organisational objectives
- the average human prefers direction, wishes to avoid responsibility, has relatively little ambition, wants security above all

Theory Y makes the following assumptions:

- the expenditure of physical and mental effort is as natural as play or rest
- the average human being learns, under proper conditions, not only to accept but to seek responsibility
- man will exercise self-direction and self-control in the service of objectives to which he is committed

Frederick Herzberg described the two-factor theory or motivation-hygiene theory concluded that certain factors tended to lead to job satisfaction, while others led to dissatisfaction. The factors giving rise to satisfaction, were called *motivators* e.g., feelings of recognition, achievement and desire. Those giving rise to dissatisfaction were called *hygiene factors* e.g., pay, working conditions, company policy.

The third perspective is the **Modern Management Science Perspective**, which applied mathematics, statistics and other quantitative techniques to solve military problems. This later impacted upon management and business applications. Two main approaches are Systems Theory and Globalisation.

Systems Theory sees organisations as open systems that interact with the external environment to survive. Organisations must monitor their environments, adjust to changes and have new inputs in order to survive and prosper. The school is an open system and relies on its environment for its survival. The five components are:

- *inputs* – material, human, financial or information resources used to produce goods and services
- *transformation process* – management's use of production processes – inputs then change into outputs
- *outputs* – the organisation's products and services
- *feedback* – knowledge or information on the processes or products
- *the environment* – social, political and economic forces that surround the organisation

Globalisation spawns the need for innovation and creativity. As a result, new management approaches emphasised empowerment of workers and involvement of employees. The success of the Japanese and other Far Eastern countries in the manufacturing sectors has stimulated the participatory management practises in response to growing competition.

William Ouchi – Theory Z management principles and techniques are approaches to employee motivation based on Japanese management practises for increasing productivity. The Japanese believe high quality to be the key to increased productivity and greater profit. This ‘new’ philosophy focused on managing people and included lifelong employment prospects, shared forms of decision-making and relationships between manager and subordinate based on mutual respect.



The Organisation

Today’s organisational environment is significantly different from that of the past. Global competition, information technology, the quality service revolution, as well as diversity and ethics have forced management of all types of organisations to rethink their approach to their operations and human resources. This paradigm shift makes it necessary for organisations to respond to their internal and external environments. As a result, the face of the workplace is constantly changing with demands for cutting edge technology and just-in-time quality practises. These demands make organisational learning and behaviour critical elements in education and training.

An organisation is a social entity that is goal directed and structured so that tasks and responsibilities are assigned to its members. The manager of an organisation has the responsibility, therefore, to deploy the functions of management to ensure that resources are utilised in an effective and efficient manner to accomplish the organisation’s goals.

Organisations are often thought of in structural forms often depicted graphically in an organisational chart. They consist of four (4) interdependent elements, which are:

- **Technology** - its processes e.g., in a school, the process of education and the physical plant, workshop/laboratories, classrooms, chalkboards etc.
- **Structure** – the organisational chart, the departments, the hierarchical levels and lines of authority and responsibility, the timetables, the curricula etc.
- **People** – the people in a school organisation are the teachers, their professional codes, their knowledge, skills and attitudes, and the experiences of students and non-teaching staff.
- **Culture** – the character of the organisation relates to its tone, its value system, the standards that are set and by which it is guided, personal relationships, habits and practises.

The management of organisations involves not only the management of each of the elements, but also of the balance or harmony between them.

Conclusion

A modern perspective to management is Total Quality Management (TQM), which focuses on the delivery of quality to stakeholders. The elements are employee involvement, the customer, competition and continuous improvement. Within the context of TVET, *educational inputs* are seen as fundamental to quality in education. Trained teachers, appropriately equipped classrooms, good educational resources and motivated students all contribute greatly to learning. The second facet, *processes*, are significant because the quality of education depends fundamentally on how we do things, and improvement comes about by changing the way we do things based upon our experience. The quality of teaching and learning bring about the best quality of education. *Outputs*, as the third element, relate to the achievement of specific standards of excellence. In this instance, learning is regarded as the true measure of the quality and efficiency of education. *Outcomes* are measured by the sense of responsibility individuals demonstrate – a likely example being the quality of the workforce – a real measure of a quality system.

It is important to parallel management and organisation theory to TVET because of its relatedness to the work environment which was used as the platform for study or research, reengineering and development from the industrial age to modern times.



Functions of the teacher as manager of TVET

The management skills that are needed by the TVET teacher/instructor relate closely to the *functions of management*. These skills are as follows:

- *Planning* the programme of teaching-learning.
- *Decision-making* with regard to the use of resources.
- *Organising* routine matters and students' learning activities.
- *Co-ordinating* learning in the classroom with learning from other sources.
- *Communicating* with students and parents.
- *Influencing* other teachers in the education/training of his students.
- *Evaluating* the effectiveness of his work.

Areas of teacher focus

- *The Educational Aims:* what are the targets?
- *The Curriculum:* what are the knowledge and skills?
- *The Resources:* what resources (internal and external) are appropriate to teaching and learning?
- *The Constraints:* what limitations exist with regard to time, resources, and guidance?
- *The Methods of Teaching:* what methods are desirable to achieve effectiveness?
- *Coordination:* are all students working equitably?
- *Evaluation:* what is the quality of the programme?
- *Innovation:* what changes are needed to the programme and its offerings?



Activity 1 Check your progress

1. How would you characterise the culture of your school/institution?
2. State the ways in which stakeholders are affected?
3. What are the seven functions of management? For **each** function, specify the management skills and activities that teachers/instructors must perform.
4. What are the eight (8) 'Areas of Teacher Focus' identified? Respond to the questions asked with specific reference to your area of specialisation and teaching experiences.

Check your answers with your tutor.



Leadership Styles

The concept of leadership is an aspect of behaviour at work, rather than personal traits or characteristics. Leadership may also be regarded as a matter of aligning people toward common goals and empowering them to take actions that are needed to solve problems and make a difference.

Leadership may be defined as a dynamic process demonstrated by individuals who are able to utilise appropriate knowledge, skills and attitudes (personality) as they attempt to influence group members and other stakeholders towards the realisation of organisational tasks and goals.

Modern theories on leadership

The complex leadership process has benefited from theories that have emerged in recent years. They include the *charismatic*, *transactional*, *transformational* and *social learning* theories.

Charismatic leadership relates to the belief about leaders as being those who 'by the force of their personal abilities are capable of having profound and extraordinary effects on followers.' This concept suggests that charismatic leaders are self-confident and display confidence in others, they display an ideological vision and the use of personal example. Their followers identify with the leader and the mission. They display loyalty and confidence while attempting to emulate the leader's values and behaviour. They often derive self-esteem from a close association with the leader. Well-known examples of personalities in this category may include politicians, sportsmen and women, actors and actresses.

Some negative aspects of charismatic leadership are its use of power for personal gain or impact and the promotion of a personal vision. In many instances, one-way communication is the norm and leaders are often insensitive to followers' needs.

Transactional - this is a traditional form of leading which clarifies subordinates' role and task requirements, initiates structure, provides rewards and displays consideration to and meet the social needs of subordinates. These leaders are hardworking types who are often tolerant and fair-minded. They stress the impersonal aspects of performance, have a sense of commitment to the organisation and therefore conform to organisational norms and values.

Some drawbacks of the transactional mode are the passive form, which intervenes only if standards are not met, and the active approach, which watches and searches for deviations from rules and standards before taking corrective action.

Transformational leaders display a style that is distinguished by their special ability to bring about innovation and strategic changes. They focus on visioning, shared values, ideas and team leadership. Transformational leaders as a direct result of their approach, instil pride, gain respect and trust from those supervised. Some other characteristics are their belief in people, being value-driven and lifelong learners who promote intelligence and encourage problem solving and initiative.

The transformational approach has been regarded as the modern approach to leadership of educational institutions because these leaders employ legitimating tactics and engender higher levels of identification and have better performance.



Activity 2

Check your progress

1. Examine the needs of your organisation and differentiate between 'management and 'leadership'.
2. Identify a leadership position in your institution. Explain the leadership approach that you will adopt as you assume the role.
3. Justify your actions outlined in (2) above.

Check your answers with your tutor.

Section 2



Management of Education and Training Systems (TVET) at the National Level

An Overview

Technical and vocational education and training emerged during a period of great change of values that were being influenced by science, technology and industrialisation. It caused Caribbean life to shift from its traditional direction to a course of unknown destination with a hope that a higher standard of living and economic sufficiency would be the outcome.

Many of the philosophies of formal and informal education and training in the Caribbean originated from the writings of Plato, Rousseau and John Dewey. Traditional education was challenged by some as being somewhat useless and unrelated to the mores of developing society. A call for educational change resulted in many forms of practical, as opposed to liberal or classical education. New courses and programmes were demanded to meet the needs of an industrial thrust.

The new thrust in regional national planning and implementation for TVET commenced in Jamaica and Trinidad at the onset of Independence in 1961. The education system was being called upon to provide the training needed to lay the foundation for self-reliance, and productivity.

It was not uncommon for different organisational entities to be responsible for primary, secondary, and vocational education. This often resulted in confusion and a disparaged TVET sector. The overall management of TVET as the sole responsibility of the Ministry of Education – spearheaded by the Minister of Education (these titles may vary from territory to territory) was recommended as the norm.

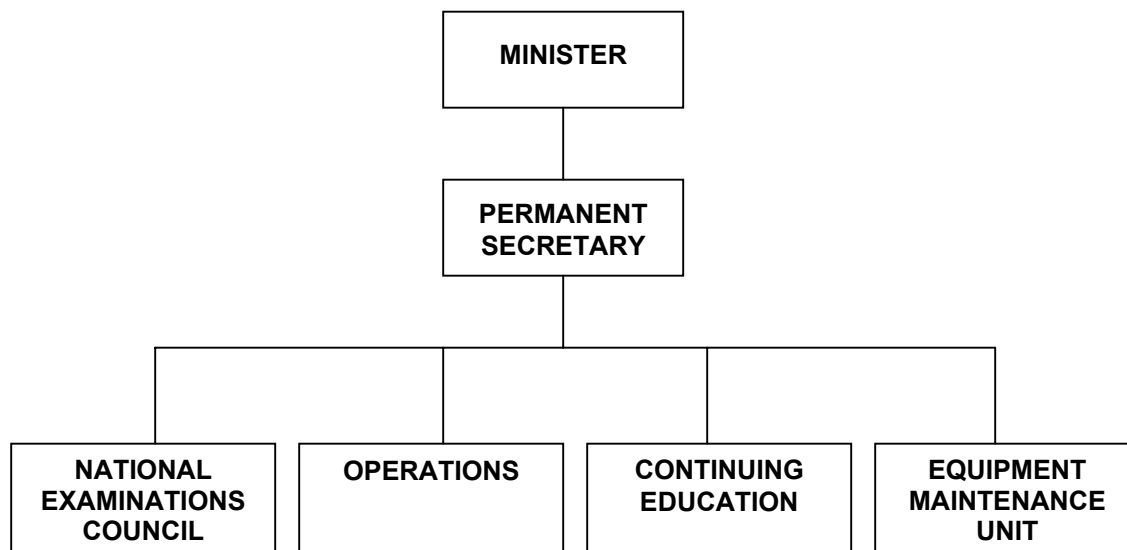
Later, Advisory Committees on TVET related activities have recommended various matrix type organisational structures and groupings with the goals of accelerating the industrial and economic development of its related country. This is aligned to a steady increase in population and the entry of large numbers of young people into the labour market – creating a direct economic impact. It was therefore necessary for the government and the private sector to take the initiative in providing jobs, and for educating and training its human resources.

The establishment of a single authority in Trinidad and Tobago called the National Training Board (NTB), established in 1972, was intended to advise the Government on matters related to Technical and Vocational Education and to coordinate and standardize the craft training carried out in secondary and tertiary level institutions, through the development of curricula and the training of teachers/instructors.

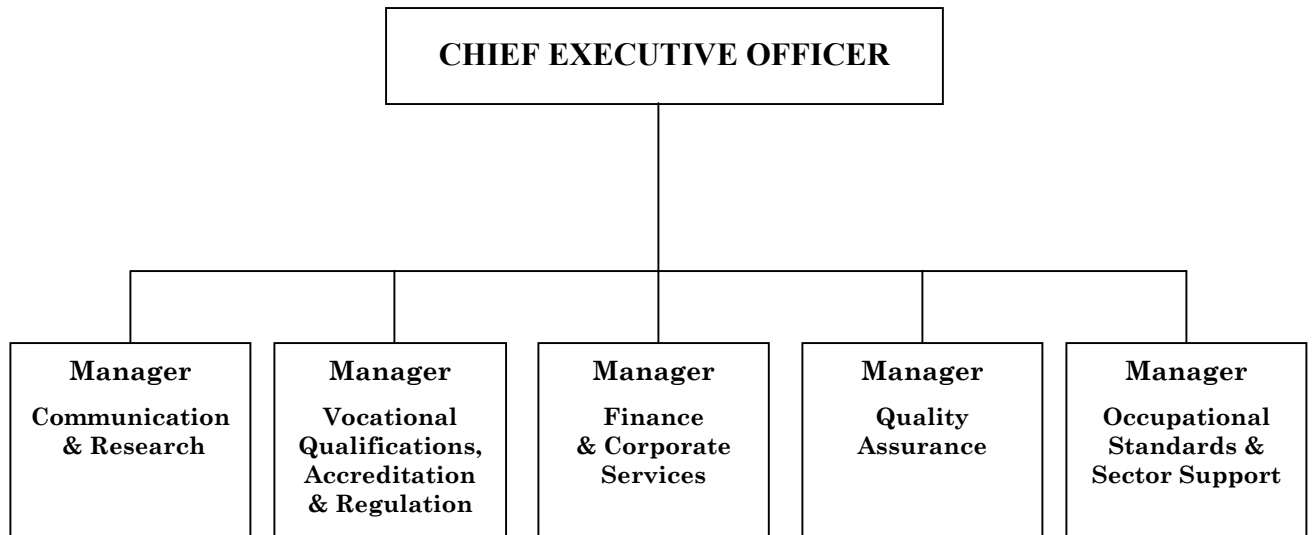
After years of apparent dissatisfaction and recommendations from several government-funded studies, the Board was disestablished. At the present time, secondary level TVET remains under the direct control of the Ministry of Education and post-secondary level (tertiary) education and training is administered by the Ministry of Youth, Development and Culture.

Organisational Structure Technical and Vocational Division

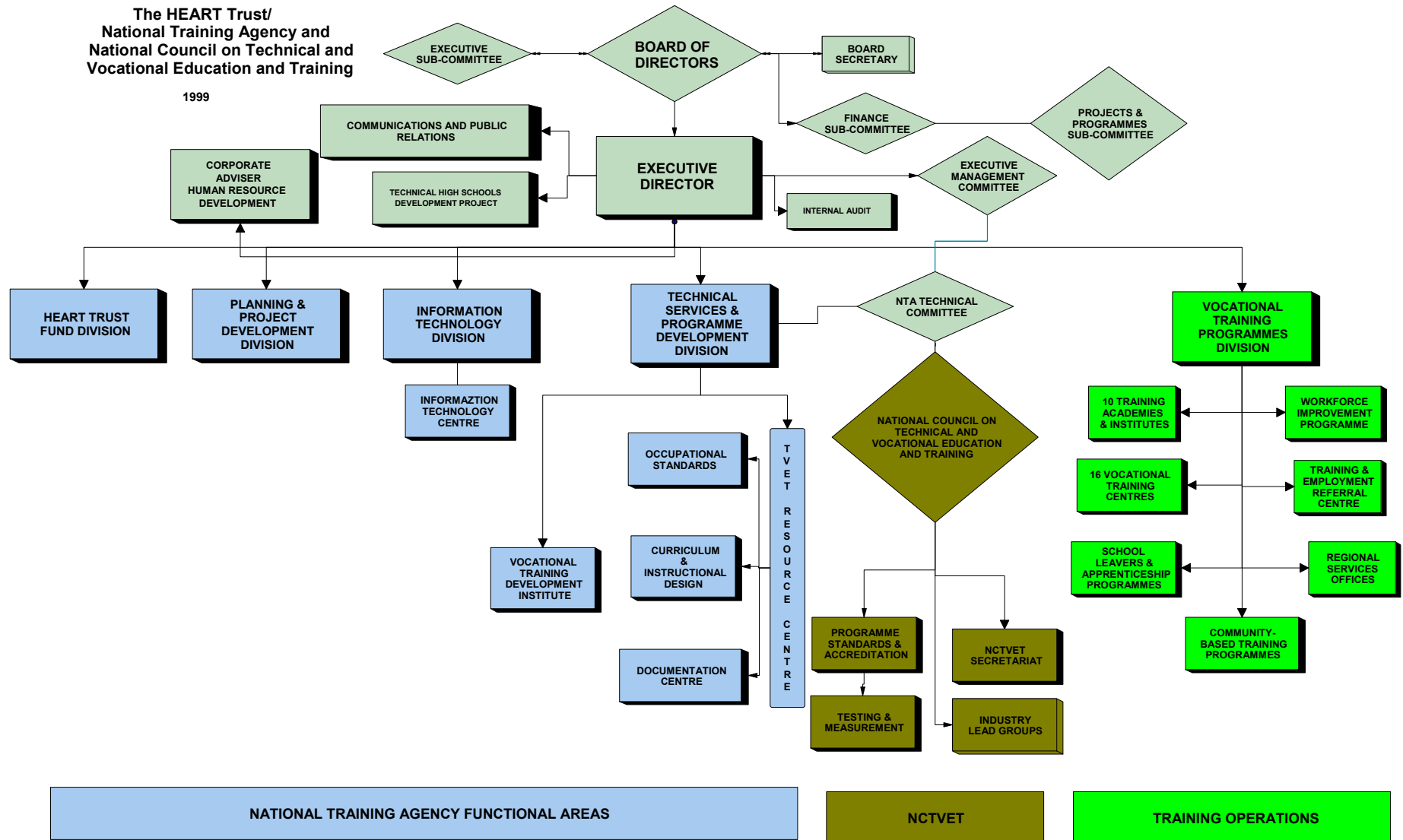
Ministry of Education, Trinidad and Tobago (2001)



Organisational Structure of the National Training Agency – Executive Management. (Trinidad and Tobago)



Organisational Chart of HEART/NTA (Jamaica)



Functions of Training Regulatory Bodies

Training regulatory bodies e.g., National Training Boards, and National Training Agencies perform a variety of functions that relate to the administrative and management of technical and vocational education and training. Some functions are:

- to conduct needs assessments on regional and national TVET related concerns
- to formulate policy and financial incentives for sustaining the interest and involvement of all stakeholders
- to formulate policy with regard to the organisation, management and implementation of TVET programmes
- to align the policies to the regional and national philosophy of education and training
- to develop a standardised certification system for all occupational groupings within TVET
- to develop the curriculum and related support materials for areas of specialisation within TVET, through consultation with stakeholders and advisory committees
- to oversee the implementation of the curriculum, while ensuring that industrial and technical standards are maintained
- to ensure the training and re-training of its professional and sub-professional human resource
- to identify areas of development and growth within TVET e.g., new courses, technology – as a result of international, regional and national changes
- to assess the overall performance of its functions and implementation processes on an on-going basis – through action and library-based research
- to report on research findings and to implement recommendations to improve TVET.



Activity 3

Check your progress

1. Draw an organisational chart to show the present management of TVET in your territory.
2. Formulate a detailed analysis of the organisation chart outlined in Question 1.
3. List recommendations for improving the organisational structure.
4. Draw an organisational chart to show the improved structure.

Check your answers with your tutor.

Section 3



Roles of Management Personnel (TVET)

Key Persons in the Management of Education/Training

Modern managers have come to recognise that human resources deserve attention because they are a significant factor in top-management strategic decisions that guide the organisation's future operations. Three crucial elements are needed for organisations to be effective:

- (1) mission and strategy
- (2) organisational structure
- (3) Human Resource Management

It is important to remember that people do the work and create the ideas that allow the organisation to survive. People therefore limit or enhance the strengths or weaknesses of an organisation, and as a result, the human resource function must be regarded for its significant role. Within the Administrative arm of Education and Training the personnel who manage the organisation are:

- *Minister of Education* – a representative of the Government with the mandate to oversee the Education and Training portfolio.
- *Permanent Secretary* – Chief Administrator and Public Officer. Oversees the entire organisation and reports to the Minister.
- *Director, Technical and Vocational Education and Training* – Manages the implementation of the curriculum (to the secondary level), formulates policy and advises on TVET related matters.

Institutional Level:

- *Principal and/or Vice-Principal, Secondary Schools (Academic and TVET)* - General administration, leadership and implementation of the schools' curriculum.
- *Head of Department* – Provides leadership and guidance to teachers/instructors at the departmental level. Reports to Principal and Vice-principal.
- *Teachers/instructors* – Plans and delivers teaching-learning material in keeping with curriculum guides and examination syllabi. Prepares course work, resource material and assignments. Administers and marks examinations. Performs minor equipment repair and orders supplies for use in the workshop/laboratory. Manages classroom/workshop-laboratory setting and related personnel.

General Job Description – Technical and Vocational Teacher

- teaches students at secondary and tertiary level, practical skills and related theory in technical subjects to prepare them for examinations, entry into related courses at higher levels and entry-level employment in related occupations
- prepares schemes of work, forecasts, lesson plans, teaching-learning resources, teaching strategies, assignments to develop and/or follow practical and theoretical programmes reflecting syllabus requirements for national, regional and international examinations
- teaches students, names and uses of tools, equipment and apparatus, practical skills and related theory in technical subjects using such teaching resources and techniques as audio-visual equipment, charts, posters, demonstrations and field trips
- supervises workshop/laboratory activities to ensure development of good working habits and adherence to safety procedures
- coordinates with *Workshop Attendant* to maintain and secure tools, equipment, apparatus and materials for teaching programme
- prepares, administers, corrects tests and records results to assess students' progress; performs role of Form Teacher to undertake responsibility in such matters as roll call, routine counselling, meeting with parents and preparing students' reports
- collaborates with Administration – Principal, Vice-Principal, Heads of Department on a variety of matters which include the following:
 - discuss student and school-related matters such as curriculum, discipline, examinations and school projects
 - effects minor equipment repair or reports problem to maintenance personnel for corrective action
 - completes requisition forms to order necessary supplies for use in workshop through school administration; checks delivered supplies to ensure conformity with specifications
- screens incoming students to meet enrolment requirements by means of tests and interviews
- collects supplies from business establishments



Activity 4

Check your progress

1. Select one manager in your institution's TVET setting.
2. Formulate interview questions on the specific management functions that are performed on a daily basis.
3. Conduct the interview.
4. Write a report on the interview session and make appropriate recommendations for improvement.

Check your answers with your tutor.



Assignment No. 2.1-1

To be completed and returned to your Tutor for assessment.

This is an Open Book assignment and you may refer to whatever resources you have at your disposal.

Name: _____ **Date:** _____

This assignment requires you to interview a manager of an educational institution (TVET) in your community. The responses you receive will be the basis of further assignments, so it is important that you ensure that you obtain as much pertinent information as possible.

It is also important that you establish a good relationship with the person you are interviewing and are very appreciative of the time they are spending with you. Mostly, people will be pleased to tell you of their successes and challenges and you will learn a lot from them.

A list of possible questions has been provided for you, but it is only a guide – the tone of the meeting and responses will set the pattern of the interview. It is a good idea to use a tape recorder, but ask permission to do this.

Question 1

- 1.1 Select a Manager of an educational/training institution who is operating successfully and make an appointment to meet with this person. Allow an hour if the person can spare it.
- 1.2 Conduct an interview using a series of open-ended questions to determine how the Manager obtained this position.
- 1.3 Discuss the challenges that are faced in the performance of this role and the leadership strategies that are utilised.
- 1.4 Document and discuss your findings in a report of up to 1000 words.

Your report should include:

- background information on the institution
- nature of the programmes that are being offered
- historical information
- number of persons employed
- how the job opportunity was first spotted
- how the incumbent prepared to obtain the position.

Question 2

- 2.1 Distinguish between a management role and a leadership role in this institution.
- 2.2 Identify a management related problem and discuss two approaches to a solution.
- 2.3 Give an example of a traditional management style as opposed to a modern style.

Question 3

Change is regarded as an important element in management and leadership. Cite an example of the Manager of the education/training institution acting as an agent of change.



Assignment No. 2.1-2

To be completed and returned to your Tutor for assessment.

This is an Open Book assignment and you may refer to whatever resources you have at your disposal.

Name: _____ **Date:** _____

Question 1

Discuss the role of TVET in preparing students for the world of work and contributing to a nation's economy.

Question 2

Discuss the management type decisions that a teacher/instructor must take before he/she performs the following:

- (1) plans a series of lessons
- (2) teaches an individual lesson
- (3) arranges a field-trip/educational tour/resource person
- (4) adopts an innovation

Question 3

Compile a portfolio of research material on the following:

- relevant theorists to TVET
- develop a case study on a management related situation