

A PERFORMANCE MANAGEMENT SYSTEM FOR A FURTHER EDUCATION AND TRAINING COLLEGE: A CINDERELLA CASE STUDY

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ABSTRACT

The complexity, uniqueness and importance of performance management systems provide the milieu for the author's demonstration that staff performance remains at the heart of an institution. However, the trick is whether institutions have developed the skill of unleashing this potential. This requires a comprehensive approach, which stresses the merits of improving individual and institutional performance. This article explores one institution's perspective, experiences and challenges that were discovered during the Cinderella case study of a Further Education and Training College in South Africa. One of the distinctive features of a performance management system is that it can become a crucial quality assurance tool to ensure results.

Keywords: Further Education and Training; Performance Management System; FET College.

1. INTRODUCTION

The application of performance models has become widespread practice in higher education (HE) and further education and training (FET) on a worldwide basis, as confirmed by the literature (CHET 2002; Mapesela & Strydom 2004; Phutsisi 2006). It is driven by an increased legislative demand for accountability and quality assurance (i.e. overall improvement in teaching and learning, research and service). However, international and national HE and FET systems are directed by different combinations of goals, which depend on the specific national contexts and the balance of accountability, markets and trust within these contexts. The goals range from the stimulation of internal and external institutional competition to verifying the quality of new institutions, assigning institutional status, justifying the transfer of state authority to institutions and justifying international comparisons (Brennan 1999; Trow 1998).

The common goals of accountability and improvement in teaching and research directly relate to the enhancement of staff performance. Therefore, it is evident that human resource management and development (HRMD) is embedded in HE and FET institutions. The aim of HRMD is to create a workforce that is trained, motivated and equitably rewarded (critical in the development of human capabilities). It is also paramount in overall transformation and social development (McNickle & Cameron 2003; Soltani, van der Meer & Gennard 2003; Mapesela & Strydom 2004; Victorian TAFE Association 2004).

In addition, Middlewood and Lumby (1998) stress that an increased focus on HRMD has shown a consciousness of the performance priorities of educational organisations and a growing realisation that optimal, rather than merely adequate, level of organisational performance depend on the effective management and development of human resources (HR). This confirms the view that HE institutions and FET institutions are not immune to expectations of performance in a highly competitive world. Furthermore, Mapesela and Strydom (2004) state that HRMD should aim to create and maintain a workforce that performs effectively in pursuing the institution's mission and strategic priorities. Accordingly, the benefits of performance improvement in an institution include aspects of the institution's mission and strategic priorities (e.g. quality, accountability, productivity and capacity building). Specialists in this field such as Brennan (1999) and Neave (1998) have determined that the introduction of a performance management (PM) model to HE (or FET in this case study) is not only regulated by national performance expectations but also by the nature of the individual institution. The needs driving the introduction of a performance management system (PM system) are therefore different and diverse as a result of cultural traditions, principles and points of departure.

The researchers were of the opinion that it would have value to investigate the PM of educational staff within the FET sector in South Africa. Worldwide, FET history has shown this sector to be the Cinderella of education (i.e. the neglected, overlooked and puny educational area), in comparison with the school sector and HE, because it has always been treated as less important when it comes to funding and relevance. However, due to legislative demands, the current FET sector has experienced radical change in developing and increasing its own responsiveness. In order to make the necessary transitions it is crucial for both the FET institution and staff members to take responsibility for the improvement of their own standards of performance. The road we now have to travel in South Africa, though complicated, has already been travelled in England, Australia and Germany, amongst other countries. FET in South Africa has much to learn from the experiences of these countries.

This article provides an orientation to the Cinderella case study in which the PM system of FET College cluster A in the Free State was evaluated. The discussion commences with an overview of the problems experienced within the FET sector in general and with the management of the performance of educational staff more specifically. The problem statement informs the main research question and consequently the aim and objectives of the study. Thereafter, the evaluative case study design followed is explained, with particular emphasis on the literature and policy review which preceded the actual empirical investigation.

2. PROBLEM STATEMENT

On a worldwide basis, managing the performance of educational staff has become a critical factor in developing and maintaining an institution's competitive edge (Carl & Kapp 2004; Hurley, Jones, Thomas 2007; Broadbent & Laughlin 2008; etc). In South Africa in particular, all knowledge-producing institutions have a crucial role to play, not only in the development of human capabilities (Brindle 2006), but also in social development and transformation. The challenges of and demands for reconstruction, social transformation and development faced by institutions are tremendous. Within this context, the FET sector is not excluded from meeting the new priorities and needs of South Africa. New legislation, which steers the whole transformation process, also impacts on the academic staff of FET institutions.

The transformatory nature of the FET sector, as demonstrated in numerous policy documents (cf. RSA MoE 1995; RSA MoE 1998a; RSA MoE 1998b; RSA MoE 1998c; RSA MoE 1998d; RSA MoE 2006; RSA DHET 2010; etc.), as well as the recent developments in the new landscape of the merged FET colleges and the new proposed seamless interface between HE and FET institutions, places new demands on this Cinderella sector to demonstrate quality, equity and accountability. Of major importance in this regard was the establishment of the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA) in May 2000 with its mandate to raise the levels of skills and qualifications of people employed or seeking work in the Education and Training and Development (ETD) sector. Ten years later, the Department of Higher Education and Training in the Strategic Plan for 2010-2015 (RSA DHET 2010:12) still emphasise that South Africa should strengthen their "skills and human resources base to ensure a workable and skilled workforce to support an inclusive growth path". This is even more crucial for the Free State, which faces great socio-economic challenges due to the unequal development and resource distribution of the past (RSA MoE 2002; RSA DHET 2010). In 2002, 152 South African colleges merged, forming fifty key providers of FET for the country. At this stage there is still no clear plan with measurable and meaningful outcomes regarding PM in the FET sector; the sector is still waiting for instructions. Even before the mergers, however, the college system did not meet the needs of this country in terms of relevance, access or quality.

Currently, FET is undergoing comprehensive transformation with regard to the Recapitalisation Plan of FET, the implementation of the new FET College Curriculum which leads to the National Certificate (Vocational) qualification and the new Strategic Plan (RSA DHET 2010). There is tremendous pressure on FET colleges nationally and on their lecturers to ensure the success of the transformation (Phutsisi 2006; RSA DHET 2010). This pressure has already highlighted various needs at the FET College cluster A such as assessor, moderator, and Microsoft PowerPoint training. As well as interventions which will include curriculum and institutional support to enhance teaching and

learning practices – including extensive student support (RSA DHET 2010:26). To plan strategically for HRMD within this context is both complex and difficult. Currently organisational change is part of the envisioned development of a highly skilled workforce for the Free State region. Human resource management (HRM) is of paramount importance within this FET context. Although there are development systems and policies with useful guidelines and requirements that do try to improve, reform and revitalise academic staff in HE, most of them fail to deal with the real needs of academic staff (Woodhouse 1999; Coens & Jenkins 2000; Franzen & Orr 2002). PM systems' policies and guidelines often fall short of addressing the context-specific problems experienced by institutions and educators. Many PM systems have also been found to be inadequate in dealing with the real needs of educators. It is therefore imperative that certain shortcomings of current PM processes within South African HE and FET should be addressed – as highlighted by some of the new operational and performance strategic plan's (RSA DHET 2010). The Centre for Higher Education Studies and Development (CHESD) at the University of the Free State responded to the situation by initiating the Performance Management Project, which was partly funded by the National Research Foundation with the aim of contributing towards the establishment of effective and efficient PM systems in the region. The researchers became involved in the project as members of the project team. This research targeted the FET College cluster A in the Free State province of South Africa. In the past the Free State had 15 FET colleges which merged in 2002 to form four multi-campus FET institutions, namely Goldfields, Motheo, Maluti and Flavius Mareka. For the purposes of this Cinderella case study, the focus will only be on the FET cluster A, which – according to the total head count – is the biggest cluster in the Free State (viz. 13 631 out of a total of 28 711 learners). In order to comprehend the PM system for educational staff at the FET College cluster A, a macro-perspective overview is first provided of PM in the HE and FET sectors, as embedded in HRMD. This perspective is followed by the broader international and national views of the FET band, providing a meso-perspective on the historical background, legislation and current transformatory practices of FET. Against this background, the research problem is subsequently investigated on the micro-level, leading to the development of an effective and efficient PM system for educational staff in the FET College cluster A, taking into account staff training and development as well as annual performance reviews.

3. RESEARCH QUESTION, AIMS AND OBJECTIVES

The FET College cluster A study forms part of a larger project in which the focus falls on PM systems in the various HE and FET institutions in the Free State region. The following research question originated from the problem statement and explains the direction of the proposed research project (Wilkinson & Van der Westhuizen 2004):

How does one develop an effective and efficient PM system for educational staff in HE as well as in FET institutions, taking the following into account: recruitment and retention; staff training and development; equal opportunities; regular reviews of staffing needs; annual performance reviews for all staff; and courses of action for tackling poor performance?

The aim of this research project was then narrowed down for this particular study, and stated as follows:

To strive to develop an effective and efficient PM system for educational staff in the FET College cluster A, taking into account staff training and development as well as annual performance reviews.

The following objectives were formulated in order to fulfil this aim:

- To undertake a comprehensive literature and policy review on PM in the HE and FET sectors.
- To investigate and critically analyse the existing PM system at the FET College cluster A (supported by broader comparative perspectives).
- To suggest guidelines for the development of an effective and efficient PM system for educational staff at the FET College cluster A, taking into account staff training and development and annual performance reviews.

4. RESEARCH DESIGN AND METHODOLOGY

Preliminary findings revealed that a formative evaluative case study approach favouring the qualitative paradigm would be most appropriate to the aims of the envisaged study. Indeed, the strengths of this design are that it yields high construct validity and in-depth insights and establishes a good rapport with research subjects (McMillan & Schumacher 2001; Mouton 2001). These strengths also contributed towards the enhancement of the description of the existing PM system, the advancing of the case study as a single entity, and examined in depth [in this case that of the FET College cluster A] (McMillan & Schumacher 2001).

The approach of this formative evaluative case study design was aimed at improvement-orientated rather than summative or judgement-orientated research. Permission to undertake this research was granted by the Sub-Directorate: Institution Research and Independent Schools Subsidies (IRRISS), in accordance with the conditions of the Free State Department of Education (DoE) which apply when research projects are approved. The specific focus of the case study was to improve the current state of the PM

system in the FET College cluster A while addressing the above-mentioned strengths, but also the weaknesses. A combination of qualitative (semi-structured interviews) and quantitative (questionnaire) research methods and techniques were employed in this Cinderella case study. The triangulation, i.e. multiple measures of the same phenomena (Neuman 2003), increased the validity and reliability of the results. It was furthermore desirable that the design should allow for possible adaptations in the methodology during the research process. The questionnaire was not originally part of the research design, but was later included to expand, enhance and clarify the interview results.

4.1. Data collection methods

Data collection in this study took place by means of literature and policy reviews, semi-structured interviews and a questionnaire survey.

4.1.1. Literature and policy reviews

The literature review, which included the scrutiny of policies and methodologies, provided useful insights regarding HRM and PM systems, yet revealed definite gaps in the literature. Since the new FET landscape was only constituted in 2002 and the sector is still a 'new kid on the block' in education, this by implication suggests that not much research has been done in South Africa in the FET field. Therefore, research where the focus is not only on financial resources, but also on educator (human) development, is necessary to develop and support the FET colleges.

Even though the FET sector in this country is still young, many documents that were reviewed are related to each other and to the specific topics of this study (staff development and training, capacity building efforts from unions, etc.) The unique situation in the HE and FET sectors and the complexities of implementing a PM system are also discussed and highlighted in the literature.

In addition, references were evaluated for coverage and currency, which implies that the latest work in the subject area is included (Galvan 1999). Since the early nineties PM systems have been implemented in many developing countries. Thus the PM system is a relatively 'new' feature in the strategic planning of institutions, which is also demonstrated by the number of HE and FET institutions in South Africa and worldwide that have undergone institutional renewal. Since the legislative demands regarding HE and FET institutions, as well as their institutional goals, change continually, the review of the latest work in the subject area ensured the significance of the study material.

Official documents and policies were used to review and evaluate the existing PM system at the FET College cluster A and also to examine the prescribed

data from government and provincial sources. Both the DoE and the Bloemfontein Campus Development and Training Officer supplied the researchers with the relevant documents. Examples of these policy documents were the Free State provincial government's policy framework, the Integrated Quality Management System (IQMS) and the PM documents. Various websites provided additional information concerning unions and staff appraisals (see archival research as secondary data source).

4.1.2. Interviews

Semi-structured interviews were conducted with educators from the three campuses of the FET College cluster A. The aim was to analyse, describe and evaluate the existing PM at the institution. The selection of participants for individual interviews at these institutions was done according to a purposeful maximum variation strategy involving 11 educators. The involvement of the different campuses of the FET College cluster A presented the researcher with diverse perspectives regarding PM in the cluster.

4.1.3. The questionnaire survey

The focus areas of the investigation were dealt with by using open-ended and closed questions regarding personal and professional details, general views on PM and rewards, existing PM processes at the FET College cluster A and the strengths and weaknesses of PM. Altogether, 175 questionnaires were issued to the three campuses, 157 were distributed and 75 were completed and returned. A response rate of 48% was thus obtained. In the case of the questionnaire survey, purposeful non-probability sampling (McMillan & Schumacher 2001) with convenience sampling as a determining factor was applied as the questionnaire distribution was undertaken by the heads of departments on the three campuses.

Triangulation contributed to the validity and reliability of data collection in the case study (e.g. both data and method triangulation were used).

5. INTEGRATED DISCUSSION OF RESULTS

The researchers sought to answer the research questions by referring to findings in the literature study in order to draw attention to certain conclusions, while at the same time substantiating the findings with the data obtained from the interviews and questionnaire survey. Keeping the main aim of this study in mind, the researchers endeavoured to attain the objectives which will be discussed in the ensuing paragraphs of this article.

5.1. Effective and efficient performance management system

The introduction of an effective and efficient PM system is regarded as essential to human and social development and to transformation in FET

institutions. The holistic view of PM in the literature review illustrated the changing nature of PM, from the guild training of the early master craftsmen in the Middle Ages to the introduction of the PM systems of the twentieth century. Modern PM has managed to accomplish goals of improvement in organisations and individuals. A closer look at PM has shown that certain actions, components and phases are necessary to create success in a PM system. PM systems consider the importance of human resource development – the people potential.

While the literature and policy reviews presented useful guidelines on the PM process in general, the data collection techniques were aimed at ascertaining the current PM system and its effectiveness and efficiency in FET College cluster A. Quantitative and qualitative data gave insights into the general results of the existence or lack of PM system and related aspects.

One of the fundamental elements of a PM system is planning. The literature, policy reviews and case study have emphasised this. Although the IQMS has been approved by the government and unions for implementation for the educator corps in the General Education Training (GET) sector, it could not be confirmed whether FET was included, or in fact when implementation was intended. Managers at the institution and the DoE are seemingly waiting on instructions from the provincial and national management structures. It has become clear that PM system planning should conclude with the implementation of the system. It can also be assumed that unless an instruction regarding the implementation of the IQMS is issued, the policy will make no difference in the performance of educators. It has also become evident that inconsistency and a lack of structure and standardisation regarding a PM system were further influenced by the recent merger of FET College cluster A. It is emphasised by Marais and Strydom (2004) that standards of performance should be comparable in various departments of an institution with an element of consistency in terms of minimum standards, although these performance standards should also allow for the background and circumstances of campuses and institutions.

5.2. Educational staff in the Further Education and Training College cluster A

Information on the educational staff at FET College cluster A, the contextual background and the profile of the respondents was gained from both interviews and the questionnaire. Documents and policies also provided information, such as the Qualitative Overview of the Further Education and Training College Sector – The New Landscape (RSA DoE 2002).

It became evident that the three campuses distinctly differed from one another: they presented different types of courses, had different learner profiles and also differing management styles. It can therefore be deduced that when a formal PM system is in place, it should be sufficiently flexible to

allow each of the three campuses to adapt the system to their own needs. A major challenge is thus to get the cluster to work together as a team; they must see themselves as one team rather than as different campuses. Team members should therefore not only be individually motivated to improve their own performance, but also the performance of the team.

The needs of each campus should not only reflect institutional needs but also the needs of the individual educators. According to the literature unrealistic performance objectives may result in unrealistic expectations of educators, their departments and the institution regarding workloads and responsibilities which educators may feel are unfair or biased (Van Tonder & Hay 2004). Consequently, it is important to align each educator's performance with the expectations of the institution, and the educator's own career pathing in PM. Educators need to set individual goals which should become part of the achievement of institutional goals.

5.3. Staff development and training

An essential part of PM is staff development and training. In this study the literature and policies, and the interviews and questionnaire survey have cast light on the importance of this aspect.

The development of effective PM systems appears to be further complicated by the change in the traditional roles of educators. Even amongst those educators who have achieved formal qualifications, there are many whose training and basic skills are now inadequate for teaching today. There is no doubt that the application of the principle of lifelong learning, as linked to teacher upgrading and retraining, is essential for educational transformation and the efficient use of HR.

Although assessor training could be regarded as valuable in confirming educator practices, the educators reported that they found it unrealistic with regard to certain implementation aspects (e.g. time frames and big classes). Another problem area identified was that the presenter and the audience came from different milieus (e.g. an ex-manager of Telkom presenting training to educators), which seemingly resulted in a lack of insight into the needs of the specific FET College sector.

In addressing the staff development and training needs in FET – specifically to tailor institutional practices with regards to content and pedagogical knowledge of FET lecturers to the needs of young, under-prepared learners – (as emphasised by the latest Strategic Plan 2010-2015 by the Department of Higher Education and Training), more consideration needs to be given to the introducing of a PM system, embedded in HRM (RSADHET 2010). According to Cort, Harkonen and Volman (2004) staff development and training is too important to be left to individual teachers' own personal motivation; staff development should be standard and compulsory, especially as original

training is sometimes not sufficient in today's changing environment. Additionally (SADTU) confirmed that well-trained and motivated teachers are the key to quality education (SADTU 2009a).

5.4. Annual performance reviews

As already mentioned in the literature/policy reviews and in the case study, the performance review is part of the PM phase. Educators identified the lack of reviews as a weakness in both the interviews and the questionnaire survey. This was also emphasised by SADTU (2009b) that an evaluation of current evaluation systems/proposals (e.g. CPTD, IQMS, NEEDU, performance-related pay) are vital. In a summary of the findings of a PM project for academic staff in HE in the Free State region, stated in terms of lessons learned and challenges faced, Van Tonder and Hay (2004) emphasise the establishment of a PM policy that is simple, unambiguous and user-friendly.

Two of the major criticisms launched against previous performance appraisal systems related to the realities that they were time-consuming and 'involved too much paperwork'. Furthermore, previous development appraisal systems required panels of up to four persons, resulting in complicated logistical arrangements and thus impacting on the availability of HR (i.e. shortage of educators).

The current practice of lesson observations at the FET College cluster A also elicited complaints from both management and educators. On the one hand, management protested against the 'window dressing' of educators, because a once-off lesson can be planned and organised well in advance to make a particular impression on the panel members. On the other hand, educators criticised the lack of competence (i.e. limited expertise in specific subject discipline) of panel members. These criticisms were confirmed by SADTU (2009b) when stated that evaluation and appraisal play an important role in improving college quality, but must work hand in hand with systems of teacher development and support.

Although the DoE as well as the management and educators from the FET College cluster A agreed that it was unfair to use only examination results as performance indicators, the practice continues. Educators continue to function in an institution without a reliable (and objective) instrument for the assessment of their strengths and weaknesses.

6. LESSONS LEARNT FROM STUDY

The research findings suggest that PM, embedded in HRM, is still a vital necessity in the quality management context. However, it needs revisiting and research, to improve and align the strategies that are likely to work better within the quality management context. The researchers agree with the literature that there is no easy recipe for a perfect PM system that fits all

aspects and requirements. Nevertheless, many of the recommendations based on the evidence emanating from this study are likely to be useful. The recommendations are discussed in this section.

The introduction of a PM system is a matter of urgency. The ELRC's system (ELRC 2003a) has been approved and was to be introduced in the GET from 2004. A system adapted to the needs of FET colleges must be regarded as a priority. An integrated and well-structured PM system for measuring performance effectiveness will facilitate their success, since the case study highlighted the complexities of introducing a new system against the background of the merger. The researchers recommend concerted efforts to build a team spirit among the campuses, and to prepare the staff of all the campuses for future developments and further transformation of the FET sector. It is important to keep in mind that all participants should be involved during the introduction of new systems, and that communication is crucial. Inadequate communication in terms of performance-related information was reported. The study specifically identified a lack of communication between the educators and management. Additional resources need to be injected into management development – alongside the existing staff development and training – in order to prepare members of management for coping with change.

Additionally, educators need to undergo adequate training for the actual implementation phase of the IQMS. The system proposes that within the academic year the educator should undergo lesson observation and feedback, complete an evaluation of him/herself, and develop a personal growth plan. This is a strategic priority by the latest Strategic Plan 2010-2015 of the Department of Higher Education and Training, namely that teacher development should be embedded in the education system and teachers' practice both to respond to daily challenges and to deepen their professionalism (RSA DHET 2010; SADTU 2009a). Furthermore Marais and Strydom (2004) posit that it is important that staff accept the PM system model, take ownership of the process and become passionate about improving performance. A performance culture thus needs to be instilled.

Furthermore, the majority of interviewees indicated their needs for acknowledgement, monetary incentives (e.g. bonuses) and rewards. In general, people desire feedback, direction, performance standards and rewards for significant contributions (Marais & Strydom 2004). Thus, these educators pointed out a need for staff development and support, not only for increasing and enhancing their performance, but also to prevent the loss of quality educators to other economic sectors. All of these factors emphasise the need for a bona fide performance review and appraisal system, as well as the formulation of recruitment and retention policies centred upon development and training. Furthermore, the PM context should play a crucial role towards empowerment and gaining the trust of staff members, as well as recognising staff members as the key to success within a PM system.

The implementation of a PM system in the FET college sector must be accompanied by continuing research on and regular reviews of the effectiveness and efficiency of the system. Continued research into the effectiveness and efficiency of any new system should be seen as imperative. Apart from monitoring the implementation, it also provides a means whereby such a system can be reviewed, adapted and updated to match the unique characteristics of the FET sector.

Although the above recommendations do not cover all aspects of PM in the Motheo FET institution, they could serve as a road map for future researchers and practitioners. Besides these issues, future research could be expanded to include other national and international FET institutions as part of a comparative study to be conducted over time. Other issues such as the main barriers to implementing and maintaining a quality PM system, and identification of system factors across different types of institutions also need to be explored. In brief, the researchers believe that this study serves as a starting point which could motivate other scholars and practitioners to pursue future research in this area.

7. CONCLUDING REMARKS

The FET College cluster A is not only a Cinderella institution due to its context in this province and sector, but also owing to the existence or absence of a PM system and the lack of progress toward such a system. Within this context, humans are like diamonds with a diversity of facets. While PM should cater for this complexity, it is problematic within the Cinderella sector of the FET colleges. Very specific support is necessary within the current political, legislative, social, economic, and FET context.

From the discussion in this article it is apparent that HE and FET are not protected from the worldwide competitiveness and global trends which have caused PM systems to become an indispensable part of an effective institution. PM as part of HRMD aims to improve performance in order to address the needs of various stakeholders in HE and FET concerning new legislation, quality and accountability. The implementation of a PM system is thus unavoidable if an institution wishes to reap the benefits associated with an effective institution and effective educator performance. Despite the pressure exerted by government, the community and stakeholders in the HE and FET sectors to respond to global and national forces, it is important to keep in mind that all institutions differ. Institutions serve diverse communities and different enterprises. Even in the same town or city, the goals of institutions may differ. This implies that HRMD should seek information about the needs of a particular institution and design PM system strategies and programmes that will enable the success of the institution. However, in practice, obtaining such information and designing PM systems remain challenges, especially for this Cinderella FET college sector.

The above exposition gives an indication of the enormous challenges and the importance of implementing an adequate PM system for FET in South Africa. The CHESD research project which reported on the insufficiencies and shortcomings of the current PM system was a step in the right direction. The Cinderella case study of the FET College cluster A endeavoured to pinpoint some of the problems currently being experienced. It was hoped that the recommendations of this study would serve as a stepping-stone toward the introduction of a comprehensive PM system in this institution. The study also stressed the merits of improving individual and institutional performance, so that excellent performers in the institution can be rewarded accordingly and poor performers can be supported to improve their potential. Findings from the study might also be valuable to HR practitioners and academics at other South African institutions that are battling with the development and implementation of PM systems. FET institutions are confronted on a worldwide basis with challenges such as insufficient funding and the apparently inferior status of this sector. The researcher seeks to engage with the current PM system at FET College cluster A and to analyse the views of educators on the research topic.

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