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Research Article

Lecturers' perspectives on how physical spaces are used in higher education for talent development of students

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Article Info	Abstract
	This article details the findings of a study done at a Gauteng Higher Education Institution in South Africa. It's part of a bigger study called "The Dynamics of Higher Education Space and Place in Sub-Saharan Africa." The volunteers were chosen at random and were all freely available. The study's goal was to look at the perspectives and experiences of 17 lecturers. Lecturers were expected to match their exigence variables to their eventuality spaces. Interviews were employed to acquire data for this interpretive qualitative study. The participants' perspectives are discussed during the discussion. The selected institution is concerned about the lack of space at South African higher education institutions. One of the issues that exacerbate the poor academic performance of lecturers at the institution is space use in higher education settings. In order to alleviate the challenges of space, the research organization needed to use space and policy. There is pressure on higher education institutions and lecturers to deliver continuous improvement in systems and performances. The results of the investigation of lecturers' opinions about the way physical spaces are used in higher education for talent development of students showed that most of the lecturers, in addition to being overworked, faced various obstacles, such as insufficient resources and physical space, which are repeatedly mentioned in similar studies, and inadequate manpower support. Therefore, in this regard, the establishment of collaborative networks between lecturers and students, the dynamism of university administrators, especially the Chairs of Departments to support lecturers with adequate office space to support talented students is very important which is consistent with several studies. The identification of gifted students in the educational system should be based on accurate and scientific criteria. It is recommended that lecturers should be provided with adequate space (offices) in performing their official responsibilities.

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Introduction

This article reports on a study undertaken in the Gauteng Province of South Africa's Higher Education Institutions (HEI). It looked into lecturers' perceptions with the utilisation of physical space in higher education and how they relate to human resource management. Lecturers' ability to organize their work in a systematic manner might be influenced by space availability in their work stations. Many studies have found that lecturer performance is influenced by the amount of space. Martinez, Duarte, Cristina, & Garcia-Luna (2021) found that the optimal conditions of the interior environments must generate comfort and well-being for people, promoting a healthy lifestyle at work, school, and in leisure and entertainment areas. Society needs clean, safe and well-ventilated spaces that allow them to carry out their daily activities in an adequate way. This is why it is necessary to achieve a balance between spatial use and social standards. Looking at the photos below, space is used differently by different stakeholders.

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Photo 1

University Facilities-Spaces for Students (Source, 2022a, 2022b, 2022c)

On the other hand, Yu (2021) discovered that there is still a lack of data in higher education about the relationship between spatial design and pedagogical efficiency. In higher education, the landscape of learning environment design is undergoing a transition. Flexible, innovative learning spaces have sprung up all over the world in response to shifting viewpoints on how knowledge is discovered and what constitutes significant and suitable higher education in today's culture over the last decade. Affective and motivational aspects of student learning, such as 'learning motivation,' 'emotions,' and 'concentration effort,' can all be linked to space. This means that students and lecturers may have a reason or motives for performing or behaving in a certain way in a certain location, particularly when picking where to learn. The way students process their subject matter can be linked to their learning space. Lefebvre identified three areas, according to Nelson and Johnson (2021), which together comprise a socio-spatial trialectic. The familiar and expected are framed in the first "perceived space." The "ideals"-how "society should be"-make up the second "imagined space." The third "lived space" reflects the collision of the perceived and imagined as a result of social actors' in-action judgments, such as students and lecturers. "The space where lecturers can make decisions about the practices and ideologies of students they can interrupt and how they might do so in their own time and space," the lived space is a realm of imaginings and possibilities.

Theoretical Framework

Using Herzberg's theory, this study looked at lecturers' experiences with the use of physical space in higher education in relation to human resource management. Workplace discontent and satisfaction are influenced by factors such as working environment, recognition, the work itself, and interpersonal relationships and status (Ruthankoon & Ogunlana, 2003). Maksum (2021) discovered that inaccuracies in attitudes, beliefs, and human thinking about human needs influence the prevalence of materialistic lives, as well as deviant behaviour to meet wants that harm others and themselves. According to McAdam, Miller, & McSorley (2019) organizational efficiency can be achieved by matching organizational attributes to events that indicate the organization's state. The term "organizational features" will be used in this work to refer to the issue of space. These researchers discovered that shared circumstances, such as space, can have an impact on lecturers' performance in higher education. Lecturers were expected to match their exigence variables to their eventuality spaces. Herzberg's theory, which was first proposed in 1968, emphasizes the role of self-needs and motivational requirements in the development of self-potential (Amin et al. 2021). The level to which motivation is accepted and the extent to which self-needs are addressed are the two key aspects that this theory states can influence a lecturer's job contentment. The motivator and hygiene factors, according to this idea, are the aspects that shape job happiness. While hygienic variables will be referred to as external factors in this study, such as working circumstances, connections with colleagues will influence happiness in lecturers' job. According to this view, higher education must offer lecturers room to do their jobs, be fair to them, and provide them the freedom to act in order for them to be content with their work. As a result, this theory should be employed as a foundation for safeguarding the well-being of lecturers in higher education (Amin et al. 2021).

Literature Review

Talent Development of Students

Many practices in higher education are geared toward ensuring that students master an articulated set of grade-level content area skills (e.g., standards, competencies) each academic year, according to Lockhart, Meyer, & Crutchfield (2021). Gifted and talented education should function as a pathway for students to move beyond grade-level mastery to appropriately challenging instruction and pacing that meet their individual academic needs in higher education, but many practices in higher education are geared toward ensuring that students master an articulated Universities must distinguish between gifts and talents to enhance students' learning. Gifts are innate abilities (e.g., intellectual, creative, social), whereas talents are domain-specific abilities that must be cultivated over time (e.g., engagement in a domain,

targeted skill development, progress monitoring). Teachers, programs (e.g., specialized classes, coaching, mentorship), and systems (e.g., university) must all play a role in developing those abilities into talents. Gifted education policy should concentrate on giving guidelines for advanced academic programming and recommending instructional strategies for learners who have showed the ability to function at a high level. However, the plans must always include enough rules for colleges to develop a cohesive gifted and talented education program. In support of Lockhart, Meyer, & Crutchfield (2021), differentiated instruction (DI), as identified by Stollman, Meirink, Westenberg, & Van Driel (2021), can be used to foster talent in higher education (DI). DI is an educational strategy that can be utilized to challenge each student to further develop their talents and abilities while also considering the students' unique learning needs. Lecturers may have difficulty adopting DI due to a variety of spatial constraints, including big class sizes, physical classroom arrangements, and a predefined curriculum. Lecturers should not be required to follow a predefined curriculum in talent classes, and they should be encouraged to differentiate their lectures to further develop students' abilities. Lecturers should be encouraged to use their knowledge of adapting instruction to the student's learning profile, which includes the student's preferred learning mode, environment, emotions, interactions, physical needs, intelligence preference (analytical, practical, creative), gender, culture, and other factors.

On the other hand, Martinez, Duarte, Cristina, & Garcia-Luna (2021) found that spatial manifestations that express the physical and environmental characteristics in a living space, regardless of the use of the space and its occupants," as well as user comfort factors, "conditions outside the environment that influence its appreciation," should be incorporated into good habitable university spatial design.

Universities, according to Tryus and Herasymenko (2020), are actively seeking new educational approaches, shapes, technologies, and techniques, the use of which will allow higher education to reorient itself to meet the most pressing social, economic, and educational spatial needs while also incorporating numerous innovative, theoretical, and new teaching methods. Many affluent countries have recently begun to aggressively utilize the dual model of higher education instruction. The dual education model is defined as a paradigm in which the entire teaching process is divided into two parts: teaching is arranged in the space of the educational institution, and at times, teaching is done in the space of e-learning via the use of ICT (Information Communication Technology). Higher education institutions should expand their support for talent development education, according to Li and Liu (2021). The core of their extensible teaching mode must be their talent training objectives. Aimed at the needs of talent training, the extensible teaching mode extends the teaching in various aspects of teaching content, teaching forms, teaching methods, teaching time, and teaching space, thereby broadening students' knowledge scope and channels for acquiring knowledge, optimizing their learning methods, cultivating good learning habits, and exerting their personhood. Understanding the relationship between space and higher education space is crucial to comprehending lecturers' experiences in higher education. Professional labour, according to Biesta (2017), must be distinguished from other types of employment since it is focused with the improvement of human well-being. This suggests that professionalism is more than just a technical trait; it also has a normative component. Unlike many other occupations, lecturer job necessitates highly specialized knowledge and abilities, which is one of the reasons why they require adequate workspace in higher education institutions. Lecturers' work should be distinguished from other types of work since they operate in authority and trust relationships. Even while digital tools may promote accessibility in education, ableist dynamics and 'disabling' beliefs may influence and silhouette the settings in which teaching, and learning take place, according to Fernandez (2021).

In this study, the term "disablism" is defined as "a collection of ideas and behaviours that promote differentiated treatment of lecturers due to real or assumed spatial problems." Accessibility may be harmed by venues imbued with the ideology of 'disablism,' as these places are inclined to exclude lecturers whose physiques and intellectual functioning deviate from general 'norms.' Madikizela-Madiya (2018) discovered that university personnel and management have a "trust gap." The experiences of lecturers in this article revealed skepticism when they stated that they were sharing office space with contract employees. Lecturers' lived experiences of the conceptualized and experienced features of space in higher education make up the representation of space. According to Black, Dhaliwal, Stanton, & Hutchinson (2014), the quality of physical learning settings has been demonstrated to have a significant and measurable impact on student accomplishment, productivity, contentment, and well-being in higher education. The characteristics of physical space have a direct impact on psychological, mental, and physical health. Distracted behaviour, difficulty to focus, impatience, physical pain, higher stress levels, and raised blood pressure can all come from a badly planned space. Well-designed rooms, on the other hand, can have a favourable impact on mood, creativity, social connectivity, and learning. In a higher education context, a welcoming physical environment is critical for student well-being and overall success.

Gourlay (2021) discovered that space is important because it is possible that the current Covid-19 crisis, and the ensuing shift to home working space and digitally-mediated teaching and learning space, has resulted in a situation in which the importance of physical location and bodily practices has faded. There is no need for lecturers to dress in a 'professional' manner, arrive on campus on time, find a specific office space, set up computer equipment, wait for students to arrive and settle down, then address them verbally while physically facing them, adhering to the social, material, and linguistic conventions that define 'teaching.' All of these needs are eliminated or significantly altered in terms of spatial configuration. In contrast, the concept of the 'virtual' is rife with ideas of non-materiality and disembodiment. Therefore, the absence of spatial interaction with students caused by the Covid-19 pandemic diverted lecturers' ideas on concerns motivating them, according to Cicha, Rizun, Rutecka, Strzelecki (2021).

The level of lecturer-student contact had deteriorated. Lecturers needed to adapt how they communicated with students in order to counsel and assist them in the virtual world, which was especially noticeable prior to the pandemic's onset. Working remotely posed a problem for universitiess in terms of maintaining high academic standards and maintaining the integrity of the educational process. Similarly, Kryvylova et al. (2021) discovered that a comfortable teaching and learning atmosphere encourages students' and lecturers' drive for self-realization, creativity, success, and introspection. Likewise, Coman & Tîru (2020), discovered that managing and developing internet infrastructure in order to avoid interruptions, especially during video-conferences; using friendly tools that help students assimilate and understand information; providing reliable, interactive, and diverse electronic resources; and using social networks to build online communities for students in order to optimize learning during spatial challenges like those created by the Coronavirus pandemic.

Meeting the unique needs of gifted students can be difficult due to a variety of spatial and pragmatic factors: universities may not have enough space to accommodate all students, and lecturers may lack adequate training to meet those needs; identification strategies may not align with university programming; and students of colour and low-income students are often much less likely to be identified for services, or, even if identified, to benefit from them (Plucker & Barber, 2021). Openness, according to Kokko and Laura Hirsto (2021), can provide for a variety of possibilities for the utilization of physical space. However, openness alone will not make the space useful; however, new meanings can be given to the physical space through lecturer negotiations. As a result, the rooms can acquire a fledgling level of adaptability for various disciplines. Some lecturers, for example, can make better use of space in higher education by breaking students into smaller groups and dividing physical space to make it more conducive for student groups. Lecturers may be able to use a variety of pedagogies as a result of the space split. Physical space can take on connotations relating to lecturers' perspectives on students' particular learning or their own unique teaching styles in certain instances. In turn, meanings can be given to physical spaces related to lecturers' professional learning in cases when teachers designed the physical spaces so that "all students are together in one vast and open place."

Problem of Study

This research objective is to determine the lecturers' experiences with the utilisation of physical space in higher education in relation to human resources management. The way space is used in higher education institutions is a source of worry. 'What are lecturers' experiences with the use of physical space in higher education in connection to human resources management?' was the question investigated in this article. Profession gratification is a happy or encouraging emotive state that arises from an optimistic appraisal of one's occupation or work experience (Thant & Chang, 2021).

Method

Research Model

Interviews and materials (articles)were used in this qualitative investigation. The subjects were chosen at random and were easily accessible to the researcher. The study's goals were to look at the perspectives and experiences of 17 lecturers. The participants' statements were translated and interpreted to study qualitative data from the interviews. The goal was to highlight how lecturers interacted with their physical environments.

Participants

The participant lecturers were chosen at random and asked to participate in the study. The study's goal was to find out how 17 lecturers felt about the utilisation of physical space in settings in higher education. The information was collected using interviews.

Research Instruments

The interview schedule consisted of 15 interview questions (see Appendix) and the paper reports on the lecturers' responses to the following question:

- What are your experiences of the physical spaces within the institution?
- What are your experiences of technology within the institution?
- Who controls the utilization (and maintenance) of the physical and technological spaces?
- What is your role in ensuring that the physical spaces are enabling?
- Who do you think contributes to the constraints of the physical and technological spaces?
- What should be done to attend to the constraining factors about the physical and technological spaces? Who should do this?
- What should be done to enhance the enabling spaces? Who should do this?
- In your view, how do the physical and technological spaces relate to where the university is located?

Data Analysis

A tape recorder was used to record the statements of the participant lecturers, and their statements were transcribed verbatim. The statements were then analyzed using the interpretive paradigm to get insight into the lecturers' experiences of physical space in their work environments. Themes developed from the comments of lecturers as participants during the analysis of the recording of their responses, which are explained in the discussion section.

Procedure

The study was conceptualised in 2018 and it is ongoing. The paper was compiled at the University of South Africa. This is an empirical paper that was compiled from a bigger study called 'The dynamics of higher education space and place in Sub-Saharan Africa'. The participant universities are University of South Africa, University of Zululand, University of Zambia, Walter Sisulu University, Makerere University, University of Fort Hare, and the Vaal University of Technology. The paper used a qualitative technique, interviews and an interpretive paradigm.

Results and Discussion

Lecturers are not openly protesting since they believe it is their responsibility to ensure that they provide what is expected of them according to their employment contracts. They claimed they were sharing office space with other academics on fixed-term contracts, and they expressed their dissatisfaction. The lecturers who were interviewed did not express any public dissatisfaction since they explained that their responsibility was to guarantee that they delivered what was required of them according to their employment contracts. These instructors believed that the institution could not provide them with everything they needed. As a result, they needed to learn how to grow as individuals. The institution has policies in place that they needed, but their implementation was inadequate. Lecturers' experiences with the physical surroundings at the institution where they work are, according to them, inconvenient. They expressed dissatisfaction with having to share office space with other teachers on fixed-term contracts. They were dissatisfied that the contracted professor's contract would expire in two or three months, and they would have to adjust to a new lecturer joining the school. As a result, the lecturers believed they were being inconvenienced by the use of their physical spaces. They also stated that sharing the institutional environment had an emotional impact on them. The lecturers are not publicly complaining since they believe their responsibility is to ensure that they perform what is expected of them according to their employment contract. In truth, what is going on in the institution discourages lecturers, because what they need is a space that they can use. When interviewed, the instructors stated that they do not have an appropriate environment in which to carry out their jobs. When the speaker participants talked about technological spaces, they were referring to technology. The management of the use of physical and technological spaces was supervised by Information Communication Technology (ICT) senior people at the university, according to the interviewed academics. The lecturers believe that social components are crucial for their long-term survival in the institution. According to the lecturers, they are approaching the difficulties of space from many perspectives. They thought that their answers are influenced by their interactions with many factors, and that they must cope with those factors. Because they had faced numerous obstacles in the institution over the issue of space.

Lecturers are expected to comply with university physical space policy and they must demonstrate their skills and abilities, according to the policies in place at the institution. The availability and utilization of lecture hall space was an issue. When it came to the topic of space in a higher education institution, the lecturers felt that space was where they worked. When lecturers continue to use their offices, there is a lack of space. Because of the issue of resources, lecturers' experiences are that they are using one resource in this researched institution of higher learning, office space caused lecturers to bother one another. They discovered that on one floor, a machine, such as a copying machine, was heavily used by a large number of individuals, and that, in the end, they believed it was costly to the institution because so many people were using it. The photocopy machine was always breaking down in their experience. The lecturers' general impressions were that the issue of space was a difficulty because they were unfamiliar with the balancing of

the number of persons in the building. Patricia and Asoba (2021) discovered that lecturers who are pleased with their careers are probable to do well, resulting in high performance and efficient service, which could boost the company's production.

They claimed that some of the lecturers were unreasonable, and that their demands were too much for some of them to bear. Some instructors had encountered the physical space based on the technological space within the university; however, some of the technological equipment is out of reach because if they need to print one copy, they must travel from one office to another, which is time consuming. Moving from one level of the building to the next to complete everything wastes a lot of time for the lecturers, and they miss out on doing anything critical to improve their performance. According to the lecturers' experiences, the higher education learning institution where they work restricts their use of physical space. According to lecturers, the usage of a single piece of equipment by a large number of people has a straight or unintended influence on the institution. Physical spaces, because some of the lecturers did not have an office when they were hired at the college. Some described how they used to have to report to the administrator's office until they were told to go to the library and report there. They wanted to be able to access the internet, and they eventually got some offices to work in. Physical space was not working for some of the participant lecturers because they were unable to do anything related to their academic work.

Physical and Technological Spaces in the Institution
They viewed technological spaces as the method in which the institution's computer system and related tools are programmed to assist them. The lecturers, if given the chance to grade the technical area in which they find themselves, would give it a rating of less than a 5. These lecturers claimed that whenever they had to deal with the institution's technology, they would frequently experience issues with connectivity and access to computer systems and related tools. The technological space, for them, was a major stumbling block to the efficient use of their areas. The physical campus was closed, libraries were closed, and face-to-face contact was reduced, including in student dorms and the college cafeteria. Academic and social parts of student life have been shifted online, with the majority of interactions taking place on screens and in the 'cloud' (Eringfeld, 2021).

When it comes to the technological space, the professors are familiar with the abbreviation ICT. However, they were unaware of the usage of physical space. The instructors would not refer to a specific person as the weakest link in ICT, but whenever they asked assistance from those working in the ICT department, there was an element of employees who grumbled about their appointment contracts more than anything else. The lecturers noticed that the contracted workers felt they couldn't accomplish more than what they could with the resources they had. They were alluding to the fixed-term employee contracts here.

The lecturers believe that the institution's physical planners never planned ahead, and that if they had, the issue of space would not have arisen. According to their observations, the institution's planners appear to have failed to anticipate the issue of space. The lecturers feel that when the number of students at an institution grows, the institution's resources will need to grow as well. They proposed that the learner-to-space ratio should be matched with the amount of room available to accommodate all of the staff engaged. The lecturers recommended that the institution's management ensure that the institution's space was balanced at the end of the day. According to their observations, there were numerous imbalances in terms of space utilization. The lecturers feel that in order to deal with the issues of space, they must ensure that everything that is now there is in place, and that they manage the space to meet the demands of everyone in the institution. As lecturers, their job is to make sure that everyone has the resources and space they need to work. The physical and technological space, as it was, was very easy for the lecturers to reorganize to suit the institutional space. According to the lecturers, the location of the institution where the research was done was fine, but the setting was not appropriate for delivering high-quality programs to students due to space constraints. The lecturers care about their students and want them to be self-sufficient. Due to a lack of space, lecturers are unable to generate autonomous learners, thus they should review their programs to improve their students' academic performance.

Some of the participating lecturers had negative experiences since they were given laptops that they were unable to use successfully at times, especially when it came to their subject. These laptops were not assisting them in maximizing their work. Nonetheless, several of the participant instructors were overjoyed since they were given laptops. They have access to technology, but they would want to believe that employees on campus would need to be trained. The physical areas are governed by the Chairs of Departments and top officials in particular departments. It was up to them to decide, because there were persons appointed who had applied for positions but were unaware that they would be arriving, only to discover that there were no computers to hand to these newly appointed lecturers when they arrived. Some of the instructors' responsibilities included going to other departments to boost their

technological abilities. It's just that they couldn't get access to the information they needed to help them grow. Some of the participant lecturers discovered that there was a lack of sufficient training in terms of technological expertise at various levels inside the school. These lecturers had some room that they couldn't use, which was inconvenient for them. The lecturers feel that the school should implement control methods to address the issues of physical and technical spaces. They also believe that quality management methods should be employed.

Social Relations in the Institution as an Enabler of Growth of Lecturers

The social relationship between the lecturers They are able to grow as academics because they have all of the individuals around them aiding them in their development. As a result, regardless of the problems posed by the institution's physical constraints, professors desire to grow regardless of their circumstances. Lecturers believe that social relations have their own limitations since, even if they are busy growing themselves, they cannot obtain everything from the institution; some things they must learn in order to develop themselves. Some participants and lecturers claim that the social component of space has little bearing on their development. Because, at the end of the day, they are aware of space issues and ensure that societal influences have no bearing on their development. They make certain that, at the end of the day, those social variables will not interfere with their development as people and as a group.

To the lecturers, the institution's culture is about sharing space, regardless of the policy or norms that the institution has implemented, since if they do not share, some of the people will be unable to work. The lecturers' main responsibilities were to make sure that the material was passed on to the persons in charge of running the institution. As colleagues in some departments, lecturers were grumbling about the ICT system, which was failing them in their tasks at the college. Some managers, it was claimed, were scared to complain directly to the ICT department, so they hid behind the lecturers, urging them to raise their complaints to the ICT department's top brass. These lecturers are having special problems with ICT, and one of their responsibilities was to escalate their concerns to the ICT department. To be effective, each educational approach must meet certain criteria, such as lecturer expertise and student preparation. Thus, in the utilisation of space, the first step should be to assess the students' and lecturers' capacities, goals, and skills, as well as their moral reasoning and dynamics in terms of leadership, roles, and conflict resolution (Chiva-Bartoll & Fernández-Rio, 2021).

Policies and Rules as Enablers in Physical Space

The participant lecturers discovered that the institution has policies that they require, but that these policies are not being implemented as a people. Their expectations are that the policies should help them manage space within the institution. The reason for this statement is because these academics believe that if the institution can implement a space policy, they will be able to follow the rules and regulations to minimize the issues of physical space as lecturers. According to the lecturers' experiences, certain persons at the institution do not follow the space policy, which impedes their personal development in some way. They simply go about their business, regardless of space rules. Because some of them rebel and reject the existing space policy, their development is hampered. Students with characteristics of a typical application-directed learning pattern preferred flexible, innovative learning spaces; students with characteristics of a reproductive learning pattern considered traditional, didactic learning spaces as desirable or necessary; and students who adopted more strategies of a meaning-directed learning pattern placed less emphasis on the importance of space as they tended to choose different types of learning spaces (Yu, Vermunt, & Burke, 2021).

Roles and Policies Accommodate Multiplicity that is Simultaneity of Strengths or Abilities Within the Institution

Hill et al. (2021) found that in order to be effective in developing talent in working toward a shared vision, fostering inclusive partnerships, nurturing relationships through dialogue and reflection where power is shared equally, accepting partnership as a process with uncertain outcomes, and enacting partnership for transformation should all be guiding principles for good practice. All of these elements should be linked to emotions in order to go beyond logic. Emotions can influence how profoundly and critically students and lecturers engage with concepts and experiences, as well as the goals and incentives that limit or empower their actions.

Lecturers must multiply, and they must demonstrate their skills and abilities, according to the policies in place at the institution. That is, if they demonstrate their talents and abilities, they will be able to overcome the difficulty of space. To them, the solution will be to engage, all of them, in a discussion about the issue of space and how to address it. The lecturers question themselves how they can solve the physical space problem in their comments, because the issue at the university is how they can address the challenge they are facing. They acknowledged that they are confronted with a problem related to physical space, and that they must handle it regardless of the obstacles. The lecturers would not identify who was responsible for what, but they would stress that everyone needed to do

something to help with the space issue. For example, if the institution was aware that freshly appointed lecturers were on their way, it would make every effort to acquire physical space for them to use. Their hopes were that the institution's physical and technological area would be user-friendly for the newly hired lecturers. They also anticipated the institution to train them on how to use the advanced tools employed at the research facility. They expected to be taught how to use podcasts as well as all of the other tools and programs that the Open Distance e-Learning institution offered. The lecturer participants believe that the physical space should be preserved as enabling environments for them. Individuals in their own spaces should be accountable for the preservation of the institutional spaces, according to the participants.

Some of the participants were unsure how the physical and institutional spaces intertwined because, in an Open Distance e-Learning environment, they frequently interact with people they can't see. As a result, they believe that policies and rules for both professors and students should be in place and followed. As a result, given physical and technological spaces as a dimension, the instructors would want to collaborate despite their numerous disparities. Some of the instructors at the university are enthusiastic about teaching, while others are enthusiastic about project management. They desired and still desire their own space, and if given the opportunity, they would advertise the institution as widely as possible. The instructor participants stated that the institution's social relationships can help them grow. They also stated that any professor could seek assistance from any other colleague in the department, outside of their department, or in any other faculty. So, in that way, their interpersonal skills were enhanced, and they were able to find mentors and mentees from other departments, allowing them to occupy institutional spaces. The social ties in the institution, according to the participant lecturers' experiences, have an impact on their career growth. These lecturers discovered that social relations influenced them at times because they had innovative ideas that they wanted to put into action but were unable to do so because the ground or those in authority (or those who needed authority) did not allow them to implement and exercise their innovative creativity.

They faced insecurity from the authorities as well as a lack of vision for the institution's future. According to them, one of the issues that should be considered for the institution's long-term viability is the transfer of talents from people with competence and experience to those who are less experienced. The university must ensure that academics have access to space where they can use their knowledge and cooperate. The institution's space constraints varied depending on the conditions of individual instructors. However, in some situations, the institution is encouraged to assign lecturers based on their areas of expertise in order for them to cope with the physical and technological hurdles. Given the institution's regulations and norms, the participant lecturers' experiences revealed that the institution's culture is such that those in positions of responsibility do not adhere to policy execution in terms of space. The university had policies in place, and the lecturers believed that their function would be to be strategic and knowledgeable about those policies. Nonetheless, the lecturers would like to believe that it was due to a culture among certain of the institution's policy implementors. In general, the institution's culture is such that, while policies exist, they are not correctly and adequately applied. Lecturers discovered that various institutional policies and rules can help them enhance their performance and advance in their careers. These regulations and rules, they claim, are very clear and direct them on what to do, when to do it, and how to apply for advancement at the institution. Because of the spatial challenges at the school, even if lecturers have multitasking skills, space affects their performance in the location they find themselves in. The lecturers believe that the institutional rules and procedures allow them to be who they want to be in the academic environment. They (lecturers) can determine what they want to achieve and where they want to go in their careers because the school has an open policy.

Fostering Creativity in Classrooms

This paper explicitly acknowledges possible environmental and intrapersonal factors (i.e., environmental and intrapersonal catalysts) that may positively or negatively influence the development of both ability and achievement and gives recognition and status to highly able individuals who do not always translate their abilities into corresponding achievements (Jung, Jackson, Townend, & McGregor, 2022, p.149). Talent management, according to Rahiminia, Shahram, and Yazdani (2021, p.269), can lead to individual and organizational excellence as the greatest degree of performance in universities. They also suggested that university courses and environments should not obstruct students' ability to develop and bloom their abilities and creativity. The identification of gifted students in the educational system should be based on accurate and scientific criteria.

In comparison to other students, a gifted student must be recognized as someone who possesses abilities that are out of the norm (Fuhre, Øygard, & Sæther, 2022, p.3). Many scholars and educators, according to Wells and Plucker (2022, p.108), neglect the possibility to improve outcomes. Mo (2022, p.5), on the other hand, discovered that in order to stimulate creativity in students, lecturers must consider environmental modifications that may affect the

communication and exchange of new ideas. They must also respond with inventive and creative solutions to emerging environmental and competitive challenges. The demand for innovation with social value grows as civilization progresses. To promote "creative" students, the academic community must change the curriculum. A good lecturer should deliver more than the discipline's acknowledged content, which is advantageous to the students' growth of creativity. A skilled lecturer may push students to venture outside of their comfort zones and challenge their assumptions and understanding of the world by using presentations and various classroom activities to introduce new ideas, concepts, and theories. Students will not create unless they are well-motivated by their lecturers and given adequate time to do so (Mo, 2022, pp.5-6).

Universal screening, according to Olszewski-Kubilius and Subotnik (2022, p.110), is a procedure that can assist all children, not just those designated gifted. Universal screening is useful for discovering high-potential individuals who are typically missed by traditional identification protocols. Universal screening, according to one of the most important studies on the subject, will only be helpful at determining potential if it is supplemented with wide cutoffs or local standards. What works for extremely young children who have not yet had extensive subject area experience, for example, may not work for kids with disabilities or gifted students. Olszewski-Kubilius and Subotnik (2022, p.110) discovered that study has proved the efficacy of employing local rather than national standards to identify students that require a more advanced curriculum than what is offered in their schools. Using local norms, particularly at the school level, can help to extend and diversify the children who receive services, but it will also necessitate new program models, especially if the institution also serves students who already meet established gifted identification standards. The caveat that this study would want to emphasize here is that the purpose of using local norms should be to create programs that help students develop skills and knowledge so that they can satisfy national standards for advanced middle and secondary school courses.

When gifted education is viewed as aptitude development with periodic evaluations and modifications, each student can thrive while keeping a learning trajectory that is unique to them. Specialists should oversee keeping this aim in mind for children who accomplish proficiency targets and aiding teachers in planning curriculum that exceeds grade-level norms. If the enormous variety of individual variances in complex aptitudes and qualities could be properly detected and treated in a tailored learning system, the future of gifted education may be merged into general education (Lakin & Wai, 2022, p.96).

Conclusion

"What are lecturers' experiences with the utilisation of physical spaces in higher education in connection to human resources management?" was the topic of this paper. Regarding the issue of space, lecturers felt that there was a significant difficulty with space at the university because they were sharing space. The difficulty is exacerbated by lecturers sharing space. There should be a commission that assigns space to lecturers. The instructor participants stated that the institution's social relationships could help them advance in their careers. Lecturers discovered that some of the institutional regulations and rules in place can help them enhance their performance and advance their careers. Because the institution is an Open Distance e-Learning setting, many of the lecturers were interacting with persons they couldn't see, some of the participants were unsure how the physical and institutional places interacted. The lecturers who were interviewed expressed no public dissatisfaction, explaining that it was their obligation to ensure that they provided what was expected of them under their employment contracts. These professors feared that the university would be unable to supply them with all they required. As a result, they had to learn how to develop as people. The institution has policies in place that are needed, but they are not being implemented properly. In their experience, the photocopy machine was always breaking down. Because they were unfamiliar with the balance of the number of people in the building, the lecturers' general opinions were that the issue of space was a challenge.

Lecturers feel that social relations have their own restrictions since they cannot receive everything from the institution, even if they are busy expanding themselves; some things they must learn to develop themselves. Some participants and lecturers believe that the social aspect of space has little impact on their growth. It was reported that some managers were afraid to complain directly to the ICT department, so they hid behind lecturers, asking them to take their grievances to the ICT department's top brass. These instructors are having specific ICT issues, and one of their jobs was to bring their concerns to the ICT department's attention. Each educational strategy must meet specific characteristics to be effective, such as lecturer expertise and student preparation. Certain individuals at the school, according to the lecturers' experiences, do not adhere to the space policy, which impedes their personal growth in some way. They simply go about their business, oblivious to the limitations of space. Their progress is impeded because some of them rebel and reject the prevailing space strategy. In their comments, the lecturers ask themselves

how they will tackle the physical space problem, because the issue at the university is how they will confront the obstacle they face. They admitted that they are dealing with a physical space issue, which they must address regardless of the hurdles. The lecturers would not say who oversaw what, but they would emphasize that everyone needed to contribute to the space problem. Lecturers noticed that social relationships influenced them at times because they had new ideas that they wanted to apply but were unable to do so because the ground or people in power (or those who required authority) would not allow them to do so. Generally, the lecturer participants admitted that the problem of physical space utilisation in higher education must be addressed regardless of the hurdles.

Recommendations

The study recommends that there is need to utilise space and policies effectively by providing lecturers with enough space to work in. The university should provide space which is welcoming. Space challenges for staff to be communicate with each other and their chairs of departments. Problems and issues expressed in the opinions of the lecturers should be addressed through professional communication. Employees indicated strong dissatisfaction and they were unhappy with physical policy and administration, technical and interpersonal, and working conditions. It is recommended in dealing with a physical space issue in higher education, it should be address regardless of the hurdles.

Limitations of the Study

The study offers a snapshot of only the lecturers' experiences with space utilization, and while broad generalizations cannot be drawn from the small sample size, it is likely that the findings are reflective of trends in South African Higher Education Institutions. The investigation in this study is limited to a single institution of higher learning.

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Photos Web Sites

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Appendix 1.
Semi-structured Interview Questions

Semi-structured Interview Questions

Q1. What are your experiences of the physical spaces within the institution?

Q2. What are your experiences of technology within the institution?

Q3. Who controls the utilization (and maintenance) of the physical and technological spaces?

Q4. What is your role in ensuring that the physical spaces are enabling?

Q5. Who do you think contributes to the constraints of the physical and technological spaces?

Q6. What should be done to attend to the constraining factors about the physical and technological spaces? Who should do this?

Q7. What should be done to enhance the enabling spaces? Who should do this?

Q8. In your view, how do the physical and technological spaces relate to where the university is located?

Q9. What are you passionate about as an administrator?

Q10. How do the social relations at the institution enable the growth of this passion? Or your development as an administrator?

Q11. How do social relations in the institution constrain your development as an administrator?

Q12. What would you attribute to the cause of these enabling (and/or constraining) social factors?

Q13. How might the enabling factors be enhanced or consolidated for sustainability?

Q14. How do XXXX policies and rules enable your development?

Q15. How do they constrain your development?