A STUDY OF LIFELONG LEARNING IN ACADEMIC INSTITUTIONS

by

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SUMMARY

TITLE: A STUDY OF LIFELONG LEARNING IN ACADEMIC INSTITUTIONS

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The need for lifelong learning is the result of changes that take place in education as well as in the workplace. Educational changes are effected by new technology, new theories for teaching and learning as well as new education policies and regulations. The above-mentioned changes permanently changed the face of education.

Higher education institutions have been contributing to the economic and social development needs of the country, however, they need to keep abreast of change to provide effective and efficient service to their customers.

Institutions of higher learning are expected to provide opportunities for economic and social advancement by producing highly skilled manpower who should be able to participate in a highly competitive global economy.

The concept of lifelong learning is related to staff development and training. The researcher investigated institutions of higher education as learning organisations and how they implement lifelong learning. A more thorough research was conducted on how staff development can be utilised as a mechanism for effective lifelong learning for academics in institutions of higher learning.

An empirical investigation has been conducted to ascertain specific needs of academics as well as their attitudes towards lifelong learning. It was encouraging to realise that attitudes of academics towards lifelong learning are positive.

The researcher explored the information from both empirical research and literature study to suggest guidelines for staff development as well as recommendations to encourage staff to attend training sessions. In this project the researcher looked at approaches to staff development as well as staff development models. Delivery modes of staff development were identified and, most importantly, the researcher looked at how training needs were identified.

Despite the positive response and attitudes of academics towards lifelong learning, it is important for institutions of higher learning to introduce incentive schemes to ensure academics' participation in as well as attendance of training programmes.

KEYWORDS

1. Lifelong learning
2. Participation
3. Motivation
4. Change
5. Academic Development
6. Opportunity
7. Guidelines
8. Academics
9. Learning organisations
10. Higher education

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CHAPTER 1

INTRODUCTION, AIMS OF RESEARCH, PROBLEM STATEMENT AND RESEARCH PROGRAMME

1.1   INTRODUCTION

The problem of investing in human resources development is a challenge facing South Africa. The researcher is of the opinion that the promotion of lifelong learning is the solution to the problem. Human resources can be improved through lifelong learning, which will increase and improve the skills of the employees.

Owing to globalisation, 'the criteria by which political elites judge the 'strength' of the states and their institutions are changing with breathtaking speed. Powerful military and civilian bureaucracies only yesterday seemed crucial, capacity to adjust production and distribution mechanisms to the rapidly changing technologies and knowledge bases are being increasingly viewed as more significant indicators of strengths or weaknesses'. (Heidenheimer (1990:1) as quoted by Hussen & Postlethwaite (1994:1835).

The researcher not only views lifelong learning as the best way to improve skills with the aim of improving production, but also sees it as the (NQF) way to facilitate access to, and mobility and progression within education, training and career paths, because technology and career changes put a lot of strain on employees. They need to be prepared and flexible in order to adapt to these changes.

Lifelong learning enables a rapid and innovative response to the demands of a growing economy and a changing country. It focuses on continuous improvement in productivity. To cope with changing technology and knowledge, the future of the country depends on the quality of person power supplied by the education system which it makes available to the labour

market. Comparatively speaking, South Africa is performing badly on the economic front.

Since institutions of higher learning feed the labour market, it would be proper to restructure academics' training and development. The idea of lifelong learning should be encouraged and inculcated in order to provide the labour market with quality human resources.

1.2 STATEMENT OF THE RESEARCH PROBLEM

According to the World Competitiveness Report of 1997, South Africa is number 46 on the people factor list and number 37 on the management factor list out of 48 countries. South Africa's weakest points were its lack of skilled labour and motivated people.

Since education provides the general basis of knowledge, the researcher decided to look at how education institutions respond to change. An institution that adapt to change, embraces lifelong learning. Education consists of different bands, the researcher chose to conduct research on the higher education and training band.

In view of the above overview of the problem, the problem that will direct this research can be formulated by way of a number of questions:

1.2.1 Will a thoroughly conducted needs determination for academics at academic institutions (that is colleges of education and technikons in the Gauteng Province contribute to their commitment to lifelong learning and ultimately to their improved performance as academics?

Subquestions are:

1.2.1.1 are academics receptive to and making use of lifelong learning through training and development opportunities available at their institutions?

1.2.1.2   are management teams at academic institutions really committed to create learning opportunities for the active participation of academics to support them in lifelong learning?

1.2.1.3   do differences and similarities exist between the needs of academics at colleges of education and technikons for lifelong training and development?

1.2.1.4   how can management teams at academic institutions create lifelong learning opportunities for the active and motivated participation of academics at their institutions?

1.3   RESEARCH HYPOTHESES

It is postulated in this study that:

If the needs of academics at academic institutions for lifelong learning and staff development programmes can be accurately and precisely determined (including their active participation), then academics at these institutions will have a more positive attitude to be more motivated and will actively participate in staff development programmes as part and parcel of lifelong learning process.

1.4   LIFELONG LEARNING AND PRODUCTIVITY

Institutions of higher learning, especially universities, accomplish much through their research, but it should not be forgotten that "knowledge, learning, information and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilisers and blue jeans did earlier". (National Commission on Excellence in Education, 1983:7).

To ensure that the reputation of their profession as a whole is enhanced and remains high, academics have to keep on learning and improving their skills so that they are not overtaken by events. Improving productivity is critically dependent on the right kind of human resources development and training. It

is indisputable that lifelong learning will equip academics for the present and the future.

Change requires people to be capable of adapting to change. Such adaptation and job changes involve learning throughout a person's life. Lifelong learning will prepare and keep on preparing people for change whether the change is political or economic or work-related. Lifelong learning will increase job opportunities and mobility.

Academics should be motivated and made aware that an era of lifelong employment is a thing of the past. The number of educated people is increasing, employment is a scarce commodity and, once obtained, the challenge of keeping it is just as important. Continuous personal growth will ensure continued employment.

Academics should take the lead in the process of reconstruction, and lend it weight in order to rescue the country. They should also be aware that they are accountable to their clients, for example parents and students who want value for money and to other interested parties like the government and business. This is a huge responsibility.

1.5   AIM AND OBJECTIVES OF THE STUDY

The modern economy needs modern workers. The most important characteristic of a country with a winning economy is its education system. In South Africa there is a growing recognition of education as a strategic factor in the growth of the economy. Although it took South Africa so many decades to realise the importance of education for all, this is now receiving high priority. The establishment of the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) is a sign that education is being restructured.

The aim of this study is:

- to investigate the process of lifelong learning for the development of academics at colleges of education and technikons situated in the Gauteng Province.

The objectives of this study are:

- to conduct a comparative study to compare lifelong learning in the two types of academic institutions in the Gauteng Province.
- to identify the needs of academics, and possible reasons for the lack of interest in staff development and training programmes.
- to investigate an acceptable way of effective staff development and training programmes for academics at the two institutions of higher learning.

Everybody is looking to education to provide the solutions to problems brought about by the social changes and economic challenges that face South Africa today. Heavy expectations and demands are being placed on higher education.

1.6 DEMARCATION OF THE AREA OF STUDY

The research is confined to academics who are permanently employed in institutions of higher learning, namely technikons and colleges of education in the Gauteng Province. The institutions that will be involved in this research are: Northern Gauteng Technikon, Pretoria Technikon, Technikon South Africa, Witwatersrand Technikon, Vaal Triangle Technikon, College of Education of South Africa, Johannesburg College of Education, East Rand College, Pretoria College and Sebokeng College.

A representative sample will be selected from each of the above institutions and questionnaires will be sent to full-time lecturers. The method of research will be fully explained in Chapter 4.

During the initial stages of the research the researcher was aware that the department of education is closing down some of the Colleges of Education due to lack of enough students to warrant the colleges' existence. By the end of the research some colleges of education mentioned above might have ceased to exist.

1.7   RESEARCH METHODS

The researcher utilised the following research methods in the investigation of the research problem.

1.8   LITERATURE STUDY

1.8.1 Primary and secondary sources

A thorough study was made of relevant publications, articles and research reports, as well as official reports and discussion documents of the Department of Education in order to include the necessary information on lifelong learning.

1.8.2 Empirical Research

The following methods of empirical investigation were utilised:

1.8.2.1   *The questionnaire method*

For the most part, closed-ended questions were used in this research. A list of answers was provided and the respondents were asked to select the answer. The researcher chose this type of research method and questioning as it is "very popular" and because it provides greater uniformity of responses and are more easily processed" (Babbie, 1992:147).

There were a few open-ended questions, where respondents were asked to provide their own answers to the questions.

A covering letter explaining the purpose and value of the study was sent to all the rectors of all the institutions concerned and requesting the total number of permanent academic staff. Then questionnaires were sent to a contact person at each institution to distribute to the randomly chosen lecturers.

1.8.2.2 Participant observation

The researcher gained personal experience as a teaching advisor at Pretoria Technikon (Bureau for Staff Development), where her job involved training academics, and also as a member of SAAAD (South African Association for Academic Development). Being in such excellent positions she could use the participant observation method first handed.

1.9 TITLE AND CONCEPTS CLARIFICATION

To gain a broad perspective with regard to lifelong learning for the development of academics it is important to clarify and define certain related concepts.

1.9.1 Training

Erasmus & Van Dyk (2001:2) defines education as "a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved".

1.9.2 Education

Education "can generally be defined as the activities directed at providing the knowledge, skills, moral values and understanding required in the normal course of life". (Erasmus & Van Dyk, 2001:2).

Education and training are both important elements of human resource development. An integrated approach to these two concepts will profit the country's human resources development. The aim is to integrate the theory with the practice, and the academic with the vocational.

1.9.3 Development

From a human resources point of view, Pace, Smith & Mills (1991:3) define development as "the integration of individual development, career development and organisation development roles to achieve maximum productivity, quality, opportunity, and fulfilment for organisation members as they work to accomplish the goals of the organisation".

Development concerns the preparation of employees to make maximum use of their skills and abilities, to achieve satisfaction in their work and to become experts in a spirit of competitiveness. It is also linked to career paths in an organisation. For instance, a lecturer could further his studies and end up as a senior lecturer or even the dean of a faculty.

There is a link between education, training and development. They all involve "learning", but at different stages or levels. Nadler (1990) differentiates between these three terms as follows:

(i)   Education is "learning to prepare the individual for a different job".
(ii)   Training is "learning related to the present job".
(iii)   Development is "learning for growth of the individual but not related to a specific present or future" (Nadler, 1990:20-24).

Education prepares a person for general knowledge, to be used throughout life, whilst training is based on specific activities of the job or based on the job description. Employee development creates a learning environment within organisations.

Education, development and training should not be seen as separate but in relation to each other.
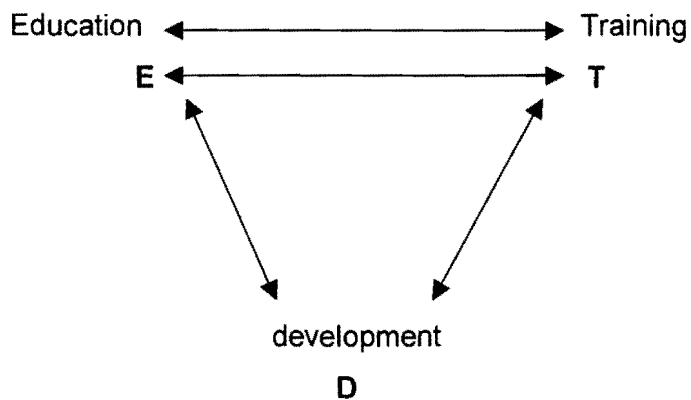
Source: Jerling (1999:3)

1.9.4 Self-development

"Self-development is a conscious response on the part of individuals to deal with what they recognise as their development needs" (Katz, 1996:3).

Sometimes individuals recognises their lack of expertise and take a decision to develop themselves in order to be able to perform the job well. Self-development might be in the form of training or an individual enrols at an institution to further his/her studies.

1.9.5 Self-empowerment

Muller, as quoted by Tshenye (1996:11), states that self-empowerment is "the ability for individuals to equip themselves with achievement, motivation tools that they can apply for the rest of their lives. They must develop the attitudes and behaviour of self-empowerment, high achievement-motivated persons and adapt these as their own".

1.9.6 Adult continuing education

"Instruction designed to meet the unique needs of adults and youths beyond the age of compulsory school attendance who have either completed or interrupted their formal education. This may be provided by a school system, college, or other agency or institution (including a technical institute or area vocational school) through activities and media such as formal classes, correspondence study, radio, television, lectures, concerts, demonstrations, and counselling" (Shafritz, Koeppe & Soper, 1988:17).

Both definitions of lifelong learning and adult continuing education share the following aspects:

- Education throughout a person's life.
- Availability of education throughout a person's life.

1.9.7 Motivation

Robbins (2001:155) defines motivation as "the process that account for an individual's intensity, direction, and persistence of effort towards attaining a goal". An individual should be willing to work hard towards a direction that will benefit both himself/herself and the organisation.

Two kinds of motivation can be clearly distinguished, namely intrinsic and extrinsic motivation.

Intrinsic motivation is "the need to do challenging, interesting and meaningful work, to execute it successfully, to receive recognition for this and to be able to develop in the process". Extrinsic motivation is defined as "needs for pleasant working conditions, a good salary, security at work, and so forth (Gerber, Nel & Van Dyk, 1996:328).

1.9.8 Organisational development

"A collection of planned change interventions, built on humanistic-democratic values, that seeks to improve organisational effectiveness and employee well-being" (Robbins, 2000:553).

Organisational development is not only based on development but to improve organisational effectiveness and productivity. The involved participants need to discuss their training needs in a free and open environment. Organisations should not dictate to employees about their training needs, but should involve them in identifying their training needs. The objectives of development should be clearly stated.

Higher education institutions have established units such as academic development, staff development, curriculum development and student development. These units operate on different levels, some may be responsible for policy development while others are focused exclusively on academic issues. The researcher is interested in staff development.

1.9.9 Information literacy

Information literacy is "an essential element in defining an educated person living and working in the information age" (Farmer & Mech, 1992:1-2). In their opinion, the characteristics of the information age are the following:

"... rapid exponential growth of new information readily accessible in a diverse mixture of old and new prints and electronic formats. The implications of information technology affect institutions of higher learning as well". By this the researcher does not imply that leaders of institutions ignore the information age. The researcher is looking at ways in which the acquisition of information through a bureau for staff development can be promoted to academics in order to avoid information illiteracy. Institutions are flooded with so much information that a formal centre is needed to control and direct

information flow. Lecturers can participate by helping with the planning and sharing of expertise.

1.9.10 Lifelong learning

Longworth & Davies (1996:21) define lifelong learning as "the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment".

Lifelong learning is like recharging a battery. Lifelong learning is a process that improves knowledge, skills, productivity and personal development. This simply means that learning continue throughout life. The National Union of Metal Workers of South Africa (NUMSA) states that lifelong learning "entail the incremental skilling of workers" (Behrens, 1997:215).

1.9.11 Learning organisation

Garvin (2000:11) defines a learning organisation as "an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behaviour to reflect new knowledge".

A learning organisation is capable of interpreting the signs of change and creates an environment that is conducive to learning. A learning organisation easily adapts to change.

1.9.12 Changing organisations

Evans & Schaefer (2001:1) states that "changing is what organizations do, not what you do to them. Changing is the continuous process of an organization attempting to align itself with shifts in its market place and with the realities of its external financial, physical, social, political and technological environment".

Changing organisations are flexible and accept change.

1.9.13 Higher education institutions

To provide higher education means –

(a)   the registering of students for –
    (i)   complete qualifications at or above level 5 of the National Qualifications Framework as contemplated in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995); or
    (ii)   such part of a qualification which meets the requirements of a unit standard as recognised by the South African Qualifications Authority at or above the level referred to in subparagraph (I);
(b)   the taking of responsibility for the provision and delivery of the curricula;
(c)   the assessment of students regarding their learning programmes; and
(d)   the conferring of qualifications,

in the name of the higher education institution concerned".

Source: Higher Education Act 1997 as amended in 2000

1.9.14   South African Qualifications Authority (SAQA)

"SAQA" stands for South African Qualifications Authority, which was established in terms of section 3 of the South African Authority Act, 1995 (Act No 58 of 1995). (Government Gazette, 19 December 1997).

1.9.15   Guidelines

A guideline is a "principle or criterion guiding or directing actions". (Thompson, 1995:604).

1.9.16 Skills Development Act

Skills Development Act means the Skills Development Act, 1998 (Act No. 97 of 1998). The act is meant to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African Workforce.

1.9.17 Skills Development Levies Act

Skills Development Levies Act means the skills development levies payable in terms of Skills Development Levies Act 1999.

The concepts clear the misunderstanding of concepts, especially those that are so close to each other in meaning, e.g. education, training and development. It would be wrong not to clearly clarify them. It is important to understand the exact meaning of concepts in order to have a clear picture when reading this research.

1.10 STRUCTURING OF THE RESEARCH PROGRAMME

The research programme was structured according to the following chapter outline:

CHAPTER 1

- Introduction
- Research problem
- Aims of the research
- Research methods
- Research programme

The first chapter identifies the problems which led to this research and is followed by a section that describes the research methods.

Chapter 1 contains the research problems, the aims of the investigation, the research methodology and, lastly, the research programme. The problem is stated. The aims and objectives of the study are also stated, the methods of research are explained, the field of study is demarcated and, lastly, a description and definition of terms are provided.

CHAPTER 2

- Introduction
- What is lifelong learning?
- The impact of the National Qualifications Framework (NQF)
- The objectives of the South African Qualifications Authority (SAQA)
- The objectives of the National Qualifications Framework
- The new approach towards learning
- Conclusion

Chapter 2 explores in detail what is meant by lifelong learning. The researcher provides a general background to the research problem.

Chapter 2 investigates lifelong learning in its totality. The researcher looks at other terms that are related to lifelong learning, for example continuing education and adult education. The concept of lifelong learning is clearly defined and its implications are considered. The question of who should be involved in lifelong learning is also addressed.

CHAPTER 3

- Introduction
- Institutions of higher learning as learning organisations
- The relationship between staff development and lifelong learning
- Delivery modes of staff development
- The functions of the staff developer
- Learning challenges for a learning age for academics
- Implications for providers
- Developing human potential: the aim of capacity building
- Conclusion

In this chapter the researcher looks at means of promoting lifelong learning in institutions of higher learning.

Chapter 3 considers institutions of higher learning as learning organisations. Concepts like motivation, self-empowerment, participation and democratisation are looked at as ways of promoting lifelong learning. The researcher describes the models of staff development and chooses the one that, in her opinion, is the best, and explains the reason for the choice.

CHAPTER 4

- Introduction
- Aims of the empirical research
- Methodology
- Selection of the measuring instruments
- Target population and sample
- Results
- Biographical data
- Conclusions from the empirical research
- Summary

Chapter 4 is an exposition and an analysis of the data and an interpretation of one point of view. It also compares staff development between technikons and colleges of education.

CHAPTER 5

- Introduction
- Institutions of higher education as learning organisations
- Characteristics of a learning organisation
- Model of participation of lecturers in determining their training and development process
- Participation
- Opportunity
- Motivation
- Conclusion

Chapter 5 provides guidelines for the encouragement of lifelong learning in institutions of higher learning.

CHAPTER 6

- Introduction
- Conclusions
- Recommendations
- Limitations of the research project
- Further research

The researcher draws conclusions from her findings during the research. Finally, motivated recommendations will be made on how to promote lifelong learning in institutions of higher learning in the RSA.

Chapter 6, in short, deals with the study by means of an overview of the research and by stating findings and conclusions and motivated recommendations.

1.11   CONCLUSION

Today's changing technology and working environment prescribe larger doses of continuing education and training.   High demands, expectations and competition also play a major role in institutions for higher education.

Institutions of higher learning as providers of education and training will continue to be affected by the changes taking place locally and internationally, and they are expected to drive this process.   Lifelong learning will promote and address the poorly skilled and the stale labour force.   Through the Skills Development Act, learning will also take place at work.   A wider scope will be covered because provision is also made for people who are unemployed.

Should everything go as planned, this will be the best gift to the majority of South Africans who never had a chance to be educated. The researcher believes that lifelong learning will take the country to its desired destination, that of being competitive and information literate. Lifelong learning is seen as a very important factor for economic growth. Education is seen as a weapon to alleviate unskilled labour and encourage innovation, and brings about positive economic change.

Without vision there is no destination. The purpose of this chapter is to introduce the reader to the research. The last chapters provide an analysis of institutions of higher learning as learning organisations.

CHAPTER 2

THEORY OF LIFELONG LEARNING

2.1   INTRODUCTION

Transformation involves every aspect of South African life. The education system is no exception. Top quality education is a requirement for any prosperous country. "... there is a continual barrage of information, hype, and opinions about work, education (and increasingly, about education and training for work" (Cerrero, Wilson & Associates, 2001:62). A successful modern economy and society require citizens with a strong foundation of general education, as this will enable them to become progressively qualified in a lifelong process. Individuals should have the desire and ability to continue to learn for personal development and growth, which will in turn lead to a more rewarding life and the creation of a stronger economy.

South Africa must position itself for growth and survival. It has to adapt and innovate on an ongoing basis. The search for solutions to the country's educational problems include a commitment to lifelong learning. Lifelong learning means new education options throughout life. It is an opportunity for information acquisition and productivity.

" ... for the first time in South Africa's history a government has been given the mandate to plan the development of the education and training system for the benefit of the country as a whole and all its people" (Department of Education, 1997:5).

The term "lifelong learning" will be discussed in full in this chapter. The researcher believes that, in order to provide an appropriate response for the educational challenges and demands, academics in institutions of higher learning should take the lead in instilling the desire for lifelong learning in their graduates, and they should be role models by participating in lifelong learning and taking it seriously. The researcher has exhausted literature and this is the information available regarding higher education. To achieve my objectives, the researcher had to refer to fairly old literature.

2.2 DEFINING LIFELONG LEARNING

The term "lifelong learning" was used as early as the late twenties. There is a bit of confusion as to what lifelong learning means exactly. According to Knapper & Cropley (1991:17), lifelong learning has a different meaning in different countries: "in the United States it has frequently been regarded as simply a new term for adult education (as in the 1976 Lifelong Learning Act, for example), and has been linked with "alternative" educational activities such as educational brokering. In Europe the concept has more frequently been associated with the linking of learning and work, especially through provision of paid educational leave, recurrent education, or with open learning".

In South Africa the concept of lifelong learning has been developed by the trade union movement, particularly in organisations within the Congress of South African Trade Unions (Cosatu), as one of the components of a reconstructed education and training system capable of meeting both equity and development needs. One of the aims of a programme of lifelong learning, as Adrienne Bird of the National Union of Metal Workers of South Africa (Numsa) explains, is the "incremental skilling of workers by means of a system that knits together formal and informal or on-the-job learning" (DSA in Depth, 1993:42). From the above it is not surprising that the Skills Development Act (199) was a brain child of the department of labour. The challenge facing the department of labour, is to implement its dream and reap the fruits. Field (2000:133) states that "the education policy matra of the new millennium is lifelong learning". The researcher hopes it is not just one of the millennium excitement but a reality as it is significant for the nation.

Knapper & Cropley (1991:20) differentiates between lifelong education and lifelong learning. According to them, "lifelong education can be thought of as a set of organisational and procedural guidelines for educational practice aimed at fostering learning throughout life". It has an alternative approach to the provision of learning and experiences for all citizens.

The following definition by Longworth & Davies (1996:21) will be used throughout this research, "lifelong learning is... the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environment."

Delors as quoted by Wilson (1998:4) argues that "lifelong education should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community".

According to Longworth & Davies"s (1996:21) definition each individual has a learning potential. Given learning opportunities, discarding learning barriers and providing access to education will encourage and motivate learning throughout life. The human being's experience incorporates both continuity and change, hence the need for lifelong learning, which is a process, a continuum of interdependent elements.

Lifelong learning embraces all forms of learning, formal and informal, throughout life. Michael (1992: 20) call it a "seamless education", which clearly means there are no boundaries, while Butcher (1995:1) argues that "learning should continue throughout life (rather than being limited to childhood) and should be of direct relevance to the needs and life experience of learners" be they social or economic. The figure below stresses learning for all and relevance.

Figure 2.1: The learning process

Formal ----------------------▶ Informal

Axis B: Lifelong

Pre-school · Elementary · Secondary · Tertiary · Continuing · Adult · Third age

Accreditation
Technology uses
Integration
Quality
Finance

Axis C:
Learning

Personal learning needs
Personal motivation
Personal vision and goals
Access to learning
Personal skills and competencies
Guidance and information
Validation and feedback

Axis A: The learner

— — — — — — — — — THE LEARNER - — — — — — — — —▶

Source: Longworth & Davies (1996:20).

Informal education needs to be recognised. The new South African education policy has put a process of recognition of prior learning as a tool to bridge the gap between formal and informal education. "The recognition of prior learning evolved from the National Training Strategy Initiative in 1994 and its objectives is to assist in fast tracking skilled persons to qualification status within the NQF". (Faulds, 2001:20). Formal education is characterised by a certificate whilst informal education was not recognised. Recognition of prior learning is still at its infancy and very important in repositioning South Africa's education system.

In South Africa the South African Qualifications Authority (SAQA) Act was passed in 1995. The Act can be thought of a set of organisational and procedural guidelines. In terms of this Act, SAQA will establish bodies to implement the National Qualifications Framework(NQF). The bodies that will be established are the following:

National Standards Bodies (NSBs), Standards Generating Bodies (SGBs) and Education and Training Quality Assurers (ETQAs).

2.2.1 Functions of NSBs

National Standards Bodies (NSBs) shall perform the following functions:

- define and recommend to SAQA the boundaries of the discrete field for which it is constituted, eg. process, product or service, related to other fields;

- define and recommend to SAQA a framework of sub-fields to be used as a guide for the recognition and / or establishment of SGBs;

- recognise and / or establish SGBs within the framework of sub-fields, or withdraw or rescind such recognition or establishment;

- ensure that the work of SGBs meets the SAQA requirements for the registration of unit standards and qualifications as indicated in Appendix B to these regulations;

- recommend the registration of unit standards on the NQF to SAQA;

- recommend qualifications to SAQA;

- define requirements and mechanisms of moderations to be applied across ETQAs;

- appoint office-bearers, such committees and members of committees as required to carry out the functions designated, in consultation with SAQA; and

- such other functions as may from time-to-time be delegated by SAQA.

2.2.2 Functions of SGB's

SGBs shall perform the following functions:

- generate unit standards and qualifications in accordance with SAQA requirements in identified sub-fields and levels;

- update and review standards;

- recommend unit standards and qualifications to NSBs; and

- such other functions as may from time-to-time be delegated by SAQA.

2.2.3 Functions of ETQAs

"Education Training Quality Assurance Body" (ETQA) means a body established in terms of section 5(1)(a)(ii) of the Act, responsible for monitoring and auditing achievements in terms of national standards and qualifications, and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the Act".

The bodies within SAQA, e.g. SGBS, ETQAs will help SAQA to facilitate its objectives that will promote lifelong learning. Through SAQA Act does not provide a detailed guideline of the promotion of lifelong learning, it is clearly stated in its objectives that NQF will facilitate access to, and mobility and progression within education, training and career path through vehicles such as Recognition of Prior Learning (RPL).

SAQA has to establish enabling bodies like SGBs and ETQAs to fulfil its mandate. SAQA's mandate also include the development of NQF and its infrastructure. The bodies will be engaged in the implementation of NQF objectives.

Phillips (1997:1) summarises the functions of these bodies as follows: "NSBs and SGBs

will coordinate the development and registration of unit standards and qualifications for registration and protect the integrity of the standards and qualifications when they are implemented through the establishment of quality assurance systems such as moderation procedures, the registration of workplace assessors, accreditation procedures and human resources quality audit".

Lifelong learning should continue throughout life and should be relevant to the learners in order to enrich their lives. Education that is linked to training will address the industry's needs. The qualifications will address the shortage of skills and knowledge. The introduction of the Skills Development Act (1998) will address continuous training in organisations.

The responsibilities imposed on SAQA are huge. Deliberations are in process in order to implement the expectations of the act. Initially SAQA allocated four levels on the NQF to higher education. The concerns of Council on Higher Education (CHE) resulted in agreement between SAQA and CHE that "sub-levels be used to accommodate the range of higher qualifications" (Department of Education, 2002:iii). The above statement clearly proves that the law is not cast in stone. Policy documents such as a new Academic Policy for Programmes and Qualifications in Higher Education will have an impact on existing legislation and regulations.

Since South African democracy is still new, lengthy consultations and deliberations with stakeholders is important to produce an enabling education regulation and policy.

The New Academic Policy for Programmes and Qualifications in Higher Education "proposes a number of new qualification type. Their meaningfulness and appropriateness for labour market needs and for employment purposes remains to be tested". (Department of Education, 2002:iv).

SGB's are formed and working very hard to generate unit standards, whether they will deliver the goods remains to be seen.

Many ETQA's have applied to SAQA to be given the green light to operate. Deliberations on demarcations of operation are on to avoid either overlappings or stepping on one another's toes.

Policies and legislation are in place, the challenge to the government is to see whether the stakeholders and teachers have the sill and courage to make the mindset shift and to implement objectives set by government so that they will work in practice. Government set initiatives in which educators will be prepared to participate in full.

It should not be difficult to get an understanding of the benefits that the new education system brings, however participation in deliberations is important.

In view of the above, the researcher agrees with Department of Education (2000:20) "societal strategies for economic growth and wealth require a learning society and a learning nation so that there is a constant adaptation to cope with and succeed in new conditions, technologies and information".

Such joint ventures of all stakeholders, every citizen are important to nurture the next generation of lifelong learners.

According to Candy (1991:15) there is a relationship between lifelong learning and self-directed learning, which is viewed as part of lifelong learning. Lifelong learning also includes formal, non-formal and informal learning extended throughout the lifespan of an individual, so that the individual can attain the fullest possible development. The term "lifelong learning" appeals to the researcher because it entails growth, change and development.

Self-directed learning is referred to as self-managed learning. The learner is responsible for his/her own learning, i.e. the learner select possibilities to match learning content, according to his/her needs, and the learner is able to adjust to his/her own field or education, whether initial or continuing, since initial education is not enough in this changing world. Initial training is merely a basis, but it should enable the person to continue learning independently after leaving the system. Preparing people for lifelong learning is a way to ensure that they will be able to cope and manage to deal with whatever changes life has in store for them.

The position of government on lifelong learning is quite clear. Certainly as many government legislation and policy (for example White Paper (1997), a new Academic Policy for Programmes and Qualifications in higher education (2002), Curriculum 2005: Name the Lifelong Learning for the 21st Century (1997). The Lifelong Learning Educator in the South African Context (2000), Education White Paper: Special needs education, building an inclusive education and training system (2001) agree that lifelong learning is the route to follow in order to improve the economy and life style of South African citizens. The Skills Development Act (1997) and the Skills Levy Act (1998) have been implemented to fast track training. Organisations pay a levy of 1% of their payroll to the receiver of revenue. The money is earmarked for training through 24 sector education and training authorities. Organisations that train their employees will be rewarded by claiming the money back if proof of training employees is forwarded. Government expressed its frustration and disappointment at business failing to train its employees. Different newspaper reports claim that the money for skills development and training is lying untouched in bank accounts. (Citizen 20 February 2002 – over R3 billion), (Business Day 14 February 2002 – more than R1 billion), (Eastern Province Herald 14 February 2002 – more than R1 billion). Though the newspapers gave different amounts of unclaimed funds, evidence from amounts quoted calls for concern.

The researcher is concerned about the failure of organisations to utilise the money in the workplace. If skills development fails in an organised set up like the workplace, what about the unemployed? These people might be easily forgotten. There is no denying that the idea is noble but it is important for stakeholders to constitute the

framework of how skills development will take place.

The challenges facing the policy makers is to realise their vision "of a South Africa in which all our people have access to lifelong learning education and training opportunities, which will in turn contribute towards improving the quality of life and building a peaceful prosperous and democratic society (Department of Education, 2000:3).

Government blames employers and employers responded by "that failure to claim from Setas was no indication of lack of commitment to training, but was a frustrated response to an "onerous claiming procedure established by the government" (Ramashia, 2002:2). The remaining question is who is fooling who? The researcher feels that need to discuss their frustrations in order to come up with a winning solution.

2.3 CHARACTERISTICS OF THE LIFELONG LEARNER

Knapper et al (1991) sum up a lifelong learner as someone who is strongly aware of the importance and need for lifelong learning, someone who is motivated to pursue his/her dreams of learning, is aware of the relationship between learning and real life and lastly he/she has the necessary skills that will enable him/her to pursue lifelong learning.

The characteristics needed by people to be lifelong learners include people with vision, people who are not afraid of change, people who see change as a challenge rather than an obstacle, people who see solutions to their problems through continuous learning and who are information literate. Such people realise that they cannot remain qualified no matter how educated or intelligent they may be; they need refuelling from time to time.

The increase in student numbers in institutions of higher learning and other private colleges is a good sign that people are taking education seriously. The increase in the number of adults in the abovementioned paragraph confirms that people take continuous education as a solution to the problem.

There is, however, a disturbing factor which might discourage lifelong learners. The lack of jobs might be a deterrent or barrier to motivating people to acquire the self-concept of lifelong learning.

2.4 REASONS FOR DEVELOPING LIFELONG LEARNERS

Many of the mission statements of South African institutions of higher learning refer to the importance of developing lifelong learners. According to Knapper et al, (1991:21-26), there are a number of reasons why institutions of higher learning should prepare students for lifelong learning.

There is a shift in emphasis from pure knowledge acquisition to practical knowledge utilisation. Factual-based is giving way for knowledge-based education. The new curriculum requires learners to be able to design and solve problems, to access and assess information critically and effectively, to analyse and question, and to organise and critically evaluate.

"The tremendous increase in the volume of information, accompanied by dynamic technological innovations, has become so rapid that no one individual can expect to know everything, even in the most specialised disciplines. As our knowledge base expands in size and complexity, the ability to succeed in our society is likely to be dependent upon an individual's level of proficiency and competency to make significant and continuing contributions within this expanding environment. The characteristics of the process whereby trained professionals remain current and, therefore, effective, will be critical in the rapidly changing environment of tomorrow's workplace, hence the need for information literacy" (Pask & Smith, 1987:188). Institutions of higher learning must graduate students who are information literate and can operate independently in a fast-

changing environment rich with information.

The shift from pure knowledge acquisition to practical utilisation is a challenge for the country. In most schools, especially the disadvantaged ones (rural schools being the most hard hit), introducing the new education dispensation will be a tough task. With little or no resources at all, it will be a difficult mission to accomplish. The educators also need to be trained in order to be ready for the change and be able to embrace the change. Lastly, lack of funds could slow the process.

Constant changes in all spheres of life makes it necessary for everybody to become a lifelong learner in order to be competitive. The following are reasons why change is important:

2.4.1 Change

Change is the main factor that has led to the increased interest in the promotion of lifelong learning. Any country that wishes to keep pace with accelerating change requires continuous learning. Lifelong learning holds promise for reforms at all levels. Change requires people capable of adapting to changing circumstances. Such adaptations require the individual to learn early in life as well as later in life, to actually learn new things at various points in his/her life. According to Knapper et al (1991: 22), change today has two features:

- The rapidity with which changes are occurring and the present set of changes are by contrast occurring so rapidly that the cycle may repeat itself several times within a single lifetime.

- It is global: it transcends regional and national boundaries.

2.4.2 Change in work

Most graduates will have more than one career in their lifetimes because the working world is changing rapidly on account of technological progress, the explosion of information, the development of manufacturing techniques and the emergence of new products. Occupational preparation of graduates will be obsolete after a few years, and lifelong learning is therefore a matter of survival.

2.4.3 Social change

Changes facing South Africa are not only in the workplace. The increasing volume and complexity of information means that children are exposed to many socialising agencies lying outside the family. Some people will find it difficult to cope psychologically and socially.

2.4.4 Special groups

The accessibility and flexibility of the new education dispensation will address the needs of special groups in society who are at an educational disadvantage because, according to the principles of NQF, education and training will be gained anywhere at any age and in different forms, be it formal or informal.

According to Department of Education (2001:16) inclusive education and training "are maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning". The quoted document above looked at the special needs of learners and also embraces that learning occurs informally as well as formally and no one must be left being whether abled or differently abled.

2.4.5 Demographic change

There are demographic changes that are evident in institutions of higher learning and the workplace such as the following:

- There are more students than before and they are diverse with regard to colour, education background, economic background, to just name a few aspects, especially in institutions that were meant for a certain group of people.

- There is a more diverse workforce.

People need coping skills in order to survive, hence the need for lifelong learning. Longworth & Davies (1996:25), summarises the reasons for lifelong learning as shown in the following figure:

Figure 2.2:   Changing paradigms for a lifelong learning age

Influence of science and technology
Restructuring of industry
Global demographics
Influence of television and other media
Changes in the nature of work
Focus on the individual
Environmental imperatives
New global power structures

Source: Longworth & Davies (1996:25).

All these factors above , all combined influences the pressures that require radical shifts in education and they also create profound adjustments in learning. Qualifications attached to jobs determine whether the qualification is indeed necessary, but factors such as changes in the nature of work might require a top up to an already existing

qualification. Achieving a qualification that does not need an individual to learn continuously is impossible based on the changing paradigms for a lifelong learning age.

The paradigms pose a challenge to existing qualifications, job descriptions, job specifications and employability.

Changes in the nature of work demand different ways of doing your job. These challenges can be successfully managed through lifelong learning. Through managing the challenges of changes in the nature of work does not necessarily imply employability, being able to manage them help individuals to cope, and face the challenges.

Lifelong learning is the strategy to sustain growth and development, and to keep us in readiness to conquer the fast changes that are overtaking us and shortening our knowledge cycle. It is the function of all institutions that are involved in education and training to provide and equip all members of the labour force with the skills needed to meet the rapidly changing demands of the South African economy. Industry needs highly and relevantly skilled people to ensure the success of businesses. Industry needs people who will add value and also take the organisation forward in the face of continuous and rapid change.

2.5   LIFELONG LEARNING MODELS

The researcher looked at four lifelong models and scrutinised them in order to identify the ones that relate to South Africa's new approach.

2.5.1 THE INDUSTRY-ORIENTED CENTRAL/SOUTH EUROPEAN APPROACH

Job and employment oriented

Promoted continuing education for all

Driven by university-industry partnerships

Adult level

Training, not learning, focus

2.5.2 THE JAPANESE AND PACIFIC RIM APPROACH

Two models that are kept quite separate

a) Job and skills driven - initiated in companies by companies

Has a Training and a learning focus

Companies as learning organisations

b) Community driven – initiated by government and communities

Lifelong-learning community centres

Mainly for adults, but also includes non-school youth programmes

2.5.3 THE NORTHERN EUROPE AND NORTH AMERICAN APPROACH

Relies heavily on partnerships

Includes open universities, distance and open learning

Recognises importance of school education

Empowerment of people in industry through learning

2.5.4 THE 14TH INTEGRATED "LEARNING FOR A LIFETIME" APPROACH

Cradle to grave (Lifelong)

Focus on development of human potential through learning

Applies holistically within and between all sectors of the community – whole-of-life vision

Multiple partnerships for mutual advantage

Creates personal, organisational, national, international values and attitudes

Source: Longworth (1992:4)

Though the approaches in each model above differ, they have a common feature, that is to promote lifelong learning. The format in which lifelong learning should follow differs from model to model. Some models emphasise education and training, or training and learning or learning and development. However there is a link between all the concepts used in the models, thus they should not be seen as separate but in relation to each other as mentioned in Chapter One. They all involve "learning" but at different levels in the life of an individual.

It is also interesting to note that all models mention partnerships in the promotion of lifelong learning, e.g. university-industry, government and communities, companies, universities and school education. Learning takes place at different levels, throughout life, and the learning is provided by different structures from families, communities and industry. It can either be formal or non-formal. Learning at each stage plays an important role and for the development of a whole person.

However there seems to be little mention of from when to when should lifelong learning take place. The industry-oriented model make mention of university-industry partnerships and adult, what happened to the learning that took place before university? The Japanese and Pacific Rim approach is job and skills driven, and mainly for adults. The model excludes learning at other levels and concentrate of learning of adults at

jobs. The Northern Europe and North American approach make mention of the importance of school education, university and industry. However the model excludes the informal learning that takes place before the age of school education.

The 14th Integrated "Learning of lifetime" approach is the only model that addresses lifelong learning from cradle to grave. The model is inclusive. This model enjoys more support due to its inclusive characteristic. Possibly the greatest virtue of this model lies in the fact that it applies holistically within and between all sectors of the community-whole-of-life vision. Training needs differ at different levels and should therefore be addressed differently.

The researcher agrees with Longworth (1992:4), that the integrated learning for a lifetime approach seems to fit well in the South African approach. The model looks at "the whole-person, whole-organisation, whole-nation, whole-society approach" UNESCO, OECD, the European Round Table of Industrialists and the World Initiative on Lifelong Learning favour the model too. The opportunities for learning should be available for all, poor, rich, unemployed semi-skilled, unskilled as well as skilled. The learning should reach all parts of the country. Though inclusion is legislated, poverty is a discriminator in participation in learning. Two thirds of South Africa's poor live in three rural provinces – Eastern Cape (24%), KwaZulu Natal – (21%) and Northern Province (18%). (Conference of Commonwealth Education Ministers, 2000:58). Working place offers opportunities for workers especially professionals. The gap between the skilled, semi-skilled, unskilled and poor should be closed. The South African government also supports the integrated learning for a life time approach model by emphasising that "an education system does not exist to simply serve a market, important as that might be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and by extension then broader society, (Department of Education, 2002:19). The Skills Development Act 1998 was passed in order to address lifelong learning, especially in the workplace. The purpose of this Act is –

- to improve the quality of life of workers, their prospects for work and labour mobility;
- to improve productivity in the workplace and the competitiveness of employers;

- to promote self-employment; and
- to improve the delivery of social services

The Act stresses the commitment of the government to improving the skills and competency of the workers and creating a love of learning in the era of lifelong learning. The employers will pay a skills levy of 0,5% of their total payroll to the South African Revenue Services from 1 April 2000. The levy will go up to 1% from 1 April 2001. Companies that do train their employees will be rewarded with grants.

The White Paper on Higher Education (1997:7) sums up by stating that "Higher Education plays a central role in the social, cultural and economic development of modern societies. In South Africa today, the challenge is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing social needs, and to respond to new realities and opportunities". It is evident that government is committed to provide a learning society.

2.6   SKILLS FOR A LIFELONG LEARNING AGE

People should learn to learn by being able to search for new knowledge and combining such knowledge with existing knowledge. They should be able to link the information and apply it to new situations. They should be curious and ask questions and apply their minds to reason, be able to retrieve information and analyse or interpret it.

Globalisation is about sharing ideas and learning from other countries. People should be able to receive information, analyse it and use it to their benefit. They should be flexible and able to adapt to new situations. It is important that individuals should not feel forced to be lifelong learners, but should rather take responsibility for upgrading their competence and realise the value of doing that.

2.7 LEARNING COMMUNITIES

Figure 2:3 An integrated lifelong learning community
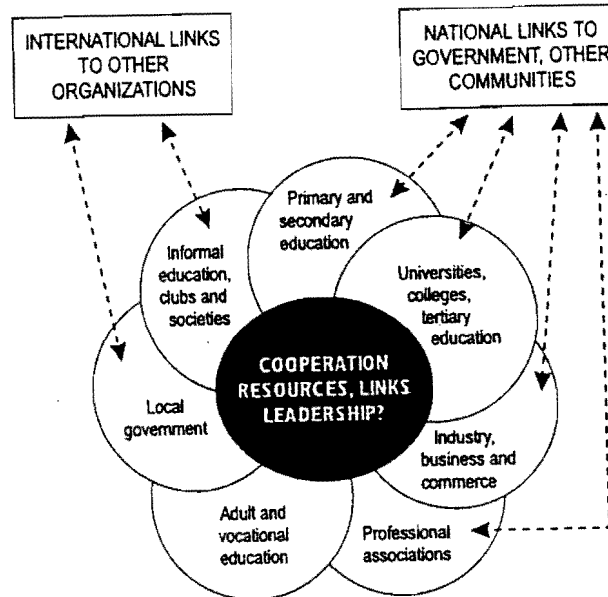
Source: Longworth & Davies (1996:126)

There are many partners that play a role in the promotion or provision of lifelong learning. Unlike lifelong models, this model states clearly who are the partners, how are they clustered and how they influence one another. Each partner plays a different role.. Though the outcomes might be different, it is expected that individual acquire knowledge in every step/

All the partners in this model encourage individuals to commit to lifelong learning by addressing different issues at different levels.

The research problem posed a question as to whether a thoroughly conducted needs determination for academics will contribute to their commitment to lifelong learning and ultimately to their improved performance? An integrated lifelong learning community if properly used might address the different needs of lecturers at different levels from national to international. Surely the needs should be satisfied by one or some of the sectors. The variety of the sectors offers variety of learning at different levels.

Learning individuals will lead to learning families and communities, which will give birth to a learning society. This simply means that everybody will be included in the learning process, with no more exclusions. It is up to the leaders of education to make this dream a reality. By "leaders", the researcher includes everybody who has "light" to let it shine in our country. God in The Bible Society of South Africa (1994:3), said "let there be light" and everybody knows that the good God does not discriminate: He wanted everybody to share the light. In the context of this research, "light" means "education". "... learning societies can be attained by improving the education, training and qualification levels of individuals" (Hodgson, 2000:161).

2.8 THE PROMOTION OF LIFELONG LEARNING THROUGH NQF

The National Qualification Framework is the foundation for a system of education and training which will ensure access, flexibility, progressing and portability. A successful lifelong learning approach will motivate and encourage individuals to be participants. It might not be easy to motivate individuals if money is not the incentive. Individuals should realise that lifelong learning is not all about money, but about growth. A person's growth will benefit that person self, the person's family, the communities and society as a whole. Knowledge is power. Promoting lifelong learning will be a difficult process, especially in South Africa, but it is a journey that the government and interested stakeholders are prepared to travel, as the evidence is clearly stated in Government Gazettes and numerous discussion papers and articles published that the researcher has read, such as the Reconstruction and Development Programme (1994); Discussion Documents: Norms and Standards for Teacher Education Training and Development (1997), and the Government Gazette (White Paper on higher Education, 1997) to name just a few.

NQF will enable citizens to become progressively qualified in a lifelong process. By integrating education and training into one system with a credit-based qualifications framework, all citizens' chances of developing their capacities will be radically increased, whether they are involved in full-time or part-time study, employed or unemployed, in general education or in occupational preparation. The system will be learner-centred and achievement-led.

To make sure that the above statement is implemented, the SAQA act was passed in October 1995, which enables South Africa to develop its own National Qualification Framework (NQF).

The new qualifications structure will be based on a more flexible combination of fundamental, core and elective learning credits. It requires a shift away from traditional learning and is geared towards integrating education and training and will be programmes-driven. This new structure will provide opportunities for further learning and progression.

Recognition of prior learning will be taken into consideration, that is recognising of what the person knows and can do. Skills, knowledge and experience with specific occupational qualifications will be matched.

The system will enable learners to have access to the education and training that matches their current knowledge and skills. Once in the system the learner can keep progressing up levels by gaining credits for successfully completed unit standards.

As stated in chapter one, in the recent World Competitiveness Report, South Africa ranked last in the world. If South Africa is to find the solution that will address the skills and knowledge problems, the country needs a revolution in the mindset of education providers of learning and assessment.

The NQF is doing away with rigidity, which was one of the characteristics of the past education system. The new idea is the "pursuit of multi-skilling and reskilling to address job changes and the explosion of new knowledge.

According to Faasen & Metcalfe (1997: 7), "the NQF is like a map indicating all the registered qualifications in South Africa, the relationship among them and the pathways a learner can follow to fulfil the vision of lifelong learning and development".

Once in the programme, the learner can keep progressing up levels by gaining credits for successfully completing units. Lastly, learners can move across different fields, meaning that they can transfer their credits horizontally and vertically. Accredited credits will be transferable across different programmes.

2.9 THE PRINCIPLES OF NATIONAL QUALIFICATION FRAMEWORK

These principles were developed to evaluate whether the new education system is achieved.

- Credible: The principle calls for education to be credible both in South Africa and around the world.

- Coherent: The education should provide clear learning pathways.

- Relevant: Learning is provisional and never stops, what makes a person successful today might not in future, hence the need for professional growth and the ability to deal with change and uncertainty with confidence and relevance.

- Quality focused: It is important to have the workforce that is willing to learn and continually update their knowledge. A willingness to learn continually is far more important than the qualification a person has at the moment. Quality will only improve through continual updating of the previous knowledge.

- Flexible: Technological change modifies or eliminate some other type of jobs thereby rendering many workers obsolete. The affected individuals will need reskilling in order to be active workers. The NQF will prevent career barriers. A person will not be trapped in one learning situation but will be able to move between different fields of education. Learners will be able to transfer credits from one place of learning to the other. Flexibility will encourage appropriateness.

- Accessible: A means of expanding learning opportunities to all individuals for the well being of the nation. Services should be open, with no age or sex restrictions. Prior learning will be recognised and assessment criteria will be put in place to deal and control the process.

- Articulation: Articulation will allow students to move between providers of education

- Portable: The NQF principles offer occupational flexibility where people are able to readily move among related job qualifications. Reskilling, when the work becomes obsolete means a second chance, even for people who for any reason dropped out of school.

- Responsive: It is important for a country to have an adaptable and flexible workforce. The workforce that is responsive to the needs of industry and the country as a whole, is capable of acquiring whatever skills may be relevant to the changing times. Forms of work are likely to change to take account of not only new technology, but also changing industrial and societal demands. Changes in the workplace and the nature of the workforce requirements have changed and will keep on changing. For example, in South Africa today there is a demand for mathematics and science teachers. Teachers will have to acquire new skills to be responsive and adaptation. They need new skills for job changes.

- Reflective: It is important that curricula be compiled in close consultation with stakeholders, to ensure that students graduate with qualifications that are applicable to today's workplace demands. People trained for a job should be ready for immediate utilisation in their workplace.

- Progressive: The principles of NQF offers occupational flexibility where people are capable of readily moving between levels and higher up the ladder of the levels.

The NQF has been introduced in response to the economy and the country's needs for different skills, and is a new approach to overcome the shortfalls of the present education system. We can't deny the fact that it is going to be a long road to walk before reaching our destination.

Curriculum development, according to the NQF, should not be separated from the capacity building of staff. Management should also participate through strategising, guiding and supporting, so that the process can move smoothly.

A big task awaits all the interested parties who have to sell the concept. Potential learners need to know about the opportunities available to them so that they can improve themselves through lifelong learning. The principles set by the NQF are, as stated by Knapper et al (1991:18), "a set of organisational, administrative, methodological and procedural measures which accept the importance of promoting lifelong learning".

To ensure that education and training meet the quality standard, ETQAs will be formed and accredited by SAQA to oversee the implementation of the new system. The introduction of the Skills Development Act 1998 will address training in the workplace. Assessors will be registered to assess and award credit for units standards and qualifications in their fields of expertise to ensure the quality of learning. Recognition of prior learning (RPL) is a process that will be used to recognise the skills and knowledge of people, irrespective of whether such skills and knowledge were achieved formally or informally. This process will help learners who acquired learning outside of a formal

learning environment. They will be able to receive credits towards unit standards and qualifications, provided they are able to meet the assessment requirements of the unit standards.

The NQF will change the way education is viewed. People will realise that learning relates to competence. The performance of the learner will count more than that of the teacher. Any learning activity should be aimed at making the learner more capable, whether in the formal delivery system or outside of it. Appropriate assessment criteria should be put in place to address the informal education system and RPL. The purpose of learning activities should be to empower the learner. Approaches to teaching should also be attended to, there should be a move away from teacher-centred to learner-centred teaching methods which encourage learners to be active participants.

The major concern of the NQF is to provide lifelong learning. Implementing the concept of lifelong learning will require particular knowledge, attitudes, skills and values on the part of academics to enable lifelong learning to contribute to our society and the economy. The above statement is emphasised by Knapper et al (1991: 47), when they state that " institutions of higher education would have a three-fold function in helping to implement lifelong education. Firstly, accept a role as simply one element in a system of lifelong education albeit an extremely important element. Secondly, institutions would also have an important part to play in promoting the development of the personal prerequisites and competencies for lifelong learning. Thirdly, there is the special responsibility of teachers in higher education to serve as effective models for lifelong learning".

The new approach calls for a change in the teaching and writing of textbooks in order to fit this changing paradigm. The teacher will no longer be the transmitter of information and teach facts only; students will be active participants in their own learning. Teaching and learning will be a partnership between the students and the teacher, focusing not on what the teacher will do, but on what the learner should be able to do. Assessment will no longer focus on what the learner remembers, in stead assessment will be based on demonstrations of what the learner knows, understands and can apply.

2.10 BENEFITS OF THE FRAMEWORK FOR HIGHER EDUCATION AND TRAINING

The discussion document, Lifelong Learning Through a National Qualifications Framework (1996:61), has identified 13 advantages of the NQF for tertiary education. The NQF will -

- allow for the achievement of both quality and relevance across the education and training system to ensure cross fertilisation between theory and application, and to ensure effective technology transfer;

- develop mechanisms for encouraging and managing link between education, research, and commercial interests;

- enhance access to and flexibility of options for learners;

- provide a sound basis on which to develop a HET strategy, leading to national and international confidence and reputation;

- increase awareness of career opportunities;

- increase awareness and information on educational opportunities, learning processes and forms of delivery;

- assure stakeholders of the quality and value of programmes and qualifications;

- increase benefits from investment in education through lifelong-learning opportunities and maintaining the currency of qualifications;

- encourage greater potential for provider specialisation arising from the increased portability of qualifications;

- increase emphasis on better performance and continuing development for providers, learners, and stakeholders in general;

- develop a basis for meeting specific sectoral, regional or RDP needs without compromising quality;

- regulate a system which enables national goals to be met, while at the same time fostering continuing improvement, recognising academic freedom and the desirability of encouraging individual and institutional growth and diversity;

- provide a grounding on which international business and education and training opportunities can be developed.

The Higher Education Quality Committee is the committee that develop mechanisms, and check whether institutions of higher education offer quality education. The committee together with other accredited ETQA's will ensure provision of quality education. Taking into account how many universities and technikons are in South Africa, and not forgetting private providers of higher education, the job is too big. Whether the merger proposed by the National Working Group will reduce the work of the committee remain to be seen.

The New Academic Policy for Programmes and Qualifications in Higher Education (2002) ensure access to and flexibility of options for learners.

Some of the points mentioned above are done by SAQA with other stakeholders like the Department of Education, Council on Higher Education (CHE) as well as Higher Education Quality Committee (HEQC). Some of their functions overlap.

Regulations are put in place for both public and private providers of education to ensure that institutions align themselves with National Imperatives, provision of quality education informing the public about educational opportunities.

To sum up, NQF will benefit learners in that learning will be accessible and flexible in order to cater for needs of different individuals. Learning will take place on the job, at schools and at tertiary institutions. Recognition of prior learning will enable learners to get into the system even without a certificate by assessing prior knowledge. The objective of the research was to investigate an acceptable way of effective staff development and training of higher learning. The provision of flexibility will provide lecturers with flexible times for attendance and also choosing part of a programme that expertise is needed thus promoting lifelong learning.

2.11   CONCLUSION

South Africa faces the challenge of making the country a "learning society". Citizens have to be encouraged and empowered to take responsibility for planning their own professional development on an ongoing basis. With the majority of people being illiterate, one wonders how will they be made aware of the opportunities that the NQF offers. The education we had proved to be lacking in some of the qualities we need in order to face the 21st century with confidence and to be able to compete globally.

The researcher compares this process to that of a mode of transport that has many stops to pick up the passengers on its way to and from its destination. It will be a long journey... but there has to be a start. A country cannot afford to dwell on the past, but has to look at the present and have a vision for the future, and that is exactly what the NQF is all about. The journey will be characterised by flexibility, portability and mobility, with the destination being continuous improvement.

The individual will buy a ticket (fundamental education) and will travel around the world, boarding at a point and alighting at another point, as long as he/she has the right ticket, however the researcher agrees with Field (2000:13) that "lifelong learning is an uncertain business. It can be joyous, fruitful and deeply satisfying and it can be painful, exhausting and deeply disturbing". Usually when people are engaged in learning, they dream of obtaining a satisfying job one day, be promoted and for self-actualisation. The reality is jobs are shrinking, it is gradually very difficult to get a job.

The challenge posed by this assumption is that people should study not only to get jobs, but to perform a job well with the information acquired during learning, be it running his/her own business or working for an organisation.

CHAPTER 3

STAFF DEVELOPMENT: A MECHANISM FOR EFFECTIVE LIFELONG LEARNING FOR ACADEMICS IN INSTITUTIONS OF HIGHER LEARNING

3.1 INTRODUCTION

Institutions of higher learning have undergone dramatic and far-reaching changes. Academic life has changed almost beyond recognition. These changes had major implications for the role of academics. Institutions have to:

- respond to more diverse educational needs and steadily increasing expectations;
- be more accountable about performance through quality assessment and audit of educational provision, research assessment, media analyses and investigations; and
- respond to these accountability measures by improving the quality of their research, teaching, consultancy activities and other institutional services (UC.SDA, 1994:3) as quoted by (Candy 1996:7).

The emphasis on the right to education for all resulted in massification. Today in South Africa, mention is made of NQF, SAQA, quality assurance and unit costs. Institutions are becoming client-centered, more corporate and businesslike. Academic development is becoming a strategic issue, being more influential in institutional life.

3.2 INSTITUTIONS OF HIGHER LEARNING AS LEARNING ORGANISATIONS

3.2.1 What is a learning organisation?

"The education and training of South Africa's work force is arguably the greatest challenge facing South Africa" (Westcott, 1999:30).

The knowledge revolution has resulted in organisations having to acquire new skills and adapt to new management styles. Against this background organisations need to continually adapt to rapid changes. The success however lies in organisations that embrace change and clearly demonstrate the ability to deal with change by preparing their workforce through development.

Garvin (2000:11) defines a learning organisation as "an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behaviour to reflect new knowledge and insights".

A learning organisation has the ability to interpret changes to access information and share it to the advantage of the organisation. The success, however lies in the ability of an organisation to motivate and engage its employees in the organisation's development strategies.

A huge amount of attention should be given to highlight the demands of challenges faced by the organisation brought about by changes to its work force. The implications of ignoring those changes and how the organisation is going to face the challenges. In citing these facts the organisation is required to introduce a culture of continuous learning.

Hlapolosa (2000:17) states that "it is only in an organisation where people are empowered and have a stake and responsibility that they will perform and contribute to the prosperity of the organisation and the economy". People should be empowered to understand why they should learn and take responsibility of their learning.

According to Garvin (2000:6) "all too many managers continue to regard time spent on learning as a necessary but unproductive evil". This perception creates barriers to the creation of committed lifelong learning within organisations. Education guarantees no success, but continuous learning provides potential for improvement. Education acquired need to be interpreted and adapted to changes and future requirements frequently.

There is no doubt that future success is based on past experiences and mistakes that are fixed through learning.

The model below outlines how learning is linked in an organisation.

Figure 3.1: Systems learning in organisations.

Organisation   **People**

Learning

Knowledge

Technology
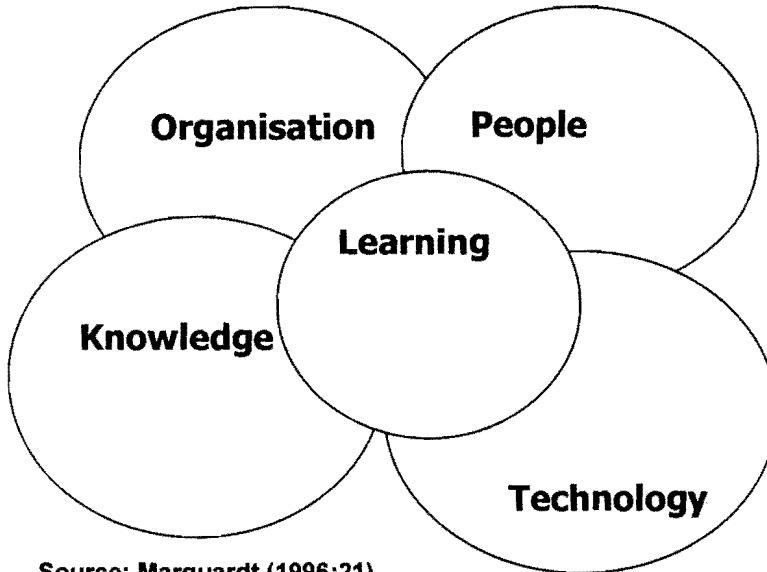
Source: Marquardt (1996:21)

Each sub-system in the above model complements each other. An organisation cannot exist if there are no clients and no staff to run it. Knowledge must be acquired by staff in order to run the organisation competitively and effectively. Technology changes daily and in order that an organisation may survive and compete globally, it needs to keep abreast of technological, social and economic changes. As a result, institutions of higher learning should be learning organisations to possess the ability to adapt continuously, to renew itself in response to the changing environment.

Dixon (1994:1) states that "it is learning, not knowledge itself, which is critical". Learning leads to knowledge. The knowledge individuals obtain through learning prepare them for changes that they encounter. Change and learning happen side by side. Through change new knowledge is acquired. The lifespan of knowledge is too short to sustain an organisation for a long period hence the need for continuous learning.

Learning is about human development and growth. Through learning human potential is used to transform the organisation continuously in a productive education. People learn from different situations, they learn from each other, from parents, friends, colleagues, etc. The learning might not be conscious but do take place in order to adapt to different situations. Learning is diverse and ranges from formal to informal.

Every individual needs to be more capable, to take control of his/her own destiny and to combine the skills of learning with the power of knowledge in order to be able to face the 21st century with confidence.

In every organisation the learning process is based or controlled by existing problems or threats and anticipated ones. Scenario planning is important for an organisation to survive. Organisations should react quickly to opportunities and threats. Clever organisations will act proactively rather than reactively. Since it is not always easy to be pro-active because some changes are not planned, a better approach will be to act immediately. Problem-oriented learning involves doing, reflecting, thinking and deciding. Organisations need to respond quickly to problems and opportunities.

Figure 3.2: The Learning Organisation
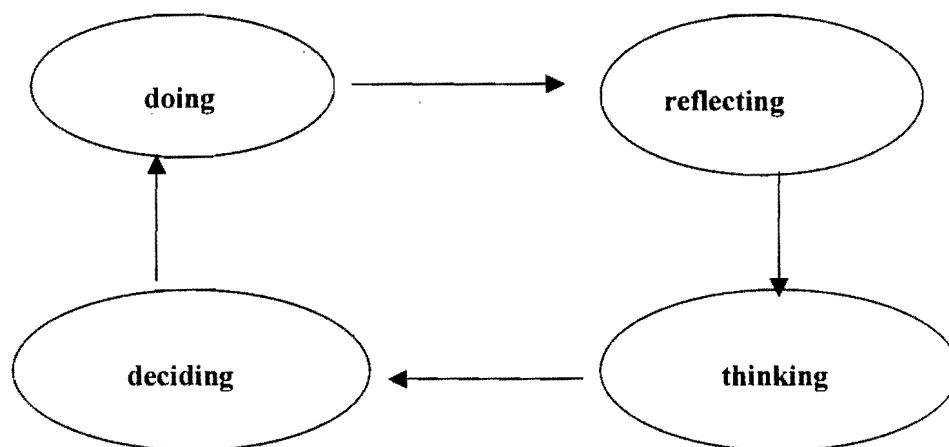
Source: Swieringa & Wierdsma (1992:72)

According to Swieringa & Wierdsma (1992) learning organisations believe that they should reflect an image of continued learning through thinking, taking decisions and implementing decisions by acting and doing.

Learning organisations take into account that people have unlimited potential and that their current knowledge is but the starting point for continuous learning.

They realise that it is now essential to become a global learning organisation. They regard knowledge as power. Production will no longer be possible without continuous learning. Learning is necessary to produce more in order to be competitive. Marquardt (1996:xvi) adds that "learning inside must be equal to or greater than change outside the organisation or the organisation is in decline, and may not survive". If learning inside an institution is slower than change, it might be difficult for staff to keep up with change.

According to Tichy & Cohen (1998:27) a learning organisation isn't enough. They need to become teaching organisations as well. The difference between a learning and a teaching organisation is that in teaching organisations, everyone passes his/her learning on to others but otherwise they share the same goal that everyone continually needs to acquire new knowledge and skills. Leaders in teaching organisations take responsibility for teaching their staff. They require the personal input and dedication of the leaders within them. It is important for an organisation to become both a learning and a teaching organisation.

There is a strong correlation between the terms, education, training, learning, development, they all bring about acquired knowledge. Knowledge, according to Huseman & Goodman (1999:107) "is information laden with experience, truth, judgement, intuition, and values, a unique combination that allows individuals and organisations to assess new situations and manage change".

Knowledge is acquired through learning, either through education, training and development. Education provides the foundation of training and development. Education will ensure that other forms of learning takes place on a sound foundation.

Robbins (2001:39) defines learning as "any permanent change in behaviour that occurs as a result of experience". The researcher agrees with Robbins that learning brings permanent change in behaviour, however is of the opinion that the aspect of learning remains permanent but as an individual get exposed to different experiences the content of the previous learning changes. The changes are circumstantial, the learning might have been appropriate and relevant at the time. Lifelong learning provides the platform to add or subtract the permanent change brought about by learning. New learning might change the way the individual behaves, reacts and responds to situations.

The researcher agrees with Evans & Schaefer (2001:233) that "organization change is organizational learning". Based on this research changes in organisations bring about new methods of doing things. Learning organisations provide opportunities to reinforce or beef up previous education through lifelong learning.

In learning organisations, people can learn individually or as teams. "The basis of team learning, according to Senge, is dialogue ... the capacity of members of a team to suspend assumptions and enter into a genuine thinking together" (Gabor, 2000:214). There is nothing wrong with individual learning but team learning minimises the fear of failure. Teams are stronger and come up with different ideas, encourages an atmosphere of dialogue. Teams learn, explore and evaluate different ideas together and offer opportunities to learn from others.

Swieringa & Wierdsma (1992:73) sum up the unique features of a learning organisation in the following table below:

Table 3:1 The distinctive features of the 'learning organisation'

Strategy   **Continued development**

- mission directed
- short and medium term
- rational and intuitive
- active and proactive
- various focuses

Structure   **Organic networks**

- loosely combined units and teams based around product and market combinations
- decentralisation
- mixing of thinkers (staff) and doers (line)
- co-ordination through discussion

Culture   **Task-oriented culture**

- flexible
- problem oriented
- creative

Systems   **Supportive**

- information for reflection 'on the system'
- information for action, 'in the system'
- dealing with complexity

Source: Swieringa & Wierdsma (1992:73)

A learning organisation's key character is the ability to adapt to change through continued development. Since change is ongoing, learning forms part and parcel of the organisation.

Learning organisations have short and medium objectives because they are proactive, they learn what needs to be learned and move on with the change. Though they reason, but they always have an element of intuitive.

Their structures, teaching and learning from others as they are team based. Individuals within the teams are thinkers and doers. Participation is also important in such organisations.

The culture of the organisation is such that knowledge is generated through learning new tasks. Everybody is concerned about completing tasks. The systems within the organisation are supportive. Information is readily available and reflexive research is encouraged.

Learning takes place whenever the status quo does not match the desired situation, or when there are threats or opportunities. Learning organisations master skills of how to learn fast, where to access information and when to learn. They are committed to learning and provide learning opportunities to all its employees. They recognise potential and provide opportunities for learning of skills and mastery of such skills.

3.2.2 Institutions of Higher Learning as Learning Organisations

Accelerating change affects institutions of higher learning, thus requiring them to learn on an ongoing basis in order to deliver. The following are critical issues compelling institutions to change:

- reorganisation, restructuring, and reengineering for success, not merely for survival;
- increased skills shortages, with schools unable to prepare adequately for work in the twenty-first century;
- doubling of knowledge every two to three years;
- global competition from the world's most powerful companies;
- overwhelming breakthrough of new and advanced technologies;
- spiralling need for organisations to adapt to change (Marquardt 1996:xvi)

The major reorganisation and restructuring that institutions of higher learning are faced with are brought about by recommendations that are made by the Size and Shape document to reduce the number of institutions of higher learning. The restructuring will be done through mergers.

Global competition in the context of education presents itself as foreign universities that are currently trying to establish their presence in South Africa. The DoE is totally against their presence and is trying very hard to discourage them by means of introducing strict regulations.

Martin (1995:xi) states that "we are living in a time of profound change". The need for organisations to adapt and change is very high. There is a need to constantly renew and enhance knowledge.

There are many opportunities to venture into. If approached in a negative way these opportunities pose a threat to organisations-hence the need for organisations to learn.

Development enables institutions to anticipate and respond to change, be proactive rather than reactive. Academics need to become competitive and responsive to the needs of industry and individual learners. "As a custodian of a 'reservoir' of knowledge and expertise, they need to develop the competencies to repackage these rapidly in ways which are useful to their learners" (Meyers, 1996:45).

Becoming a global learning organisation is now essential for success. Knowledge is power. Success will no longer be possible without continuous learning. Institutions have to increase their organisational capacity to learn if they are to function successfully in a competitive world.

Every institution should understand its strengths, weaknesses and discern opportunities and threats in order to introduce institutional learning and effect change. It must use its strengths to conquer its weaknesses and threats and be aware of opportunities and attend to them as soon as possible. "The organisation must encourage, guide and support this learning, even require it,

but it remains the individual's voluntary initiative to act upon it (Otala, 1995:162).

Institutions of higher learning as knowledge-based organisations will continuously be under the pressure of engaging in continued learning and self-renewal.

3.3 THE RELATIONSHIP BETWEEN STAFF DEVELOPMENT AND LIFELONG LEARNING

In institutions of higher education there are two groups of staff, namely academic and non-academic. For practical reasons the research mainly addresses the training of academics.

Institutions of higher learning have been subjected to a variety of demands for change. The demands are national and global, hence the need for staff development and lifelong learning. According to Markkula (1995:228) "a role of universities has always been to renew society through the creation and transfer of new knowledge and competence".

The most important way of improving professional competence is through staff development. Successful institutions are those that manage to inculcate the culture of lifelong learning. Lifelong learning is the only vehicle that can be used to develop individuals for any changes, planned as well as unplanned. Lifelong learning as a part of development is becoming so crucial that no institution can afford to ignore it.

Development simply means improvement. It is a process that fosters personal and professional growth and maturity in individuals. The improvement in turn will benefit the institution by encouraging innovation, creativity, change and information literacy. Staff development sharpens individuals' skills whose application will improve the efficiency and effectiveness of an individual. It creates, encourages and enables an environment for change and proper job performance.

According to Swieringa & Wierdsma (1992:71) "development means adaptation without losing identity, reaction as well as proaction, letting yourself be influenced by the environment as well as exercising influence on the environment".

Development by means of lifelong learning is a powerful tool in enhancing skills and knowledge and may be considered one of the fundamental cornerstones of a learning organisation. It is seen as part of change management. "This evolving system of boundaryless learning requires both new mindset and logistical systems on the part of learners and providers (Meyer, 1996:45). It is a challenge and an excitement for all academics. "When deployed properly, lifelong learning can also be used to implement 'human recycling' or 'skills recycling' i.e. retraining employees who are about to lose their skills because of changes in technology" (Otala, 1995:165).

Staff development should be managed by means of providing structures and support to co-ordinate these diverse activities in order to help staff develop and to encourage lifelong learning.

3.3.1 Two broad approaches to staff development

Oldroyd & Hall (1991:27) distinguish between two broad approaches to staff development, namely Type A and Type B.

Figure 3:3 Two broad approaches to staff development

Type A *Professional training*	Type B *Professional support*

Development for Performance

Peer support

Co-operative sharing

Structured Learning Activities

Self-development

Collaborative action and reflection

Coaching and consultancy

Expert support

Development of performance
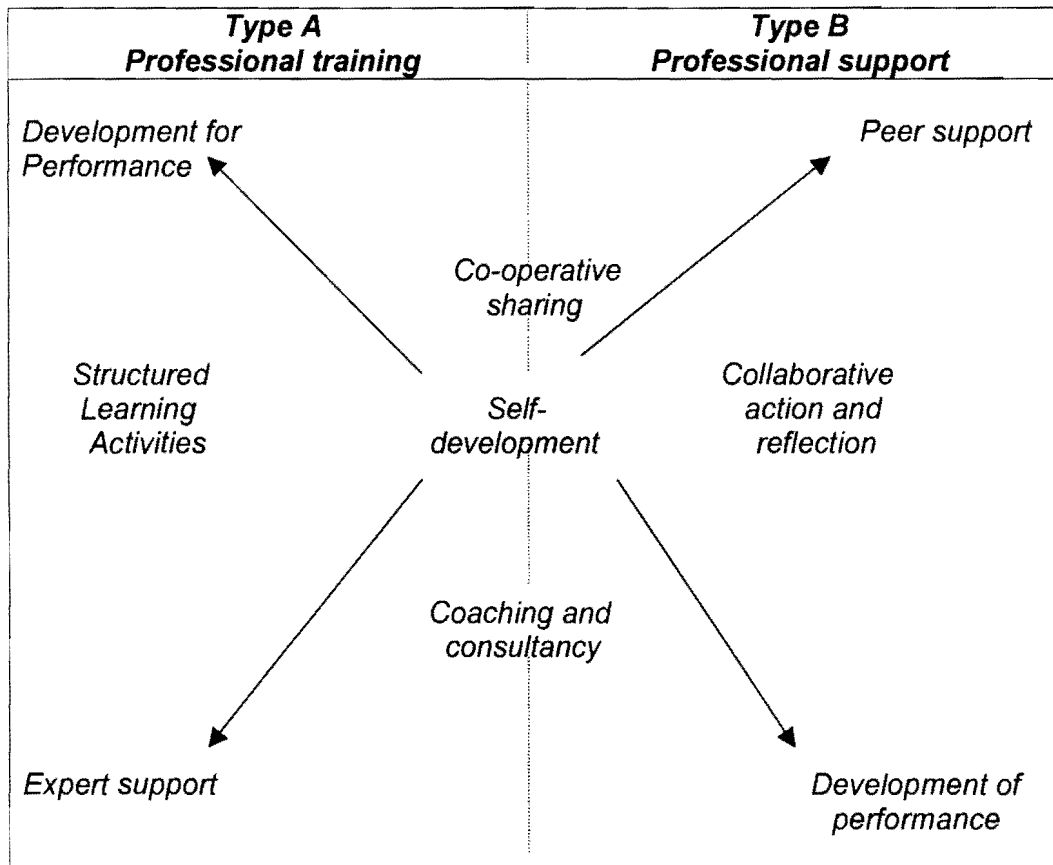
Source: Oldroyd & Hall (1991:28)

The purpose dimension (top left + bottom right) involving:

- Development for performance, i.e. knowledge and skills related to the job but usually acquired elsewhere;
- Development of performance, i.e. action and behaviour while doing the job.

The delivery dimension (bottom left-top right) involving:

- Expert-provided learning experiences, principally, though not exclusively, knowledge and skills;
- Development by self or knowledge, skills and performance; and

- Peer support for action though not excluding knowledge and skills acquisition. (Oldroyd & Hall, 1991:27)

Type A is professional training development for performance which entails knowledge and skills related to the job. This training can be given by external institutions.

Type B is professional support development of performance which entails action and behaviour while doing the job. It is learning through experience alongside peers or colleagues on the job as well as through mentoring and coaching. The individual gets support from colleagues who are always nearby should he/she need help.

The two approaches differ in that the professional training is concerned with a systematic and planned way of importing knowledge. Before the training commences, the objectives of the organisation are taken into consideration. The training will be tailored and aligned with the organization's objectives.

The development is job-related and also linked to performance. The trained individual will be provided with expert support, i.e. more specialised support.

Type B, that is professional support is based mainly on support of peers. Individuals work together as teams for example, knowledge is generated through learning new tasks in a group. Through collaboration an individual will improve his/her performance. Both types share the following characters, co-operative sharing, self-development and coaching and consultancy.

It is helpful to use an expert's support but it would be advantageous if he/she belongs to the same institution because he/she will have an understanding of the institution's politics. Type A might fail to provide the immediate support when needed. There are no follow-ups and feedback; whilst support is greater in Type B. The only problem with the Type B approach may be lack of external influence and insufficient knowledge of the facilitator.

The argument is not that one approach only, that is Type B, should be used. Both approaches have advantages and should be used depending on what the institution's objectives are. Type A is good, especially if the institution wants to gain external knowledge and wishes to learn what others are doing, or if they do not have a resident expert.

Chalam (1991:61), on the other hand, defines approaches to staff development clearly as:

- **The professional approach**

This approach focuses on qualifications for all categories of staff members within the university (teaching, research administration and their university development) and on their improvement. Main activities of this approach are orientation phases, training courses e.g. teamwork, product oriented courses to name just a few.

- **The research-oriented approach**

This approach focuses on the improvement of knowledge in a certain area of teaching. Main activities are self-study materials, audio-visual demonstrations and workshops.

- **The personal development approach**

This approach focuses on a change in individual attitudes and individual teaching behaviour in order to optimise students' learning by better forms of instruction. Group work is the main activity.

- **The self-help approach**

This approach focuses on the improvement of teaching qualifications through an exchange of experience among university teachers, which is enriched by information on projects and research in higher education. Main activities are meetings, seminars and workshops.

- **The 'comprehensive reform' approach**

It is practised by the units for higher education and has to be seen in close connection to the reasons for their establishment during the reform movement. Main activities are workshops, consultations, co-operative projects and secondments.

Chalam's approaches are relevant to South African institutions of higher learning because he addresses a wide spectrum of training options, including research which is part and parcel of higher education.

The two professional approaches of Oldroyd & Hall and Chalam both address training, but in a different way. Oldroyd & Hall mention only two approaches, while Chalam mentions five approaches of training as well as activities.

3.3.2 Staff development models

Smith (1992:39) distinguishes models of staff development in higher education as micro and macro models. He identifies the micro models as product-orientation, prescription-orientation, process-orientation, problem-orientation and eclecticism; and the macro models as management, shopfloor and partnership and, a variation of the latter, decentralisation.

Table 3.2: Micro models of staff development practice

Table 3.6 suggests different methods of introducing staff development programmes. Smith explores different micro models of staff development practice by different authors to provide a broader perspective. Even though some literature is somewhat old it provides some important information.

Different terms are used to describe these models but there are some similarities between them. The researcher is not going to discuss all models but will concentrate on micro models (Rutherford 1982).

3.3.2.1 *Micro models*

3.3.2.1.1 <u>The product-oriented model</u>

Table 3.1   Micro models of staff development practice

Rutherford (1982)	Tavistock (1991)	Harding (1981)	Boud (1981)	Main (1985)	Hewton (1982)	Role of staff developer
Product			professional service			provides service
Prescription	provider	medical and public health				dispenses advice
Process	process		counselling	personal growth		acts as counsellor
		athletic				
Problem			colleagual			acts as collaborator
		authoritarian				acts as controller
	broker		eclectic		diplomacy	negotiates using a variety of methods

The staff developer delivers a range of alternative services in response to needs presented by academic staff.

Responding to the needs of individuals or departments is one of the best ways to handle staff development.   Individuals will take ownership of the training, but heads of departments should also be involved.   Courses offered should be directly relevant to the staff's needs.

3.3.2.1.2   Prescription-oriented model

The staff developer accepts invitations to diagnose problems which exist in a particular department or faculty and thereafter prescribes remedies.   There is nothing wrong with staff developers accepting invitations to diagnose problems.   The only negative aspect, according to the researcher, is to prescribe the remedies.   A better way of approaching this model would be to

make suggestions and involve participants to put forward their suggestions. They are better informed about the problems than the staff developer. The model does have its own advantages, of course addressing problems proactively.

3.2.2.1.3 Process-oriented model

The staff developer promotes activities which are intended to develop individuals personally and professionally. He/she organises workshops and discussion groups. Providing activities that are intended to develop individuals is a laudable idea but staff developers should not do this on their own. They should liaise with management and form subject committees in each department to determine the needs of those departments. Usually the attendance of such endeavours is very poor.

3.3.2.1.4 Problem-oriented model

The staff developer acts as a support system for academic staff to help resolve problems in their proper context. He/she co-operates with the department and plays the role of contributor or facilitator. The researcher agrees with Rutherford (1982) as quoted by Smith (1992:41) that this is the most effective strategy. The role of the staff developer is to facilitate. If staff members are involved or when they participate as a working party, they will be motivated and take ownership of the training. It is not easy dealing with academics because they are highly skilled and knowledgeable. A facilitator will play a vital role because he/she will not be prescriptive but will allow academics to contribute. Training is about sharing ideas. With so much expertise concentrated at institutions of higher learning, it should be a fulfilling experience.

There are three models that have the potential to cause trouble. The degree of trouble is not the same for all of them. The authoritarian model will be the least effective model because the staff developer acts as controller and ignores the expertise and level of education of academics. The prescription model is also inadequate because the staff developer dispenses advice that

might not be relevant or not enough. Though the product model is not good, it is a better option. The staff developer provides a service. As long as the service provided is in line with individual training needs of academics, the model is less destructive. The process model can be compared to the product model in terms of delivering the necessary training results.

The problem-oriented model is likely to be more successful as the staff developer works jointly with affected staff to provide training needs. The broker model is likely to be more acceptable as the staff developer negotiates with management and staff, using a variety of methods to identify strengths and weaknesses of academics and providing development in line with individual needs of staff.

The details of micro models of staff development practice discussed above are all taken from literature that was studied. The empirical research as expounded in chapter 4 will provide an insight on how staff development is practised at chosen institutions.

3.3.2.2 Macro Model

Smith again differentiates macro models of staff development systems. He compares the different systems by three authors. That is Yorke (1997), Tavistock (1991) and Elton (1991). The researcher will concentrate mainly on Tavistock and Elton's macro models because they are fairly recent.

Table 3.2   Macro models of staff development systems

Yorke (1977)	Tavistock (1991)	Elton (1991)	characteristics of system
management	Cascade		initiatives are taken by the top and passed down
shopfloor			initiatives are taken by the bottom and passed up
partnership		feedback	initiatives are taken by intermediaries to satisfy the top and bottom

3.3.2.2.1   Cascade model

Tavistock's cascade model embraces a succession of deliberations regarding staff development systems. Initiatives are taken at top level and passed down. The major disadvantage of this model is the disregard of the contributions of staff regarding their training needs.

3.3.2.2.2   Feedback model

The feedback model recognises that there should be deliberations at different levels. It is most important, though, to give all parties feedback at all times. The main characteristics of this model are that initiatives are taken by intermediates to satisfy top and bottom levels.

This model, like the partnership model, recognises that there should be co-operation between staff. Though this model seems to be the best approach to promote staff development, it fails to encourage or attract them to attend staff development training programmes.

Staff does not want to invest time in something that does not improve their chances of promotion. Institutions should consider incentives, especially in the form of money in order to encourage staff to attend training programmes.

Despite the above-mentioned disadvantages of this model there is no doubt that it is "an open system approach in which multiple sources of knowledge are assessed, as required, by multiple methods to develop individual, team and organisational competencies are substantially different from the fixed venue, fixed curriculum training paradigm" (Meyer, 1996:45). Institutional management and staff developers should try to incentivise staff if they need them to attend training programmes.

3.4   DELIVERY MODES OF STAFF DEVELOPMENT

Staff developers should bear the following in mind before they decide on a mode of delivery:

- Know the client

- Know what product they want

- In what form do they want it

- When do they need it.

- Know how they want it to be delivered.

There are a number of modes used to deliver staff development programmes:

- Conferences

- Workshops/Seminars

- Meetings

- Sabbatical leave

- Mentorship

It would seem that the modes mentioned above vary in terms of value. The results of how their value is ranked are done in chapter 4.

3.4.1   Conferences

A conference is usually a larger event for many people perhaps a hundred or even more. It may involve presentations on different topics by different people from different institutions. It is a good way of bringing people together who share the same interest, providing an opportunity to share experiences, ideas, concerns, expectations and to engage in networking. As a development instrument, however, it has limited value. Speakers are invited to present keynote addresses or lead discussions. Interesting themes are addressed.

3.4.2   Workshops

According to Berendt (1994:80) "workshops aim at gaining knowledge, improving skills and changing attitudes as the best way of addressing teaching staff and are foci of staff development programmes". Workshops are interesting if they adopt a problem-oriented approach. The problem solving

exercises of the participants engage in are used as a starting point and are aimed at developing tailor-made solutions. According to Mataboge (1997:65) "workshops redefine and refine the fundamental goals of education and generate creativity and critical thinking". This delivery mode has merit.

3.4.3 Meetings

Regular staff meetings can be utilised as a technique to develop staff. Individuals communicate during meetings and they raise their concerns and their victories. They share experiences, successes and frustrations. There are different types of meetings:

- The staff management meeting participants in these meetings usually are deans and/or heads of departments;
- The general staff meeting lecturers and their heads of department;
- Subject committee meetings of lecturers.

Ulrich (1997:132) asks "what is the return on time spent for those who attend?"

Meetings are usually boring if the same agenda is repeated over and over again. This delivery mode is of little value.

3.4.4   Sabbatical Leave

After working for a certain period academics are given sabbatical leave to further their studies or be engaged in research.

3.4.5   Mentorship

A mentor, according to Pearsall (1999:890) is an experienced and trusted adviser. Treffry (1999:923) agree with Pearsall by defining a mentor as "a wise or trusted adviser".

Mentoring is about transferring and sharing knowledge and skills from more experienced persons. There are different types of mentoring relationships, i.e. one-on-one relationship, peer learning and within teams. Munthe (1999:18) stresses the importance of mentoring by stating that "developing a mentoring relationship will benefit you and your department".

A mentor must provide support and understanding objectives of the training must be clearly stated. He/she must inspire and motivate the trainees. Thomson (1999:12) sums up by saying "to be a mentor you have to be positive and let others see that in you".

3.5   MODES OF LEARNING

According to Chan (1994:1) total learning embraces two modes of learning:

1.   Maintenance learning – the acquisition of fixed outlooks, methods and rules for dealing with known and recurring situations. This mode of learning is important because though we live in times of rapid change, not everything changes and staff should be able to maintain acquired knowledge known which is still of value.
2.   Innovative learning – for long-term survival, particularly through times of turbulence, change or discontinuity. Innovative learning is very important because it allows staff to deal with change in a way that enables them to adapt and embrace change.

Gustavsson & Harung (1994:1) summarise learning as a "non-routine change, the ability to deal with new situations, which is an essential attribute that organisations must exhibit in order to survive and succeed".

Institutions and their staff need to know about these changes in order to be proactive in organising the programmes and in running the institution as a whole.

Oldroyd & Hall (1991:67) used the Johari window approach to help individuals recognise their needs. Individuals should know where they currently are with regard to changes that are taking place nationally and globally, and they should ask themselves where they would like to be.

Table 3.4:   Using the Johari Window to identify needs.

	KNOW/CAN DO	**DON'T KNOW/CAN'T DO**
KNOW	i.e. what I know I know/ can do	i.e. what I know I don't know/ can't do
DON'T KNOW	i.e. what I don't know I know/can do	i.e. what I don't know that I don't know/can't do

Source: Oldroyd & Hall (1991:67).

In short, Oldroyd & Hall's (1991) Johari Window shows that sometimes management as well as staff and staff developer might have a shared knowledge of their training needs. This is not always the case. Management might know what training programmes are needed to improve staff member's competence. The Johari Window encourages that both parties should share the information in an open manner to create awareness in the other party. It

is clear that the other party will realise what his/her deficiencies are that she/he was not aware of as soon as the other people share with him/her.

The explanation given above could make the approach seem simple, but sometimes people are not aware of their incompetence or they choose to ignore it, thus making the staff developer's job very difficult.

Some staff developers would look at the job description of an individual and, after consultation with him/her and with the head of department, agree on the individual's training needs. It works well if the process is democratic because it becomes a shared responsibility.

There is a strong relationship between individual, employer and training provider in continued professional development. It is clear that the three components are crucial in order to provide ongoing professional development. No component will survive without another component in this context. They need one another for better planning and delivery of the intended training.

1.   The individual employee's needs and uses:

    a)   analysis of the individual's skills and knowledge (personal characteristics, education, training, experience) and definition of own development goals;

    b)   definition of the individual's tasks within the institution;

    c)   design endorsement and implementation of an individual development plan.

2.   The needs and uses of the employer as an institution:

    a)   definition of the institution's strategic goals and staff development policy;

    b)   definition and development of the institution's work processes;

    c)   development of the institution's organisational culture using the latest knowledge.

3.	The continued education provider as an organisation enabling the development of the individual and providing for the institution's needs and uses:

a)	developing of professional development tools and their availability for the use of customers (individuals);

b)	systematic development and application of the concept of lifelong learning;

c)	development and application of science/practice interface for strategic development.

## 3.6	IDENTIFYING NEEDS OF ACADEMICS

Identifying needs is the foundation of staff development programmes. It is through needs that the interested parties, i.e. the staff developer, the head and staff, put their heads together. The Top-Down method is becoming less popular and it is being challenged, but it depends on the culture of the institution. Some institutions still initiate training programmes and at times it is the best method.

Priorities for staff development should be derived from a careful analysis of individual, institutional, regional, national and of course global needs or factors. Needs assessment should be handled with circumspection. It has to be democratic. Staff should participate and have ownership of the programmes as much as possible. Some programmes, however, will be introduced by management in order to be proactive. Before a training programme is introduced there should be consultation. This will be facilitated by a clear statement of the training needs of staff. These needs were identified as being necessary for the organisation to succeed globally, nationally or locally in a changing environment. The need for staff development should also embrace the mission and vision of the institution. "... the more they are encouraged to contribute to the identification of needs, the more staff development can play a key role in an overall strategy for professional and institutional reform" (Oldroyd & Hall, 1991:63).

3.7   THE FUNCTIONS OF THE STAFF DEVELOPER

The following functions can be carried out by the staff developer:

- *Counsellor:*   The staff development co-ordinator will probably be in a senior management position, therefore he/she will be seen to have power, and will to some extent be seen to appraise lecturers individually, as well as assessing their needs. This hierarchical role will have to be handled very carefully if the inevitable tensions are to be minimised. For many co-ordinators this will be a new and difficult role to fulfil.

- *Motivator:* Often it will be the responsibility of the staff developer to motivate staff towards realistic assessment of their own developmental needs. On occasion, the staff developer will have to boost the confidence of staff members who are experiencing difficulties.

- *Innovator:* the staff developer (SD) will be responsible for encouraging staff to become involved in new educational initiatives; similarly he/she may have to encourage the institution's management to direct or lead the institution in certain, sometimes threatening, directions.

- *Mentor:* This is a complex aspect of the role of SD. The SD, who often is in a hierarchical position must also be a good classroom practitioner and must be able to participate in classroom interaction.

- *Monitor:* The SD will need to monitor the progress of staff in a non-threatening way, and will also have to monitor the overall staff development programme.

- *Evaluator:* the SD will not only have to evaluate the progress of staff development in the institution, but also the value of the programmes undertaken by staff.

- *Administrator:* A more obvious role of the SD is to liaise with deans and heads of departments to administer staff development programmes.

- *Facilitator:* as part of the administrative role, the SD will need to guide staff in discovering the appropriate development plan to be implemented and to arrange for training (Oldroyd & Hall, 1991: 35).

The wording has been changed somewhat to make this information applicable to institutions of higher learning.

Most of the time the staff developer assumes the role of a facilitator. Figure 3.4 explains a number of different roles played by the facilitator. A facilitator has to be a dynamic person who can easily slip into different roles depending on the situation. The role of facilitation requires individuals who are introspective and analytical. He/she should be able to demonstrate skills of support, aid, coordinate and motivate learners to ensure high levels of performance.

Some of the objectives of the research were to identify the needs of academics and possible reasons for the lack of interest in staff development and training programmes. The role of the facilitator in this regard is that of a motivator. He/she should restore interest in attending development programmes by involving lecturers in the process of needs analysis. All the roles are important. Each variable is relevant to a particular situation, for example, dynamizer is important after training where the facilitator encourage lecturers to implement the knowledge gained during training.

3.8   IMPLICATIONS FOR PROVIDERS

Academics need to become more competitive and responsive to the needs of their clients. They need to be pro-active rather than re-active and need to take responsibility for their personal growth and self-development processes as the new world of work is characterised by competition and technology.

Meyer (1996:45) sums up by stating that universities "as custodian of a 'reservoir' of knowledge and expertise, they need to develop the competencies to repackage these rapidly in ways which are useful to their learners and client organisation".

Key challenges facing institutions of higher education is arguably to serve their learners' needs that change from time to time to serve economic, social and political needs of the country.

Figure 3.4 Facilitator roles

DYNAMIZER
(e.g. After the event, stimulating people to implement any plans they have agreed)

TASK FACILITATOR
(e.g. helping a group analyse the problem)

GROUP DYNAMICS ADVISER
(e.g. bringing to the group's attention an important issue, e.g. a disruptive group member, which they are conspiring to suppress, so that the problem can be faced and handeled)

CONSULTANT
(about management processes, organizational structure)

PROCESS FACILITATOR
(e.g. suggesting ways of getting a difficult decision unblocked)

REMINDER
(e.g. drawing attention to the group's remit, if this seems forgotten)

LEARNING FACILITATOR
(e.g. to insist on more time being spent on process review rather than task)

PACE-MAKER
(e.g. if a group does not manage its time well, then chivying it to complete the task)

COACH/TUTOR
(e.g. giving advice on selection of a management technique; getting people to keep 'learning logs')

RESOURCE INVESTIGATOR
(e.g. helping to satisfy a group;s need for information not immediately available')

Facilitator roles

CO-ORDINATOR/CONVENOR
(e.g. arranging meetings or other events on behalf of a task group)

NORM ESTABLISHER
(e.g. create a climate in which it is OK to give and receive personal feedback)

SCRIBE
(e.g. using a flipchart to help a group with its work)

CATALYST/ASSUMPTION CHALLENGER
(e.g. a creative intervention that lifts a group out of a rut of tramelled thinking)

EXEMPLAR/DEMONSTRATOR
(e.g. showing a learning group how to review its process)

DISCUSSION LEADER
(e.g. temporary take-over of the group process to get them back on track)

OBSERVER/NOTE-TAKER
(keeping notes in 2 columns – task and process – for use in reviews)

Source: Everard & Morris (1990:149)

3.9 LEARNING CHALLENGES FOR A LEARNING AGE FOR ACADEMICS

Institutions of higher learning will have to become more efficient centres of learning. Individuals today must take the responsibility of their learning and careers and constantly update their skills. Lifelong learning is of utmost importance for individual and organisational survival. Everybody needs to learn faster and more wisely in order to compete globally.

The development of an institutional quality assurance system is underway, which in turn will provide education of high quality.

3.10 DEVELOPING HUMAN POTENTIAL: THE AIM OF CAPACITY BUILDING

According to the Task Team Report (1996:38) capacity building means "developing the ability of institutions and individuals to perform effectively and consistently".

The above definition does not imply that institutions are ignoring development of its staff. Institutions have played a major role in this regard.

Institutions should build capacity for opportunities and growth that will create a learning society which in turn will realise the creativity and intellectual capacities or energies of all, and to develop and deliver quality education to our clients and also to be accountable. The changing environment calls for support especially in the development of staff competencies be it: attitude, ability or knowledge. Institutions should have the ability to anticipate and address problems rather than merely react to them.

Capacity building needs to include staff development, including academic development, that is improved qualifications and technological reskilling. Capacity building is not negotiable taking into account the changes that are taking place in our society and to strengthen the values and practices of our

new democracy. On-going learning will harmonise the current and future goals of South African Society as a whole.

Empowerment entails the transfer of power to staff. It gives them control of their learning, and enables them to make their own decisions about their learning. It also enhances personal development and participation, and it is a process for improving and allowing human potential's optimum use. Empowered staff will engage themselves in continuous improvement because capacity building does not encourage the status quo, but encourages improvement by offering many opportunities.

There is a difference between reading literature about empowerment and learning how it can be implemented. Implementing it also differs from the theory. The theory is valuable but unless there are sufficient incentives and rewards it is simply difficult to put it into practice.

Management should encourage investment in staff development and should reward initiatives. Although all institutions should develop individualised approaches, the researcher is in favour of a partnership because no one will be suspicious of anybody else.

Building a successful partnership is based on trust between the staff developer, management and staff. Staff development should be a people-driven process. It should be seen as a shared vision and commitment.

Institutions should provide structures and procedures to co-ordinate the diverse activities of capacity building in order to help the staff to develop. They should spend more money on capacity building. Opportunities should be created for training and staff development. Institutions of higher learning should comply to regulations on empowerment and transformation. Management should be committed to their staff. The researcher does not imply that institutions of higher learning do not comply with transformation but change and adaptation is slow according to her perception.

3.11 CONCLUSION

A learning organisation is like a baby. For the baby to grow it needs nurturing and ongoing encouragement. The baby is curious to know and if given the opportunity will learn faster.

Owing to increasing competition, our drive to improve efficiency and effectiveness must be unrelenting. Any delay in responding to change or opportunities could be fatal. Academics need to manage change and ensure continuous improvement and need to sustain any competitive advantage. Institutions of higher learning are complex and therefore, change will require a high degree of development and professionalism.

Managers in institutions that overlook an organisation's capacity and capability, i.e. the combined competencies of its people, risk not meeting customers' needs and hence losing them to competitors. It is true that "a strong employee development programme does not guarantee organisational success, but such a programme is generally found in successful, expanding organisations". (Carrel, Grobler, Elbert, Marx, Hatfield & Van der Schyf, 1998), but education liberates a person's mind. It gives the person the ability to think through and apply acquired knowledge to his/her environment. Training and development, reinforces education received. It is morally right to prepare employees to adapt to changes both locally and internationally.

CHAPTER 4

AN EMPIRICAL INVESTIGATION INTO THE NEEDS OF LIFELONG
LEARNING FOR ACADEMICS AND AN ANALYSIS AND INTERPRETATION
OF DATA

4.1   INTRODUCTION

The researcher was motivated by advent many changes that are taking place in
higher education to look at how lecturers view training and development. There is
no doubt that this training require lecturers to acquire new roles through training.
The questionnaire explore issues of how important is lifelong learning, how are
training needs analysed, how committed is management in creating learning
environment within their institutions, etc. There is clearly more research to be
carried out to get clarity of all the issues raised.

In the previous chapters a theoretical perspective was discussed as a frame of
reference regarding institutions of higher learning as learning organisations.
From the literature study that the researcher has conducted it is evident that the
concepts of lifelong learning as well as learning organisations play a major role in
keeping employees abreast of new information and technology.

In this chapter the theoretical assumptions stated in previous chapters will be put
into empirical context. A detailed description of the empirical investigation will be
given, thus explaining the method of investigation, the research sample, the
measuring instrument and the statistical technique.

A further objective of the empirical investigation is to compare lifelong learning
processes at colleges of education and technikons in the Gauteng Province.
This investigation wanted to establish how training needs analyses are
conducted and how lecturers evaluate those training programmes. Those
training programmes are evaluated by lecturers at technikons as well as colleges
of education.

The research will not necessarily improve the present status, but will give an idea of how lecturers view lifelong learning. The hypothesis is going to be tested by means of data gleaned from the process of lifelong learning for the development of academics at colleges of education and technikons situated in the Gauteng Province.

4.2   RESEARCH

4.2.1 Nature of investigation

The empirical investigation was conducted to investigate the process of lifelong learning for the development of academics at colleges of education and technikons situated in the Gauteng Province. A comparative study was conducted to compare lifelong learning in the two types of institutions of higher education.

The researcher is of the opinion that institutions of higher learning are teaching as well as learning organisations. A study of literature indicated that winning institutions need to refresh their knowledge from time to time in order to be reservoirs of knowledge.

Academics as human resources of institutions of higher learning should have the desire to continue to learn for personal development and growth, which in turn will lead to competitive institutions. Institutions of higher learning have to position themselves for change and growth and should take the lead in this regard.

For this reason the researcher looked into the learning process of academics at colleges of education and technikons. These institutions which are situated in the Gauteng Province were selected for practical reasons. She observed the learning process of academics, while working as a teaching advisor but is cautious of reaching a conclusion based on observation only. She decided to

embark on this research project to clarify some questions concerning lifelong learning for the development of academics.

4.2.2 Aims and objectives of the study

The objectives of the empirical investigation were:

1. The accumulation, recording, analysis and interpretation of data which can be used to improve the present situation.
2. The comparison of learning patterns and interests at technikons and colleges.
3. To produce research results which will serve as a source of knowledge and decision-making in encouraging lifelong learning.
4. To stimulate further research and dialogue with regard to institutions of higher learning as learning organisations.
5. To investigate an acceptable way of effective staff development.
6. Identification of needs, and possible reasons for lack of interest, in staff development and training programmes.

4.2.3 Structure of the questionnaire

The researcher chose a structured questionnaire, which consisted of close-ended questions that called for brief answers and mere indications.

A questionnaire was developed which incorporated various aspects. One questionnaire was designed for all categories, i.e. junior lecturers, lecturers, senior lecturers, principal lecturers and heads of departments. Only lecturers who were employed full time during the research were asked to fill in the questionnaire.

The questionnaire consisted of six sections. **Section 1** contained personal and biographical details in order to gain more insight into the status of the respondent (gender, age, academic qualifications, rank, experience and the type of institution

where the respondent is employed). This information contributes to the pattern and interest in learning and will address the following questions:

- Do highly qualified lecturers' needs for training differ from those with lower qualifications?
- Is there a difference in training needs of lecturers at technikons and those at colleges of education?
- Does the rank of the lecturer affect the training needs of academics?

Section 2 contained questions that tested the attitudes of lecturers towards lifelong learning. **Section 3** required lecturers to rank the effectiveness of training and development programmes. **Section 4** contained questions regarding the objectives of training. **Section 5** focused on mechanisms used to identify training needs. Lastly **Section 6** required lecturers to evaluate training programmes that are offered at their institutions. Random questions throughout the questionnaire probed the involvement of management towards training and development at their respective institutions.

4.2.4 Observation

The researcher worked as a teaching advisor, mainly to train academics. She observed how academics reacted to voluntary and mandatory training. She noticed concerns expressed when a course was too long, for example three days. At the end of each training programme the academics completed an evaluation form, giving the researcher insight into how they really feel about training. She also talked to teaching advisors at other institutions and realised that the concerns were rather similar. To analyse the data, two-way frequency tables were drawn and investigated for possible significant dependence between variables. Steyn, Smit, Du Toit & Strasheim (1994: 559) state that "in two-way contingency tables where one or both factors have more than two categories, the independence hypothesis is very important". The researcher used the chi-square test for this purpose.

4.2.5 Selection of respondents

The respondents were selected by choosing every fifth lecturer from staff lists which the researcher obtained from all the colleges of education and technikons in the Gauteng Province.

These questions were open-ended with direct response.

4.3   THE EMPIRICAL RESEARCH

4.3.1 The problem

The research problem that will be investigated in this study is contained in the following questions:

- How do training and development improve productivity of academics at institutions of higher learning?
- How do lecturers rate the training and development programmes at their institutions?
- Do lecturers believe that lifelong learning will improve competency?

4.3.2 The research population

Though the research is focussed on institutions of higher learning, for practical reasons the researcher decided to restrict the investigation to institutions in the Gauteng Province only. The researcher is convinced that this area is sufficiently representative because five of the nine Technikons in South Africa are situated in the Gauteng Province. Furthermore five colleges of education were still functioning in the province during the investigation.

4.3.3 The sample under investigation

Memos were sent out to all the rectors of colleges of education and technikons (see appendix A) to request the total numbers of all the permanent lecturing staff. Internal telephone lists were also obtained. It was calculated that 20% of permanent staff would serve as a sample size. The sample included lecturers and heads of departments. Deans and administrative personnel were not selected, for practical reasons. The following table shows exactly how the researcher arrived at the sample size.

Table 4.1: Full-time lecturing staff
Stratified random sample

TECHNIKONS Stratum 1	POPULATION SIZE (N1j)	SAMPLE SIZE OF THE STRATUM (N1j)
• Technikon Northern Gauteng	233	47
• Technikon Pretoria	439	88
• Technikon Southern Africa	242	48
• Technikon Witwatersrand	299	60
• Vaal Triangle Technikon	514	102
Total	**N1 = 1727**	**n1 = 345**

COLLEGES	N2j	N2j
• South African College for Teacher Education	182	37
• Johannesburg College	91	18
• East Rand College	74	15
• Pretoria College	99	20
• Sebokeng College	37	7
Total	**N2 = 483**	**n2 = 97**

$N = N1 + N2 = 2210$

N = 442

n = n1 + n2 = 442

An example of how the sample size of the sub-stratum (n1j) was calculated.

nij = $\underline{N1j}$ x ni
        N1

Technikon Northern Gauteng: $\underline{233 \times 345}$
                                          1727
                                    = 47

More technikon lecturers (166) responded as opposed to (61) from colleges of education. This parity was expected because the sample size was n1 = 345 and n2 = 97.

4.4   ROLE OF QUESTIONNAIRE, DESPATCH AND RETURN

The researcher identified contact persons in each institution, mainly people who are involved with research. The questionnaires were delivered by hand at most of the institutions that are within reach, and a few were posted – Vaal, Sebokeng and East Rand. The questionnaires were numbered and their numbers were recorded. The return was not satisfactory the first time, especially from the technikons. The researcher followed up the remaining questionnaires, again through contact persons. This exercise ensured a better, though not satisfactory return to validate the research findings.

Responses were received from the following institutions; Technikon Northern Gauteng, Vaal Technikon, Technikon Pretoria, Technikon Witwatersrand, Technikon South Africa, Pretoria College, East Rand College, Johannesburg College and SACTE.

Responses were received from colleges of education and technikons in the Gauteng Province. All respondents were full-time lecturing staff in those institutions. The response rate was 52%.

PERSONAL PARTICULARS

Personal particulars are important because the researcher is interested to find out how gender and age affect some issues that were addressed in the questionnaire.

GENDER OF RESPONDENTS USED IN THIS EMPIRICAL RESEARCH

Table 4.2: Gender of respondents

V3	f	%
Male	111	48,3
Female	119	51,7
Total	230	100

Analysis

The feedback results show that of the 231 questionnaires returned, 111 (48,3%) were from males whilst 119 (51,7%) were from females both from colleges of education and technikons, and one person did not answer this question.

Interpretation of data

Since the respondents were selected by choosing every fifth lecturer from staff lists from both institutions it was not the intention of the researcher to compare female respondents (51,5%) and male respondents (48,3%). The question was merely posed to know how many male and female respondents responded. No meaningful conclusion can be drawn from the data.

Table 4.3   Age of respondents

AGE GROUP	20 –30	31-40	41-50	OLDER THAN 50	TOTAL
TOTAL	11,4%	35,5%	33,3%	19,7%	100

Analysis of data

It is obvious from the above data that the majority of respondents fall under the categories of "31-40" years and "41-50" years which is a slightly older generation than the first. There were fewer respondents in the "older than 50" category and least in the "20-30" years category.

Interpretation of data

Age might affect the participation of lecturers in training and development programmes.   Older lecturers might show little interest in training and development programmes because they have reached their training objectives and is no longer interested in further staff development.   On the other hand young lecturers might be energetic and enthusiastic to learn more to develop their careers.

Table 4.4:   Highest academic qualification of lecturers used in this empirical research

ACADEMIC LEVEL OF RESPONDENTS	Colleges of education		Technikons	
	f	%	f	%
• Diploma	3	4.92	3	1.81
• Bachelors degree	10	16.39	9	5.42
• Higher Diploma/B.Tech	7	11.48	38	22.89
• Honours degree	18	29.51	34	20.48
• Masters Degree/M.Tech	18	29.51	65	39.16
• Doctorate Degree/D. Tech	5	8.20	17	10.24
TOTAL	61	100	166	100

V5 appears as a header spanning the whole table.

Analysis of data

It is encouraging to note that from the data collected, the high percentage of lecturers have a Masters' degree (29.51%) at colleges of education and (39.16%) at technikons, diploma (4.92%) at colleges of education and (1.81%) at technikons. The percentage of lecturers with a doctorate/D.Tech is (8.20%) at colleges of education, and (10.24%) at technikons. More lecturers at colleges of education have a bachelors degree (16,39%) while at technikons it is only (5.42%). B.Tech/higher diploma (11.48%) at colleges of education, and (22.89%) at technikons, Honours degree, colleges (29.51%) and (20.48%) at technikons.

Interpretation of data

Lecturers should be encouraged to further their studies in order to improve the status of their institutions. Research should be encouraged for every lecturer even if he/she has a PhD. It is evident that colleges of education and technikons need to work harder in order to catch up with Universities concerning the qualifications of their lecturing staff.

Table 4.5: **Rank of lecturers**

V6		
RANK OF RESPONDENTS	**F**	**%**
• Junior lecturer	17	7,5
• Lecturer	98	43,0
• Senior lecturer	59	29,9
• Principal lecturer	16	7,0
• Head of Department	38	16,7
TOTAL	**228**	**100**

Analysis of data

The data contained in table 4.4 indicates that (7.5%) are junior lecturers (4.3%), lecturers (29.9%), senior lecturers (7.0%), principal lecturers and (16.7%) head of departments.

Interpretation of data

It should be noted that the above ranking does not apply to both institutions. Colleges of education ranking are as follows, lecturers, senior lecturers, head of departments and senior head of department. Therefore, the above data does not reflect the true status of rank in the colleges of education.

4.6   COMPARISON OF COLLEGES AND TECHNIKONS

4.6.1   Attitudinal approach towards training

Table 4.6:   Those who believe that to compete successfully with global rival institutions of higher learning need to accelerate the development of their educators

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	54	153	207
Percentage %	90%	93.29%	91.64%
• Uncertain	5	5	10
Percentage %	8.33%	3.05%	3.69%
• Disagree	1	6	7
Percentage %	1.67%	3.66%	2.66%
TOTAL	60	164	224
TOTAL%	100%	100%	100%

Analysis of data

The data contained in table 4.6 indicates that (91.64%) of lecturers both from colleges of education and technikons are of the opinion that to compete successfully with global rival institutions, training and development are the answer. Most of the respondents agreed with this view, (90%) from colleges of education and (93.29%) from technikons. Percentages of respondents who were uncertain were (8.33%) from colleges of education and (3.05%) from technikons. (1.67%) Respondents from colleges disagreed and (3.66%) from technikons disagreed with this view.

Interpretation of data

Higher education sector is experiencing major changes and competition. The cut in subsidies at universities and technikons is a threat to institutions thus converting them into businesses. The comfort enjoyed in the past by this sector

is gradually diminishing. Colleges of education were reduced. The decision by the education ministry threatens jobs of lecturers at these institutions. Multiskilling would help lecturers to be employable. Technikons are also faced with mergers to reduce the number of institutions of higher learning proposed by the ministry of education. The impact of the merger to lecturers is still to be seen.

Table 4.7: **No educator will remain qualified without some form of ongoing education**

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	57	156	213
Percentage %	93.44%	94.55	94%
• Uncertain	3	5	8
Percentage %	4.92%	3.03	3.97%
• Disagree	1	4	5
Percentage %	1.64%	2.42	2.03%
TOTAL	61	165	226
TOTAL%	100%	100%	100%

Analysis of data

It appears that most of the respondents realise that ongoing education is the only vehicle to prepare them for the changes that are taking place everyday. The statistics show that (93,33%) in colleges of education and in (94,55%) technikons agree with the statement. A very low percentage (4,92%) of respondents at colleges of education is uncertain and (3,03%) of the respondents at technikons. Those who disagree are also insignificant, namely (1,64%) respondents at colleges of education and (2,42%) respondent at technikons.

Interpretation of data

The role of lecturers has become more demanding. The introduction of technology and the formulation of new acts make it impossible for lecturers to continue with their careers without some form of ongoing education.

Table 4.8: **Those who believe that learning can no longer be confined to one period in a person's life**

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	60	156	216
Percentage %	98.63%	94.55%	96.59%
• Uncertain	1	6	7
Percentage %	1.64	3.64	2.64%
• Disagree	0	3	3
Percentage %	0	1.82	0.91%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

It is obvious from the respondents that learning can no longer be confined to one period in a person's life. The majority (98,63%) of respondents at colleges of education agrees, while (94,55%) of respondents at technikons also agree with this statement. An insignificant percentage of respondents at both institutions are uncertain or disagree with the statement. Colleges of education (0%) and technikons (1.82%).

Interpretation

The changes that are taking place globally, force everybody to either reskill, or keep on learning throughout his/her career. In South Africa, lecturers are

confronted, not only by technology but also by acts that call for transformation of education and new modes of teaching.

Table 4.9:   Staff development's objective is to ensure that there is training to ensure production

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	52	140	192
Percentage %	86.67%	5.37%	47.52%
• Uncertain	7	19	26
Percentage %	11.67%	11.59%	11.63%
• Disagree	1	5	6
Percentage %	1.67%	3.05%	2.36%
TOTAL	60	164	224
TOTAL %	100%	100%	100%

Analysis of data

The majority of lecturers (86,67%) at colleges of education and (85,37%) at technikons support the above statement. The percentages of respondents who are uncertain do not differ much between the institutions: (11,67%) at colleges of education, (11,59%) at technikons. A small percentage of respondents disagree, namely (1,67%) at colleges of education and (3,05%) at technikons.

Interpretation of data

The researcher agrees that staff development sections or departments at higher education institutions should be proactive and initiate training and development initiatives.   It is important that they should monitor the trends, be they educationally, technologically or regulatory driven. It is also important for these sections to work with management and staff in order to get buy-in from all the stakeholders.

Table 4.10:   Staff development will develop academia if correctly managed

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	57	148	205
Percentage %	93.44%	89.70%	91.57%
• Uncertain	4	10	14
Percentage %	6.56%	6.06%	6.31%
• Disagree	0	7	7
Percentage %	0%	4.24%	2.12%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

It is clear from the above data that the majority of respondents are of the opinion that staff development, if correctly managed, will develop staff (93,44%) at colleges of education and (89,70%) at technikons. Respondents expressed no opinion on "disagree" for colleges of education, while (4,24%) of respondents at technikons disagreed. Respondents who were uncertain were (6,56%) at colleges of education and (6,06%) at technikons.

Interpretation of data

The researcher, from her experience as a teaching advisor, realises that a participatory approach is a better way of managing staff development. Lecturers should buy into whatever training and development programmes are introduced. Using this method, however, does not guarantee a 100% buy-in. Some lecturers might believe that they "know it all", but this method will reduce the negative feelings towards training and development initiatives.

Table 4.11:   Lifelong learning maximises human potential

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	55	149	204
Percentage %	90.16%	90.30%	90.23%
• Uncertain	4	10	14
Percentage %	6.56%	6.06%	6.31%
• Disagree	2	6	8
Percentage %	3.28%	3.64%	3.46%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

The highest percentage of respondents both from colleges of education (90,16%) and at technikons (90,30%) agree that lifelong learning maximises human potential.

Interpretation of data

It is clear that all lecturers agree that lifelong learning will help to develop human potential.   This statement though vague, can only be true if training and development is properly managed through the conduction of needs analysis. Proactive actions should be taken through participation of all stakeholders.

Table: 4.12: Lifelong learning keeps staff up to date

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	54	147	201
Percentage %	90.00%	89,09%	89.54%
• Uncertain	6	10	16
Percentage %	10.00%	6.06%	8.03%
• Disagree	0	8	8
Percentage %	0%	4.85%	2.42%
TOTAL	60	165	225
TOTAL %	100%	100%	100%

Analysis of data

A high percentage of lecturers (90%) at colleges of education agree and (89,09%) at technikons are aware of the importance of lifelong learning. (10%) at colleges of education are uncertain, (6,06%) at technikons are uncertain and, lastly (0%) at colleges of education and (4,85%) at technikons disagree with the statement.

Interpretation

It is encouraging to learn that most lecturers agree that lifelong learning keep staff up to date with global changes and events in the academic sphere. No one can afford not to be informed and to lag behind. Changes are taking place in people's working environment. Staff should be informed about the changes as well as the impact of the changes.

Table 4.13: Lifelong leaning as a vehicle to help organisations to realise their visions

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	52	149	201
Percentage %	85.25%	90.30%	87.77%
• Uncertain	8	10	18
Percentage %	13.11%	6.06%	9.58%
• Disagree	1	6	7
Percentage %	1.64%	3.64%	2.64%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

The majority of respondents agree that they view lifelong learning as a vehicle to help organisations to realise their visions. (85,25%) Respondents at colleges of education and (90,30%) at technikons agree. Few lecturers (1,64%) at colleges of education and (3,64%) at technikons disagree. A higher percentage, (13,11%) of respondents at colleges of education are uncertain and a lower percentage, (6,06%) of the respondents at technikons are uncertain about whether lifelong learning is a vehicle to help organisations to realise their visions.

Interpretation of data

Lecturers realise that institutions are both teaching and learning organisations. Institutions of higher learning's core business, is teaching. Due to changes they are also learning organisations. A learning organisation should be able to read, analyse and interpret the signs of changes correctly.

Table 4.14: Management's commitment towards training

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	19	73	92
Percentage %	31.15%	44.51%	37.83%
• Uncertain	25	55	80
Percentage %	40.98%	33.54%	37.26%
• Disagree	17	36	53
Percentage %	27.87%	21.95%	24.91%
TOTAL	51	164	215
TOTAL %	100%	100%	100%

Analysis of data

More respondents at technikons agree (44,51%), while a lesser percentage (31,15%) at colleges of education agree that management should be committed to training. A large percentage of respondents at colleges of education (40,98%) are uncertain, while (27,87%) disagree.   At technikons (33,54%) of the respondents are uncertain while (21,95%) of them disagree with the statement.

Interpretation

It is apparent that most respondents of colleges of education are uncertain about management's commitment towards training while the majority of respondents at technikons agree that management is committed to training. The disparity may be caused by the present uncertainties at colleges of education because many colleges of education are facing either closure or mergers with tertiary institutions. If management is not committed to training, the organisation will find it difficult to become a learning organisation.

Table 4.15:   Management at my institution encourages staff to identify their training needs

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	17	54	71
Percentage %	27.87%	32.73%	30.3%
• Uncertain	25	42	67
Percentage %	40.98%	25.45%	32.21%
• Disagree	19	69	88
Percentage %	31.15%	41.82%	36.48%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

Data contained in table 4.15 indicates that (27.87%) at colleges of education agree and (32.73%) at technikons agree. The majority of lecturers at colleges of education are uncertain (40.90%), while (41.82%) of technikon lecturers disagree (41.82%).

Interpretation of data

It is disturbing to note that more lecturers at colleges of education are uncertain about this statement. The reason could be because they are not involved in the identification of their training needs. The majority of Technikon lecturers disagreed with the statement.   Management should encourage lecturers to participate in identifying their own training needs. This process would encourage ownership of the training programmes to be instituted or implemented.

Table 4.16: **The most important function of the head of department regarding training is to encourage the culture of lifelong learning**

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	42	116	158
Percentage %	68.85%	70.30%	69.57%
• Uncertain	11	32	43
Percentage %	18.03%	19.39%	18.71%
• Disagree	8	17	25
Percentage %	13.11%	10.30%	11.70%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

More respondents of colleges of education (68,85%) and (70,30%) of lecturers at technikons agree that the head of department should encourage the culture of lifelong learning. At colleges of education (18,03%) of the respondents are uncertain and (13,11%) of them disagree with the statement. At technikons (19,39%) of the respondents are uncertain while (10,30%) of them disagree with the statement.

Interpretation of data

It is encouraging that the majority of lecturers from colleges of education and technikons agree that the head of department should encourage the culture of lifelong learning in his/her department. If the head of department buys into training, it will motivate lecturers to attend the training programmes. He/she will also encourage and motivate them to participate actively in such training programmes.

Table 4.17: Lifelong learning is a priority in departments

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	22	80	102
Percentage %	36.07%	48.78	42.42%
• Uncertain	25	43	68
Percentage %	40.98%	26.22	33.6%
• Disagree	14	41	55
Percentage %	22.95%	25.00	23.97%
TOTAL	61	164	225
TOTAL %	100%	100%	100%

Analysis of data

Data contained in table 4.17 indicates that (36,07%) of lecturers of colleges of education and (48,78%) at technikons agree that lifelong learning is a priority in departments. The highest percentage at colleges of education (40,98%) is uncertain while (26,22%) at technikons are uncertain. The difference between lecturers who disagree at colleges of education (22,95%) and (25,00%) at technikons is relatively small.

Interpretation of data

Less than half of the respondents in both colleges of education and technikons (42.42%) agree that lifelong learning is a priority in their departments. It is disturbing that the majority of respondents fall under the category of either uncertain or disagree. It is a serious concern taking into account changes and challenges facing higher education.

Table 4.18: Management is reactive rather than proactive with regard to training needs

	COLLEGES OF EDUCATION	TECHNIKONS	TOTAL
• Agree	22	86	114
Percentage %	44.07%	52.44%	48.25%
• Uncertain	19	49	68
Percentage %	32.20%	29.88%	31.04%
• Disagree	14	29	43
Percentage %	23.73%	17.68%	20.70%
TOTAL	59	164	223
TOTAL %	100%	100%	100%

Analysis of data

Data contained in table 4.18 indicates that (44,07%) of the respondents at colleges of education and (52,44%) of the respondents at technikons agree that management is reactive rather than proactive in nature with regard to training needs. At colleges of education (32,20%) of the respondents are uncertain and (29,88%) of them at technikons are uncertain whereas (23,73%) of respondents at colleges of education, and (17,68%) of the respondents at technikons disagree with the statement.

Interpretation of data

Being proactive with regard to training needs is important, but unfortunately most of the respondents agree that management is reactive rather than proactive with regard to training needs.

Table 4.19: How committed is management regarding training

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	10	30	40
Percentage %	16.39%	18.18%	17.28%
• Uncertain	43	111	154
Percentage %	70.49%	67.27%	68.88%
• Disagree	8	24	32
Percentage %	13.11%	14.55%	13.83%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis of data

There is a clear indication that management both at colleges of education and technikons is not fully committed to training. These results are supported by the results contained in table 4.19 where (16,39%) of respondents at colleges of education agree and (18,18%) at technikons agree with the statement. The majority of respondents at both institutions namely (70,49%) at colleges of education and (67,27%) at technikons are uncertain about management's commitment towards training.

Interpretation of data

The effectiveness of training and development may be improved if management was highly committed to training. Management would understand the need for training and provide enough money for training and development and they would motivate and encourage lecturers to attend training programmes. The recent worldwide movement is to create learning organisations. It is important that leaders at institutions of higher learning do the same in order to be able to compete and be knowledgeable about the latest trends in training development for their staff members.

4.7   RANKING OF TRAINING

Table 4.20: Training and development courses offered at my institution are meaningful and relevant to my job, as well as to the organisation as a whole

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	23	72	95
Percentage %	37.70%	43.64%	40.67%
• Uncertain	20	43	63
Percentage %	32.79%	26.06%	29.42%
• Disagree	18	50	68
Percentage %	29.51%	30.30%	29.90%
TOTAL	61	165	226
TOTAL %	100%	100%	100%

Analysis

The majority of lecturers from both institutions (37,70%) agree at colleges of education and (43,64%) at technikons that training courses offered at their institutions are meaningful to their jobs. At colleges of education (32,79%) are uncertain and (26,06%) at Technicons are uncertain about the statement (29,51%) of respondents at colleges of education and (30,30%) of respondents at technikons disagree with the statement.

Interpretation of data

A higher percentage of lecturers at technikons agree and a slightly lower percentage at colleges of education agree. The percentages of the lecturers who are uncertain and those who disagree, are of concern since they are in the majority. This trend is disturbing as it is expected of both types of institutions to provide meaningful training and development programmes. Institutions should devise and provide mechanisms that will address this problem to their staff members.

Table 4.21: Teaching assessment

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	25	77	102
Percentage %	41.67%	46.95%	44.31%
• Uncertain	22	51	73
Percentage %	36.67%	31.10%	33.88%
• Disagree	13	36	49
Percentage %	21.67%	21.95%	21.81%
TOTAL	60	164	224
TOTAL %	100%	100%	100%

Analysis of data

This table reveals that academics both in colleges of education (41,67%) and at technikons (46,95%) agree that teaching assessment is effective as a form of training. It is surprising to find that nearly the same percentage of respondents (21,67%) at colleges of education and (21,95%) at technikons disagree with this viewpoint.

Interpretation of data

Less than half of the respondents at colleges of education and technikons agree that teaching assessment is one of the forms of training and development that improves the performance of lecturers. It is also evident from the above data that there are still a disturbing percentage of lecturers who either disagree or are uncertain about the effectiveness of teaching assessment as a training form to lecturers. Objectives of assessment should be clearly presented to the lecturers so that they would know what is expected of them and how it will contribute to their academic development.

Table 4.22:   Seminars

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	28	78	106
Percentage %	47.46%	48.15%	47.80%
• Uncertain	22	56	78
Percentage %	37.29%	34.57%	35.93%
• Disagree	9	28	37
Percentage %	15.25%	17.28%	16.26%
TOTAL	59	162	221
TOTAL %	100%	100%	100%

Analysis of data

There exist a perception from both respondents at colleges of education (47,46%) and at technikons (48,15%) that seminars fulfil their training needs, though (37,29%) at colleges of education and (34,57%) at technikons are uncertain about this. Lastly (15,25%) respondents at colleges of education and (17,28%) of respondents at technikons disagree that seminars are an effective form of training.

Interpretation of data

Less than half of the respondents at both colleges of education and technikons agree that attending seminars is also a good form of training and development, the high percentage of those respondents who disagree or are uncertain is alarming. The question arises as to what is wrong with seminars? Maybe a questionnaire should be designed and be distributed to lecturers to determine why seminars are not regarded as a good form of training.

Table 4.23:   Conferences

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	20	89	109
Percentage %	33.33%	55.28%	44.30%
• Uncertain	32	45	77
Percentage %	53.33%	27.95%	40.64%
• Disagree	8	27	35
Percentage %	13.33%	16.77%	15.05%
TOTAL	60	161	221
TOTAL %	100%	100%	100%

Analysis of data

From the data contained in table 4.23 it will be observed that respondents at colleges of education (33,33%) agree, while at technikons (55,28%) agree. (53,33%) of respondents from colleges of education are uncertain and (27,95%) at technikons are uncertain. Lecturers who disagree are (13,33%) at colleges of education and (16,77%) at technikons.

Interpretation of data

It is evident from the data that lecturers at colleges of education do not rate conferences highly while in contrast technikons' lecturers rate them higher. The question is why is there such a difference of opinion? A questionnaire may give the researcher a clear idea of the reasons why the colleges of education feel rather negative about conferences.

Table 4.24:   Workshops

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	40	105	145
Percentage %	66.67%	64.02%	65.34%
• Uncertain	14	42	56
Percentage %	23.33%	25.61%	24.47%
• Disagree	6	17	23
Percentage %	10.00%	10.37%	10.18%
TOTAL	60	164	224
TOTAL %	100%	100%	100%

Analysis of data

It was found that respondents at both types of institutions are very much in agreement that workshops are an effective way of training: colleges of education with (66.67%) respondents and (64,02%) respondents at technikons. Whereas (23,33%) of the respondents at colleges of education are uncertain and (25.61%) of the respondents at technikons are uncertain. Lastly (10,00%) of respondents at colleges of education and (10,37%) of respondents at technikons disagree with the statement that workshops are an effective way of training staff members.

Interpretation of data

It is significant to note that the percentages of respondents at institutions do not differ much. It is also interesting that workshops were voted the best way of training at these institutions. It is the researcher's observation that academics resent to be taught like students. Workshops afford them the opportunity to be actively involved and they are able to contribute much of their experience, expertise and knowledge with regard to the topic of the training programme under consideration.

Table 4.25: Orientation

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	22	70	92
Percentage %	37.93%	42.68%	40.30%
• Uncertain	27	48	75
Percentage %	46.55%	29.27%	37.91%
• Disagree	9	46	55
Percentage %	15.52%	28.05%	21.78%
TOTAL	58	164	222
TOTAL %	100%	100%	100%

Analysis of data

This table reveals that orientation is also not a good form of training. It was found that (37,93%) of the respondents at colleges of education and (42,68%) of the respondents at technikons agree with the statement, whereas (46,55%) of respondents at colleges of education and (29,27%) respondents at technikons are uncertain about the statement. (15,52%) of the respondents at colleges of education and (28,05%) of the respondents at technikons disagree with the statement that orientation is a good form of training.

Interpretation of data

Orientation was ranked number seven hierarchically spoken by respondents of colleges of education and number eight by respondents of technikons out of nine programmes. Orientation is not seen as a mode of training, however, its nature of introducing both new and old employees to the current state of the organisation gives it the status of development.

Table 4.26:   Job rotation

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	13	51	64
Percentage %	22.41%	31.48%	26.94%
• Uncertain	28	60	88
Percentage %	48.28%	37.04%	42.66%
• Disagree	17	51	68
Percentage %	29.31%	31.48%	30.39%
TOTAL	58	162	220
TOTAL %	100%	100%	100%

Analysis of data

It is clear from the table that job rotation is not the academics' favourite form of training. This training programme was ranked hierarchically last. At colleges of education (22,41%) of the respondents agree and (31,48%) of the respondents at technikons agree, whilst (48,28%) of the respondents at colleges of education and (37,04%) of them at technikons are uncertain. (29,31%) of the respondents at colleges of education and (31,48%) of the respondents at technikons disagree with the job rotation as a good method of training.

Interpretation of data

The researcher is not surprised by the fact that job rotation has a low rating amongst academics. The response makes sense because job rotation with regard to teaching would mean a lecturer may be required to teach a course that the lecturer has no experience in and this may result in frustration and more research in order to get to know the course.

If job rotation is to be considered as a training mode, lecturers should be well informed about its value for the lecturer concerned.

Table 4.27: On-the-job training

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	40	84	124
Percentage %	66.67%	51.53%	59.1%
• Uncertain	13	4	17
Percentage %	21.67%	25.77%	23.72%
• Disagree	7	37	44
Percentage %	11,67%	22.70%	17.18%
TOTAL	60	125	185
TOTAL %	100%	100%	100%

Analysis of data

A large percentage of respondents at colleges of education (66,67%) and (51,53%) at technikons agree that on-the-job training provides value to training and development. (21,67%) respondents from colleges of education and (25,77%) respondents at technikons are uncertain about this training mode. Whilst (11,67%) of the respondents from colleges of education and (22,70%) of the respondents at technikons disagree with the appropriateness of on-the-job training.

Interpretation of data

On-the-job training is viewed by the respondents as the best because a person will experience the job he/she has to perform first hand. It is not surprising that academics are of the opinion that on-the-job training is the best possible training mode for staff members.

Table 4.28:   Mentoring

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	37	86	123
Percentage %	62.71%	53.09%	57.90%
• Uncertain	11	37	48
Percentage %	18.64%	22.84%	20.74%
• Disagree	11	39	50
Percentage %	18.64%	24.07%	21.35%
TOTAL	59	162	221
TOTAL %	100%	100%	100%

Analysis of data

It was determined that mentoring is a favourite form of training for academics at both types of institutions with (62,71%) of the respondents at colleges of education and (53,09%) of the respondents at technikons agreeing with this notion. A small percentage of 18.64% at colleges of education and 22.84% at technikons are uncertain while 18.64% at colleges of education and 24.07% at technikons disagree.

Interpretation of data

Mentoring is ranked third best hierarchically spoken by both respondents at colleges of education and respondents at technikons. Every lecturer might need some form of mentoring at some stage in his/her career in order to perform his/her task effectively and efficiently.

Table 4.29: Summary of ranking of training and development courses by respondents at colleges of education and technikons

COLLEGES	%	TECHNIKONS	%
1. Workshops	66.67	1. Workshops	64.02
2. On-the-job Training	66.67	2. Conferences	55.28
3. Mentoring	62.71	3. Mentoring	53.09
4. Seminars	47.46	4. On-the-job training	51.33
5. Teaching assessment	41.67	5. Seminars	48.57
6. Orientation	37.93	6. Teaching assessment	46.95
7. Conferences	33.33	7. Orientation	42.68
8. Job-rotation	22.41	8. Job-rotation	31.48

Key: 1 indicates highest ranking
8 indicates the lowest priority

Respondents at both types of institutions agree that workshops are ranked in first place, mentoring in third place, seminars fifth, teaching assessment in sixth place and lastly job-rotation.

Table 4.30: Lecturers both at colleges and technikons who prefer shorter modules of 2 to 3 hours at a time

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	49	118	167
Percentage %	84.48%	71.95%	78.21%
• Uncertain	5	29	34
Percentage %	8.62%	17.68%	13.15%
• Disagree	4	17	21
Percentage %	6.90%	10.37%	8.63%
TOTAL	58	164	222
TOTAL %	100%	100%	100%

Analysis of data

Lecturers need training in order to update their skills. The majority of lecturers at both colleges of education and technikons (84,48%) and (71,95%) indicated a preference for shorter modules and (8,62%) and (17,68%) of the respondents are uncertain about this and (6.90%) and (10,37%) of the respondents, respectively disagreed that shorter modules of 2 to 3 hours are preferable to longer training sessions.

Interpretation on data

The higher percentage of respondents at both colleges of education and technikons favour shorter training modules. The researcher observed this preference while working as a teaching advisor at a technikon. The workload and deadlines which academics have to meet will most definitely influence the duration of the training programme. Organising training programmes when lecturers are too busy marking tests and examination papers or even during registration of new students, is fatal as these activities consume most of their precious time.

Table 4.31: **Due to workload it would be difficult to attend training courses of one week's duration both at colleges and technikons**

	COLLEGES OF EDUCATION	TECHNIKONS	TOTALS
• Agree	42	122	164
Percentage %	70.00%	73.94%	71.97%
• Uncertain	9	12	21
Percentage %	15.00%	7.27%	11.13%
• Disagree	9	31	40
Percentage %	15%	18.79%	16.89%
TOTAL	60	165	225
TOTAL %	100%	100%	100%

Analysis

Most respondents were found to agree that due to workload it would be difficult to attend training courses of one week's duration. (70,00%) of the respondents at colleges of education and (73,94%) of the respondents at technikons agreed. A very small percentage was uncertain with (15,00%) and (7,27%) respectively. Respondents who disagreed with the statement were (15,00%) at colleges of education and (18,79%) at technikons.

Interpretation of data

It is obvious that workload would prevent lecturers both at colleges and technikons to attend courses of one week's duration. In this case, the institutions should split the courses for greater flexibility.

Table 4.32:   Objectives of training and development programmes at colleges of education

	PERCENTAGES		
	YES	**NO**	**UNCERTAIN**
Improve performance	**90.00%**	**3.33%**	**6.67%**
Update employee's skills	**95.00%**	**0%**	**5.00%**
Avoid managerial obsolescence	**29.31%**	**29.31%**	**41.38%**
Solve organisational problems	**43.33%**	**31.67%**	**25.00%**
Orientate new employees	**75.00%**	**13.33%**	**11.67%**
Prepare for promotion and Managerial succession	**41.67%**	**31.67%**	**26.67%**
Satisfy personal growth needs	**71.67%**	**3.33%**	**25.00%**
Programme objectives are realistic	**28.81%**	**6.78%**	**64.41%**
The objectives of training and development programmes that I have attended are consistent with internal objectives	**38.98%**	**18.64%**	**42.31%**

Table 4.33: **Objectives of training and development programmes at technikons**

	PERCENTAGES		
	YES	NO	UNCERTAIN
Improve performance	90.74%	2.47%	6.79%
Update employee's skills	95.68%	0%	4.32%
Avoid managerial obsolescence	41.61%	16.77%	41.61%
Solve organisational problems	49.38%	26.25%	24.37%
Orientate new employees	74.05%	18.35%	7.59%
Prepare for promotion and managerial succession	48.43%	28.30%	23.27%
Satisfy personal growth needs	72.44%	13.46%	14.10%
Programme objectives are realistic	48.15%	20.37%	31.48%
The objectives of training and development programmes that I have attended are consistent with internal objectives	40.99%	26.71%	32.30%

Analysis of data

The majority of the objectives of training and development programmes received equal support from respondents at colleges of education and technikons alike, the highest being updating employee's skills is (95,00%) at colleges of education and (95,68%) at technikons.

The respondents agreed on six options. Lecturers at both types of institutions disagreed on the last three options. Colleges of education's number seven was "the objectives of training and development programmes that I have attended are consistent with internal objectives" (38,98%) and number eight for technikons (40,99%); "avoid managerial obsolescence" was ranked number eight by colleges of education (29,31%) and number nine by technikons (41,61%); "programme objectives are realistic" (28,81%) colleges said yes and ranked it number seven.

Interpretation of data

It is interesting to find that six options were ranked the same by respondents at colleges of education and technikons and the percentages of those variables were close. It is obvious that despite the difference between these institutions in terms of qualifications offered, numbers and diversity of students to name just a few, objectives of training and development are very similar.

Table 4.34: Summary of objectives of training and development programmes both at colleges of education and technikons

	COLLEGES	TECHNIKONS
Improve performance	90%	90.74%
Update employee's skills	95%	95.68%
Avoid managerial obsolescence	29.31%	41.61%
Solve organisational problems	43.33%	49.38%
Orientate new employees	75%	74.05%
Prepare for promotion and managerial succession	41.67%	48.43%
Satisfy personal growth needs	71.67%	72.44%
Programme objectives are realistic	28.81%	44.15%
The objectives of training and development programmes that I have attended are consistent with internal objectives	38.98%	40.99%

Table 4.35: **The mechanism used to identify training and development needs at colleges of education**

	YES	NO
Questionnaires to staff only	33.33%	66.67%
Discussions with staff members	71.19%	28.81%
Interviews with staff members	26.32%	73.68%
Advisory Committee	37.50%	62.50%
Observations by management	58.18%	41.82%
Performance appraisals of staff members	28.57%	71.43%
Attitude surveys of staff members	30.91%	69.09%
Skills tests of staff members	15.79%	84.21%

Table 4.36: **The mechanism used to identify training and development needs at technikons**

	YES	NO
Questionnaires to staff only	48.67%	51.33%
Discussions with staff members	39.87%	60.13%
Interviews with staff members	26.85%	73.15%
Advisory Committee	55.26%	44.74%
Observations by management	56.21%	43.79%
Performance appraisals of staff members	43.33%	56.67%
Attitude surveys of staff members	40.54%	59.46%
Skills test of staff members	14.38%	85.62%

Analysis of data

According to Table 4.35 and 4.36 academics at both types of institutions agree to an extent about the mechanisms used to identify training and development needs. At colleges of education the following ranked higher than (50%) discussions with staff members and observations by management. At technikons those categories which ranked higher than (50%) were: Advisory Committee, observations by management.

Table 4.37: Summary of the mechanisms used to identify training and development needs both at colleges of education and technikons

	COLLEGES	TECHNIKONS
Questionnaires to staff only	5	6
Discussions with staff members	8	3
Interviews with staff members	2	2
Advisory Committee	6	7
Observations by management	7	8
Performance appraisals of staff members	3	5
Attitude surveys of staff members	4	4
Skills tests of staff members	1	1

Key: 1 indicates the lowest priority
8 indicates the highest priority

4.7   SIGNIFICANT FINDINGS FROM THE EMPIRICAL INVESTIGATION

According to the data collected from the respondents by means of a questionnaire survey the following findings became evident:

4.7.1   The investigation has revealed that lecturers agree that no educator will remain qualified without some form of on-going education.

4.7.2   Lecturers agreed that training programmes succeeded in transmitting new knowledge and skills, improve performance, update skills and satisfy personal growth.

4.7.3   Objectives of training and development initiatives are not consistent with internal objectives of the institution. Institutions should clearly state the objectives of training and development initiatives.

4.7.4 According to the lecturers at both institutions, management is not committed to training, only (16.39%) at colleges of education agreed, and (18.18%) at technikons agreed. However, the study showed that lecturers at both institutions agreed that staff development if correctly managed, the process will develop lecturers and maximise their potential (Table 4.18, 4.9 and 4.10).

4.7.5 Staff at both institutions is not encouraged to identify their own training needs. It is important to allow staff to be involved in identifying their training needs.

4.7.6 The duration of training courses should not be too long. Institutions should split the courses for greater flexibility.

The research was directed at colleges of education and technikons. Though these institutions both offer higher education, there are differences like in the structure of institutions, the type of programmes offered, their targets and staff. The lecturers are exposed to different challenges and their environments differ as well. The differences might have influenced the responses of the questionnaires.

The lecturers from both institutions agree on more issued than they disagree. Even where there are differences, the percentages of the ratings are not so huge that they warrant a serious investigation. Major similarities were spotted on Table 4.37 summary of the mechanisms used to identify training and development needs both at colleges of education and technikons. Of the eight mechanisms given, the institutions agreed on three, ratings given on the other three were either more or less in one. The big difference was shown in only one mechanism where colleges of education rated it at eight and technikons at three.

The summary of similarities and differences are clearly captured on Table 4.34 Summary of objectives of training and development programmes both at colleges of education and technikons and Table 4.37 Summary of the mechanisms used

to identify training and development needs both at colleges of education and technikons.

4.8   RELIABILITY AND VALIDITY OF THE RESEARCH

According to Niemann (2000:285) "reliability in quantitative research methods is traditionally associated with accuracy, stability, consistency and repeatability of the research.

The researcher used literature review and questionnaires. She also observed the process of training and development as a teaching advisor and a participant at training sessions at a technikon. With regard to the technikon sector the researcher have no reason to question the reliability because the environment was stable. However, the reliability of the responses from colleges of education are questionable because the environment was not stable in terms of closure of other colleges. The researcher has reservations because the responses might have been affected by the closure. Due to the uncertainty and may be the frustration, the objectivity of the respondents might have been influenced.

The researcher looked at lifelong learning within the higher education sector. The higher education sector consists of universities, colleges of education and technikons, however the focus of the study was on colleges of education and technikons.

The research is confined to academics who are permanently employed in institutions of higher learning, namely technikons and colleges of education in the Gauteng province. At the beginning of the research there were 15 technikons in South Africa, and due to mergers proposed by the ministry of education, Technikon Natal merged with M L Sultan Technikon to form Durban Institute of Technology. However, the study focuses on institutions in Gauteng province.

Of the 14 technikons, 5 are in Gauteng province. Gauteng province has the largest population in South Africa. The population under investigation was strategically picked due to the above reasons. It was also convenient for the researcher because the institutions are accessible.

Of all the chosen institutions, two of the colleges of education were disadvantaged. With regard to technikons, only one was disadvantaged. The aim of the study was not to compare advantaged and previously disadvantaged institutions, however it is important to note that environments provided by institutions in terms of resources (teaching and learning resources) can influence the quality of lecturing, the need for training and the provision of training.

This research on "A study of lifelong learning in academic institutions" presents general findings. The responses from the empirical research may change with time, may be when the changes are effected and there is stability within institutions of higher learning. These findings are based on research that was undertaken during what the research can call higher education revolution. The point is the situation then might have influenced the responses.

The responses of the questionnaires called for three responses, that is agree, uncertain and disagree. The researcher noted with dismay responses that fell under the category of uncertain. All questions were simple and straightforward. The researcher did not expect lecturers to be uncertain especially with simple questions like "lifelong learning maximises potential" or "Lifelong learning keeps staff up to date". Though the percentages of lecturers that were uncertain is very low (6.56% at colleges of education, 6.06% at technikons and 10.00% at colleges of education and 6.06% at technikons, it was something that the researcher did not expect from highly educated lecturers with due respect. The responses expected were straightforward agree or disagree.

A significant number of responses on Table 4.19 How committed is management regarding training were uncertain, 70.49% colleges of education and 67.27% at technikons. The response shocked the researcher, why such a huge number of lecturers at both institutions are uncertain. There is clearly more probing to be done to find out why were they uncertain? May be there are underlying factors that influenced that kind of response and it would be very interesting to find out.

4.9   CONCLUSION

In this chapter a comparison was made between lecturers at colleges of education as well as technikons regarding lifelong learning and their needs for satisfactory training. This comparison was based on the following dimensions: The attitude towards lifelong learning, type of training and development programmes; objectives of training and needs analysis at their institutions.

The empirical data were analysed and interpreted and various sections were discussed briefly.

CHAPTER 5

GUIDELINES FOR THE DEVELOPMENT OF ACADEMICS AT INSTITUTIONS OF HIGHER EDUCATION

5.1   INTRODUCTION

"If an organisation is to survive, it must respond to changes in its environment. When competitors introduce new products or services, government agencies enact new laws, important sources of supply go out of business, or similar environmental changes take place, the organisation needs to adapt" (Robbins, 2001:542).

The most changing environment in South Africa today is education. New acts like SAQA and Higher Education are currently changing and shaping the education scenario. The recommendations of the Shape and Size Task Team of Higher Education are also adding to this rapid change in education. "Rapid change in job content, organisation structures, talent requirements result in short-term career planning and step by step progression" (Hardijzer, 2000:21). Hardijzer foresees a future where job security will be replaced by "employability security", which simply means the ability to adapt and enhance one's skills. He further mentioned new career competencies as adaptability, tolerance of ambiguity and uncertainty and identity change.

The future of South Africa depends to a large extent on the effectiveness of its education. The above-mentioned changes are introduced to improve the contributions made by institutions of higher education in order to improve economic performance of our human resources. The above statement is stressed by Shaw & Seriven, (1996:26) when they state that "with our human asset, as with financial shares, we primarily are interested in "the future".

Institutions of higher learning should be run like businesses today. They should be client- centred in order to offer relevant programmes, and be business-like and competitive. Competition is healthy and keeps organisations on their toes. "However to remain competitive tomorrow requires investment in the development of new capabilities". (Ferreira, 2000:11).

It is argued that education at present is failing to address South Africa's economic performance. Whether the new acts and other recommendations to transform education will bear fruits or not, is yet to be seen.

Another critical factor that is shaping South Africa's education is technology and globalisation. "As the pace of information growth continues exponentially, we need to learn more efficiently". (Fenton 1997:23). Learning more efficiently is not enough, we need to learn fast and efficiently.

5.2   GUIDELINES BASED ON LITERATURE STUDY AND THE EMPIRICAL SURVEY

A series of studies have focused on staff development and training as well as learning organisations .A broad base of relevant research theory and opinion on staff development and learning organisation was established. Various abstract journals, periodical indexes and citations were necessary to complete this survey.

Change is also a critical issue at institutions of higher learning-because learning usually means changing the way things were done. Unlike learning "change is the coping process of moving from the present state to a desired state that individuals, groups and organisations undertake in response to dynamic internal and external factors". (Cook et al, 1997:530). It is reality that businesses that ignore change will not survive but will disappear. Forces of change include nature of the work force, technology, economic shocks, competition, social trends and

world politics (Robbins 2000). Some of the forces of change affect institutions of higher learning directly while others affect them indirectly "It is the pace and unpredictability of events in the operating environment which triggers the need for frequent fast change in the organisation" (Colenso, 2000:5). The South African regulatory environment is a critical factor in the changes affecting institutions of higher education as brought about by the South African Qualifications Act 1997, The shape and size Task team Recommendations 2000 and The Amendment Bill of Higher Education 2000, just to mention a few. An empirical survey was conducted by using questionnaires in (section 4.1). According to the data collected from the respondents by means of a questionnaire survey the following findings became evident:

5.2.1 The investigations have revealed that lecturers agree that no educator will remain qualified without some form of ongoing education.

5.2.2 Lecturers agreed that training programmes succeeded in transmitting new knowledge and skills, improve performance, update skills, update skills and satisfy personal growth.

5.2.3 Objectives of training and development initiatives are not consistent with internal objectives of institutions.

5.2.4 According to lecturers at both institutions, management is not committed to training,(16.39%)at colleges of education agreed, and (18,18%)at technikons agreed. However the study showed that the lectures agreed

5.2.5 that if staff development is correctly managed, the process would develop lecturers and maximize their potential (table 4.8, 4.9 and 4.10).

5.2.6 Management at both institutions are not encouraged to identify their own training needs. It is important to allow staff to participate in needs analysis of their own training.

5.2.7 The duration of training courses should not be too long, Institutions should split the courses for a greater flexibility.

5.2.8 It is important to note that the majority of respondents agreed that they would recommend the training programmes to other colleagues.

5.3 GUIDELINES FOR PLANNING DEVELOPMENT AND TRAINING

Planning for staff development and training is important. Planning learning opportunities for staff is linked to the following primary objectives:

5.3.1 Needs analysis.

Training needs or need survey should be looked into and appropriate development strategies should be put in place. The reasons for training must be clearly stated.

In particular, training needs must be linked to the organisation's strategies, objectives and operational strategies. Commitment from lecturers is of utmost importance for successful training.

Lecturers should participate in identifying training needs; they should also be actively involved in deciding what training is required, when training should take place and how. Participation will erase the feeling of prescription. Needs analysis can be either per faculty or per department.
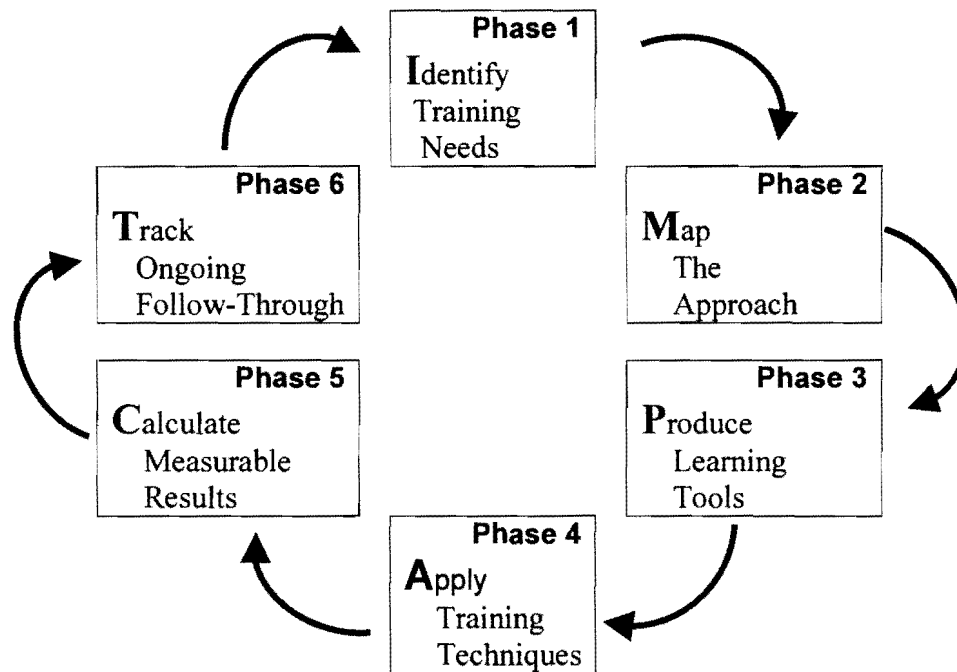
Once a needs analysis is completed, staff developers will have specific training activities that the institution requires and will establish objectivities that the institution requires and will establish objectives to meet them. The above process alone will not ensure training participation for lecturers.

Noe, Hollenbeck, Gerhart & Wright (2000:211) add an extra two important steps to ensure high impact training:

- Ensuring employees readiness for training and
- Ensuring transfer of training.

Erasmus,& Van Dyk (2001:45) summarise the training model as follows:

Figure 5.1:   High-Impact Training Model

Phase 1
Identify Training Needs

Phase 2
Map The Approach

Phase 3
Produce Learning Tools

Phase 4
Apply Training Techniques

Phase 5
Calculate Measurable Results

Phase 6
Track Ongoing Follow-Through

Source: Sparhawk, S. (1994:13)

Phase1: Identify training needs

This phase is important as it is during this phase that training needs are analised. The need for training must match with the reasons or objectives of training. Staff developers must spend more time in this phase and they must involve staff members. The involvement of staff members will ensure buy-in to training. In this time of changes, there might be many training needs. The staff developer as well as staff must prioritise training needs.

Phase 2: Map the approach

After phase 1 has been implemented successfully, then the learning content will be determined based on training needs and measurable objectives.

Phase 3: Produce learning tools

Determination of learning content is done in this phase. Lessons are designed, including training manuals or material. The training might be on-the-job training or instructor-led course. The objectives of the course will direct the staff developer in developing training manuals and to choose the relevant learning tool.

Phase 4: Apply successful training techniques

It should be noted that the tools chosen in phase 3 will determine the training techniques that will be used in this phase. It is important that the staff developer choose training techniques that yield successful training. One technique can be used to deliver training or a variety of techniques can be used.

Phase 5: Calculate measurable results

The intention of training was drawn in phase 2 by means of learning outcomes. The staff developer must determine whether the training served its purpose by evaluating the training programme and system. Feedback should be communicated to everyone who was involved, either at the stage of needs analysis or as participants in training.

Phase 6: Track ongoing follow-through

Even though all the above phases have been successfully implemented, it is not the end of training and development. Since change is ongoing, phase 1 (needs analysis) will dictate to staff developers to be on their toes and keep up developing training and development programmes in order to cope with the changes.

The staff developer should keep on referring to the above six phases in order to prepare and deliver successful training sessions.

Both steps are important to the training cycle as they involve motivation, which is the most important element employees will need to attend training programmes, and encouraging employees to take personal responsibility for skill improvement.

5.3.2 Preparing learning events

The preparations of learning events should be linked to the needs analysis exercise. Aims of the learning events should be drawn from the needs by paying attention to the duration of the sessions, as well as the mode of delivery so that it is connected to the institution's activities

It is important to set a calendar of training for the year. Training at certain times of the year should be avoided to avoid disappointment or late training. Topics should be repeated at different times for flexibility of attendance.

It is also important to take into account the principles of adult learners in preparing learning events. Presenters should guard against the following:

- They should avoid to be prescriptive.
- They should clarify objectives.
- The objectives have to be realistic, and relevant.
- Allow learners control of their learning.
- Involve learners in the learning activities.
- Take into consideration that the adult learner brings knowledge, experience and expertise to the training session.

5.3.3 Evaluation and follow-up

In paragraph 5.3 guidelines for planning of learning events were discussed. The success of planning and preparing the learning event is measured by evaluation and follow-up. Various forms of evaluation criteria may be used during and at the end of the training programme. Questionnaires can be completed at the beginning and at the end of the learning event, so as to ascertain the participants' needs and expectations at the beginning and check whether the training addressed the needs, expectations and outcomes at the end. It is important to verify whether the training changed the behaviours of participants or not. The training programme is deemed successful if the knowledge and skills acquired are transferred to the lecture hall and make a significant development improvement.

The above information confirms that it is essential to promote participation in all stages of training and development. There will be resistance to training if

lecturers are forced to participate, if their experience is ignored, or they have no control of their learning whatsoever.

Evaluation is used to establish the success or the failure of their learning events. This process helps staff developers to evaluate whether planning, which encompasses needs analysis and preparing the learning event was a success or a failure. It forms a strong foundation for future learning events. In short evaluation helps in keeping records, give remedial sessions and determine whether lecturers' training and development needs have been met.

Byars & Rue (2000:317) summarise evaluation by breaking it into four areas:

1. Reaction: How much did trainees like the programme?

2. Learning: What principles, facts and concepts were learned?

3. Behaviour: Did the job behaviour of the trainees change because of the programme?

4. Results: What were the results of the programmes costs or reduction in turnover?

5.4 MODEL FOR THE INVOLVEMENT OF LECTURERS IN DETERMINING THEIR TRAINING AND DEVELOPMENT PROCESSES

Figure 5.2:   Model of involvement
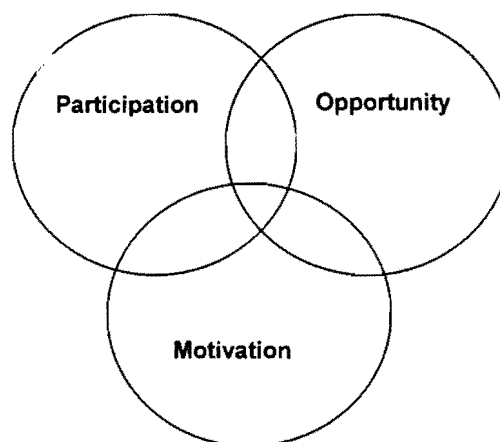
5.4.1. Participation

"One of the key effects of democracy and participation is that the decision of what to learn is now co-determined by the organisation and the individual. Increasingly staff are invited to participate in the building of a commitment to development whilst at the same time providing benefits to the organisations". (Fenton, 1997:24). Graham & Bennett (1998:33) also agree with the above definition of participation but they add an important aspect, which stated, "that the employees have access to sufficient information on which to base their share in success".

The critical aspect of training is to involve the people who are going to be trained in the initial discussions. "Unfortunately the human being has been reduced to a robot. The capacity of independent thought and action has been discarded in the name of standards and efficiencies. Employees have been skilled in functions, not in decision making". (Cantrell, 1997:15). Participation is becoming a good tool to take everybody who is supposed to be trained on board. A partnership approach is good because consultation takes place with relevant people and they are made to understand the dynamics. Then joint planning is done. This type of approach softens the attitudes of people to be trained. They will be committed to training because they feel they are part of the planning and decision-making process.

Blom (1999:12) as quoted by Beckmann (2000:8) defines democratic management as a "management principle based on the right of all individuals to co-determine and influence, in freedom and equality, workplace policies and procedures. This right to participate is coupled with associated obligations of responsibility to all affected by these policies. It is characterized by the way in which decision-making procedures are conducted".

The definition emphasises involvement in decision making. In the light of the South African constitutional rights and the present climate of change, a democratic style of management is not a luxury but the right approach to management. Beckmann & Blom (2000:2) state "democracy in the workplace in the sense of participation is firstly seen as morally good because it is with the broader democratic ideals and the values of society". It should have been implemented a long time ago. Their expertise is needed. Individuals and departments' interests will not be ignored or sidelined but taken into consideration. Great emphasis should be placed on teamwork; involvement of people to contribute to the decision-making process and can be used as a guideline at institutions of higher learning.

The Department of Education (1997:32) outlines the following process of decision-making:

- What decision do we have to make (What is the problem?).
- What are the possible solutions to the problem?
- What are the pros and cons of each of the possible solutions?
- Which is the best option and why?
- How can we implement this solution?
- Did we choose the best option?

It is important that lecturers try to reach consensus on decisions in order that:

- All members have a voice in decisions.
- Differing views are heard.
- Everyone supports that final decision.
- A sense of common purpose is developed.

It should be taken into consideration that it is not always possible to reach consensus, but partial consensus will be sufficient to implement a training and

development strategy. Cognisance of cognitive dissonance is a threat to consensus. According to Invancevich & Matteson (1993:764) cognitive dissonance is "a mental state of anxiety that occurs when there is a conflict among an individual's various cognitions (for example, attitudes and beliefs) after a decision has been made".

They further explain such anxiety as usually being in conflict or in doubt with attitudes, and beliefs, after a decision has been made.

Hoy & Tarter (1993:14) suggest that, before expecting people to participate in decision-making, one should consider four questions:

1. Does the decision to be made fall within the specific person's zone of acceptance (the zone of decision making where a person accepts decisions unquestioningly and is indifferent to them)?
2. Does the person have particular expertise regarding the matter?
3. Is the matter relevant to the person?
4. Does the person have a personal stake in the issue and is he or she therefore committed to a sound decision on the issue?

If the answer to the question is positive and the answers to the remaining three questions are negative, it makes no sense to involve such a person in a decision-making process.

There are different ways of involving employees. According to Robbins (2001: 193) an organisation can either use employee involvement, which involve the entire capacity of employees, or representative participation. The researcher prefers the representative participation, because "workers participate in organisation decision-making through a small group of representative employees". It is easy to handle a small group. Management should encourage the group to bear mandates of bigger groups and to provide them with feedback.

They should explain to them why they should be trained and they should also decide on the type of training after a clear distinction of different types of training has been made.

Robinson & Robinson (1989) compare training for activity with impact training. According to them training impact is sure to bring success because the trainer creates a partnership with key line managers associated with the training project.

The line managers should extend the partnership to their employees to create a win-win situation and encourage ownership and overall contributions to the overall effort. These managers form collaborative relationships with their clients. A win-win situation is an ideal situation but to be achieved "employees and managers need to begin thinking and acting like owners of the company (Pokroy, 2000:29).

Training for impact is characterized by:

- Partnership with the client
- Link to business needs
- Assessment of performance
- Preparation of work environment to support training
- Measurement of results

These are the types of partnership that would appeal to employee's management should take employees seriously by involving them in decision making. The training needs should be linked to the business vision and mission. According to Huysamen (2000:26) "the role of an astute manager should be to enable –as simple as that. It means removing the stumbling-blocks from the paths of his or her people to allow them the opportunity to perform their tasks to the best of their ability". He refers to managers as "man abler" to support the above definition. In this context it really makes sense. The employees receive support because the

environment is conducive. Lastly the training is measured to evaluate the impact training.

Involving employee's makes it difficult for them to resist the decision they help to bring about the above is stressed by Roos (2000) as quoted by Beckman (2000.9). He describes participation as "a system whereby you as a manager try to implicate as many staff as possible in decisions-making process. You then have scapegoats readily available when decisions are seen to have had catastrophic consequences and the inevitable panic and hunt for the guilty parties ensue. This process is best summed up in the injunction to round up usual suspects".

5.4.2 Opportunity

Staff members should be encouraged to use learning opportunities offered at their institutions. The initial qualification helps lecturers to find employment but exposure through training and development encounters play a major role in shaping people's professions. Academics "Will need to adapt by becoming more self-reliant in defining their careers opportunities" (Hardijzer 2000:21).

These career opportunities should have meaningful and lasting benefits to both employees and organisations. Fact is, employees need to be motivated by both internal and external factors in order to adapt to and identify learning opportunities. This is a real challenge, how to encourage employees to use the opportunity of learning offered by institutions on their free will.

A critical requirement for lecturers to use the opportunities is through participation in training needs analysis. An organisation should focus on achieving its goal of training through involvement of the entire workforce. Lecturers would not want to feel as if a handful of people take decisions on their training needs.

Once management creates an opportunity for learning, it must be prepared to continue to nurture the opportunity and make it attractive to staff. An institution cannot implement training without increasing an enabling environment for learning. The two must be supportive and mutually enhancing.

Employees who work at institutions that support and create an opportunity for learning should accept the gesture from management and use the opportunity. Currently it might be a losing battle for management to effectively create training opportunities, and to make lecturers feel enthusiastic about their endeavours due to the changes that are taking place in higher education sector.

The researcher agrees with Bond (1917:58) when he states that 'an effective strategy includes the creation of an environment which supports employee contribution, teamwork, trust and respect between management and employees".

"Every interaction is regarded as an opportunity to learn from participants". (Fenton 1997:24). The researcher believes that training and development encounters offer lecturers the opportunity of either learning from or sharing their expertise with colleagues.

5.4.3 Motivation.

"Motivation involves a conscious decision to perform one or more activities with greater effort than activities competing for attention". This definition of motivation contains three elements:

1) Some people need motives, or goals that trigger action,
2) A selection process that directs the choice of action, and
3) The intensity of effort that is applied to the chosen action.

In essence, motivation governs behaviour, selection, direction and level of effort". (Cook et al, 1997:185).

People have different types of needs; essential needs and luxury needs. Essential needs are necessary for survival while a person can do without luxury needs. Competitiveness is not a luxury need but an essential one if one has to survive in today's' world. From the different needs people have, they make an effort to acquire others, but some they will also try to avoid.

People sometimes avoid training and development because they do not understand the reason why they should be trained or they do not see the need for training.

'In its simplest form, the process of motivation is initiated by conscious or unconscious recognition of an unsatisfied need". (Nel et al, 1996:320).

In conclusion, "motivation, therefore, implies that there must be enthusiasm, encouragement, support and stimulation. These must however come from leadership and individuals themselves, otherwise no-go" (Simoncell: 2000:44).

5.5   GUIDELINES FOR TRAINING AND DEVELOPMENT OF LECTURERS.

Figure 5.2 (Model of Involvement) challenged the researcher's empirical research and the findings are as follows:

Lecturers generally agree that no educator will remain qualified without some form of on-going education. This question sought to address the lecturers' self expressed need for on-going development. Ensuring that lecturers are trained from time to time, learning opportunities should be available at institutions. An environment which support employee endevours to training is fundamental to any staff development programme.

There was also a focus on management commitment towards training and whether lecturers are encouraged to identify their own training needs. The data revealed clearly at both institutions that lecturers are not encouraged to identify their training needs. The revelation to this question calls for institutions to move away from telling lecturers what to do, to find out their needs. It is important that institutions, like any other organisations that are faced with changes, be proactive. However it is also important that they involve their staff members in their proactive endevours.

It was also noted that there is a lack of commitment from management. The empirical investigation also revealed that management is not committed to training. It is important that management play an important role in motivating staff to learn. Changes within an institution calls for doing things differently. Change, changes strategies and objectives of institutions. Staff members need motivation from management to learn to do things differently.

Participation and opportunity are ways of motivating lecturers to attend training programmes, however they are not the only ways. But for this research participation and opportunity are the only ones mentioned and thus deny the research the knowledge of how lecturers would have responded should other ways of motivation been explored.

The researcher does not mean that all institutions lack employee recognition programmes, the question is are they enough, do they motivate lecturers, if not why, how are they perceived by lecturers and lastly do they have an impact?

Against the above background the following guidelines may be recommended to staff development at colleges of education and technikons:

5.5.1 Management commitment towards training

It is evident from the empirical research that management is not committed to training. Management should encourage and motivate staff to attend training that will develop and update their skills from time to time. The question that must be asked is, what is motivation? There are many definitions in literature study that define motivation. Cook et al (1997:185) states that "in essence, motivation governs behaviour, selection, direction and level of effort". It is also true that all people have the capacity to perform. For people to perform, there are a variety of factors that play a role, for example the environment and support.

If a person is uncertain about his/her job, how do you motivate such a person? The researcher would like to add another dimension to the definition of motivation which is counselling. It is the researcher's assumption that lecturers are affected by the changes that are taking place at their institutions. To put it mildly, they are stressed up by mergers. It is human nature to feel relaxed and positive when the status quo prevails, and to feel threatened when they are faced with changes and challenges. It is common knowledge that mergers will create duplication of positions, resulting in reducing staff in the affected institutions. The future for some of the staff members might seem like a heavy smoke placed in a room where they are expected to find their way to a safe place or die of choking from smoke.

In the endeavour of motivating staff, management should also provide counselling facilities for their staff. Counselling should provide support to staff in this trying times. Actually counselling should be a priority until things settle down.

5.5.2. Identification of training needs

Bond (1997:19) argues that "in the equal opportunity paradigm there is a movement away from pseudo-consultation towards real consultation". The

findings of the empirical research shows that management does little to encourage staff to identify their training needs, 27.87% at colleges of education lecturers agree that management encourage them to identify their training needs and 32.73% at technikons.

It is important that management consult staff when deciding on training and development intervention. The consultation will bring about buy-in and trust between management and staff. There is no doubt that employee involvement with regard to identifying training needs will not necessarily mean agreement in training.

Some training is brought about by changes that are beyond management and staff power, and calls for training whether staff members agree or not

5.6 DEVELOP INSTITUTIONAL POLICY ON TRAINING.

Institutions of higher learning should have a training and development strategy. From the strategy a policy should be written. The strategy should spell out clearly how an environment that supports employees will be created. The training policy must be consistent with the mission and vision of an institution.

A communication strategy should be developed to inform lecturers of how training needs their involvement in the process of needs analysis, the types of training menu to be available and lastly the mechanisms for providing training.

5.7 SOME ASPECTS TO BE COVERED

The other important aspects to be covered in training programmes include the following:

5.7.1 Promote awareness and excitement of needs for continuous development in the changing education world.

5.7.2 Promote the running of workshops on all pieces of legislation affecting higher learning institutions. e.g. SAQA Act 1995, Higher Education Bill 2000, Size & Shape Recommendations 2000, to name just a few by identifying challenges and opportunities in the regulating environment.

5.7.3 Provide an enabling environment of continuous learning by involving lecturers in needs analysis. Methods of training should also be flexible and allow choice of when and how to learn.

5.7.4 Commitment from management is also essential. Management should be seen as promoting and encouraging lecturers to improve their skills, by being committed and supportive.

5.8 CONCLUSION

The changes dictate the type of workplace and the type of workforce needed. Institutions of higher education, like any other organisation, should respond to the need to improve and be competitive as part of the quality improvement movement.

According to Huysamen (1997:32) "the production efficiency depends basically on three elements, namely: the employee's skills, the work environment's effectiveness and the employee's desire to perform". The researcher feels strongly that there is a fourth one, which is the desire to be trained. Institutions of higher education are agents of change and they should be seen as managing change through developing their staff.

Learning institutions should view change as a challenge and as an ongoing feature of their existence. Today all employees need a variety of competencies to carry out their ever-changing responsibilities. Learning organisations provide an environment where these competencies can be nurtured and developed.

It is important that institutions of higher learning like organisations should "learn faster than the competition, change before they're forced to, and always try to marry personal and financial performance". (Cook, Hunsaker & Coffey, 1997:210).

Person and corporate competencies are important to organisations. It should be remembered that when an individual leaves an organisation the individual's competencies are taken away too, but the corporate competence will remain with the organisation because it is "owned or embedded in the organisation's people, technology and structures" (Meyer, 1996:39).

In one of the questions, the lecturers agreed that training programmes succeeded in transmitting new skills, improve performances, update skills and satisfy personal growth. It was also agreed by lecturers from both institutions that the duration of courses should not be too long and institutions should split the courses for greater flexibility.

The above responses clearly calls for staff developers to know their client well in order to provide them with what they want. During the process of knowing each other, other issues will come up from that exercise, like what method of delivery to use, who is to facilitate and what are the objectives or outcomes of the training programmes?

The above questions were used to provide motivated recommendations of how to approach training programmes in Chapter 6.

CHAPTER 6

6. FINDINGS, CONCLUSIONS AND MOTIVATED RECOMMENDATIONS

6.1 INTRODUCTION

The education system in South Africa is in a process of transformation and institutions have to re-invent and align themselves with the changing demands of society and the economy. Due to the recent and continuing restructuring of the education system of South Africa the Council on Higher Education Task Team was requested by the minister to come up with a document Towards a New Higher Education Landscape to look at South African Higher Education. "The overall objective is the development of a higher education system characterised by quality and excellence, equity responsiveness and effective and efficient provision, governance and management". (CHE, 2000:13).

The aim of this research was to investigate empirically the process of lifelong learning for the development of academics at colleges of education and technikons.

In order to achieve the stated objectives as outlined in Chapter 1, the proper conduction of needs analysis of academics can improve or address possible reasons for the lack of interest in staff development.

The research is aimed at looking at workplace training done continuously in these changing times, when great demands are made on our education system and resources. These challenges reflect on all lecturers. There is no doubt that higher education contributed a lot to the development of human resources in South Africa, but the country and the world as a whole are changing and there is a need to resort to innovative ways of providing education and training.

Chapter Four revealed through the analysis and interpretation of empirical data, how lecturers view the importance of lifelong learning to update their knowledge. Training and development programmes are essential in institutions of higher learning. The challenge facing institutions of higher learning is to run training properly by involving academics with initial planning. Failure to do so will cause academics to become disillusioned.

6.2   OVERVIEW OF THE RESEARCH REPORT

In Chapter One an attempt was made to facilitate a better understanding of workplace training through lifelong learning as a vehicle to train and develop lecturers. The following headings were addressed:

- Statement of the problem
- Aim of this study
- Area of investigation
- Research methods
- Clarification of concepts.

In Chapter Two the theory of lifelong learning was investigated. Different concepts such as the SAQA act, NQF, ETQA'S, SGB'S, NSB, Skills Development Act and Skills Levy Act, were discussed to provide a comprehensive frame of reference within which training for lifelong learning could be defined and explained.

Chapter Three focused on a variety of issues relating to institutions of higher learning as learning organisations; learning challenges; implications and the relationship between staff development and lifelong learning. The emphasis was placed on a theoretical background for lifelong learning at institutions of higher learning.

Chapter Four focused on the analysis and interpretation of data. Academics agree that no educator will remain qualified without some form of continuous education. However, the respondents of both institutions indicated that

management is not committed to training and development of staff. There are other findings that call for a review of how training and development should be conducted.

In Chapter Five guidelines for the development of academics at institutions of higher learning were outlined. Much emphasis was placed on a model of participation, opportunity and motivation. Commitment by management was also outlined as it is a critical aspect in changing the way institutions view training and development.

6.3   FINDINGS AND RECOMMENDATIONS

The following recommendations are made:

Both colleges of education and technikons employ a variety of mechanisms to identify training needs. It is very interesting to note that at colleges of education the majority of respondents agreed that needs analysis is done through discussion with staff members, whilst at technikons it is done through observations by management. Though there are a variety of mechanisms used to identify training needs, technikons should avoid using mainly observations by management. They should introduce other mechanisms especially those that involve lecturers in their training needs analysis.

It emerges as a dissatisfaction that few lecturers agree that their institutions encourage staff to identify their training needs, (27.87%) colleges of education and (32.73%) at technikons.

It would be appropriate for management to encourage staff to look at their own training needs.

- Management's commitment towards training and development will encourage excellent performance. In addition staff development will be managed correctly because of the interest and intervention of management.

- The two most popular objectives of training and development are to
  - update lecturers' skills
  - improve their performance

- The respondents agreed that the most popular training and development method is workshops.

6.4   CONCLUSIONS FROM THE RESEARCH

Management should be committed to training and development of their staff. It is essential that management formulate specific and realistic goals in consultation with staff members.

Research has been conducted in this field, but it is important to conduct more research to note changes in behaviour patterns and training mechanisms. In this research, the researcher selected lecturers at different institutions of higher learning, that even differ in their status, and the survey provided useful guidelines, though not new for future provision of staff development and training.

The research will not necessarily provide a major change in the process of training and development but will measure how far this process is acceptable and viewed as important.

6.5   PROBLEM SOLVING AND GOALS ATTAINMENT

Many changes are taking place in the South African education system. The changes that have turned South African education into a merry-go-round are political, social and global. Education is also influenced by technology and the challenges that it is offering. Competition as a result of globalisation is also playing a role. Some of the major changes that are taking place in higher education include curriculum restructuring which will address relevance

education in meeting the needs of the country and promoting quality education and improved institutional management. The predictable and stable character of education has been replaced by unpredictable realities for lecturers, lies in the fact that multiple programmes should be short and flexible. The empirical research revealed that attitudes of lecturers towards lifelong learning were positive. A convincing majority of lecturers believe that lifelong learning maximises human potential and keeps staff up to date.

Development and training programmes may have different forms ranging from teaching assessments to workshops in order to provide continuous learning opportunities to academics to enable them to confront the changes that are taking place. The researcher also found that to analyse training needs is a collective joint effort by management and academic staff at the institutions for higher learning.

The aim of the research was to discover attitudes of lecturers towards ongoing training. The majority of lecturers at colleges of education (93,44%) and at technikons (94,55%) agree that no educator will remain qualified without some form of ongoing education. Guidelines based on collected empirical survey and theory, a suggested model to approach training and development are discussed in Chapter 5.

6.6 MOTIVATED RECOMMENDATIONS

"In the globalising information society we now occupy, institutions of higher learning surely have special roles to play and obligations to fulfil. There is a need for new skills and knowledge, in order to enhance society's capacity.

Institutions should position themselves to serve the country beyond teaching and research. Institutions approach development training differently and each should consult with its lecturers in order to provide the relevant workplace training.

It was mentioned in Chapter 4 that the research will not necessarily improve the present status, it was done to have an idea of how lecturers view lifelong learning. The recommendations are based on the research done as well as many literature sources that the researcher has read.

In order to fully contribute professionally, it is essential for a lecturer to acquire new competencies and skills to perform his/her tasks effectively and efficiently.

The following issues should be noted by staff developers for the benefit of training and development:

6.6.1 Method of delivery

Institutions should also take a critical look at delivery methods. They should provide a range of options, taking into account the individual or departmental needs. Some academics might prefer to learn by means of a computer, others by personal contact, while others by interpersonal contact. To make use of computers will be easy due to their availability at institutions of higher learning.

6.6.2 Know the Client

In order to determine what the needs of the lecturers are, staff developers need to satisfy their clients' needs.
Staff development at institutions of higher education needs to change its approach. Institutions should know their clients, know what product they want, why they need it and how they want it to be delivered. If the product is new, lecturers should be involved from the start so that they will buy into it. Lecturers are pressed for time, therefore the training programmes must be good, relevant and convincing to them.

6.6.3 Consultancy

Usually staff takes external consultants seriously compared to internal staff developers. They seem to have confidence in consultants. Some consultants might have experience of the corporate world but not of the education environment. However there is a disadvantage in using external consultants because they come and go, unlike internal staff developers they will not always available for follow-up. The disadvantage about internal staff developers Is that they might get used to the environment and be subjective in their activities.

6.6.4 Facilitators

The researcher's advice would be to exchange staff developers or facilitators at institutions. For example, a staff developer or facilitator from one technikon trains staff at another technikon and vice versa because they understand the education environment. Exchanging trainers might also be cost effective. Institutions should however, be very cautious when they swop trainers because the problems encountered might differ from institution to institution.

6.6.5 Competencies

An ability to teach has always been a competency of lecturers. However there are so many changes that other competencies, e.g. collaborating with other stakeholders in matters relating to curriculum design and having a thorough knowledge of the provisions of related sections of legislation also form part of the package. It, therefore, becomes increasingly difficult if a person is not prepared and ready for change.

6.7 REPORT ON THE TESTING OF THE HYPOTHESIS

The hypothesis stated in Chapter One were tested and the following were the results:

Lecturers in general like any other profession need continuous education to address the issues of change, e.g. regulations, technology, etc. The questionnaire distributed to lecturers at both colleges of education and technikons revealed that the majority of lecturers believe that no educator will remain qualified without some form of ongoing education.

However, lack of interest in attending staff development programmes offered at their respective institutions is a clear indication that staff development is not managed properly as the majority of lecturers responded that staff development would develop academia if correctly managed, and they also agree that they do not participate in the need analysis process. Participation seems to be essential in getting buy-in and positive attitude from lecturers.

Needs analysis at institutions is of vital importance in assisting staff developers in identifying and providing the needed development programmes.

Lack of needs analysis and participation of lecturers in their training needs, may lead to lecturers not motivated or having a negative attitude to attend training programmes. Though some people might be motivated by monetary rewards after attending development programmes, others will be motivated by the thought of being given an opportunity to plan their development training. **According to the above mentioned results the researcher therefore accepts the hypothesis as was formulated in paragraph 1.3 page 3.**

6.8 SHORTCOMINGS OF NEW DEVELOPMENT PROJECT

It is important for institutions of higher education to adopt the principles of a learning organisation. There should be endorsed policies on training and development that are linked to the vision and mission of an institution. The institutional training needs of training should be linked to the individual training needs.

A coordinated needs analysis needs to be conducted professionally. The needs for training should be well communicated to staff members. Management should show commitment towards training and encourage staff to participate in training endeavours.

The education environment is changing so fast that management and staff developers need to be proactive. It is sad to wait for a situation to explode to take action. Fear of the unknown is more powerful than fear of the known. The changes are fast and many. Institutions need to create an environment of support during these trying times.

Staff developers are agents of change and should help institutions to manage change by offering courses to confront the change, they have to know why certain things are changing and lastly to help staff to be part of the change. Knowledge is power. Not all change is negative. Sometimes there are a lot of good things in change.

6.9 FURTHER RESEARCH

Since change is constant, it is important to further research the need and approach of staff development in institutions of higher learning. Ongoing research on lecturers' expectations is also important.

The researcher's empirical investigations have resulted in the revelation of various questions and opinions. However, there might be factors which have influenced the subjectivity of the respondents' responses especially with regard to uncertainties at colleges of education as well as major changes taking place in the education environment in South Africa. Further investigation might provide a different scenario because the environment will be stable.

Further research is imperative to probe further into the need of management commitment towards training and development. The researcher is of the opinion that there exists a need to address the fears and threats of mergers of

institutions of higher education. The fears and threats can be addressed through motivation coupled with counselling to support staff during the period.

The researcher feels that her empirical research failed to probe more on employee participation in training needs analysis. The following aspects remain untouched and may lead to further research:

- Does management view employees' involvement as a shared responsibility?
- Will lecturers feel empowered through participation?
- Will participation of lecturers in training needs analysis make them feel a strong sense of ownership?

6.10 CONCLUSION

Institutions of Higher Education that want to survive and grow, need to investigate what type of training is needed by their academic personnel for survival. Management of these institutions needs to support the development of new skills and competencies of their academic staff.

Academics are part and parcel of the transformation process. They are faced with the challenges of participating in the restructuring of education by contributing and playing an important role. The study was greatly supported by literature. It is not disputed that change can be stressful if there is no support – hence the need for management to motivate academics and offer them learning opportunities, a critical aspect is to involve academics in the initial preparation of training programmes.

Development programmes should be designed to suit the needs of the academics of an institution or department. They should choose which programmes to attend. If the course is compulsory, there should be a clear explanation from management about the aims and objectives of the course. As argued in chapter 5, a sense of ownership by academics should be

fostered by management through participation in the planning phase of the training.

It is clear that academics embrace lifelong learning. In conclusion, institutions of Higher Education should have a sound training as well as motivated policies and operational academic strategies to implement these policies. Academics, as is the case with every citizen of this country, have to be engaged in lifelong learning enterprises if these institutions want to survive and be competitive in an ever-changing knowledge research and technological environment for the new millennium.

In conclusion the country is looking at education to provide opportunities to be more responsive to the country's needs and to adapt to rapid social and economic changes that are taking place in South Africa.

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MEMORANDUM

DATE: 19 February 1999

Dear Sir/Madam

From: Sebolai, M.E. (Mrs)

RESEARCH QUESTIONNAIRE

I am currently registered for a Phd in Education Management with University of Pretoria in the Faculty of Education.

I am researching *"Lifelong learning for the development of academics in institutions of higher learning"*. I would appreciate it if you could assist me in realising my objectives by providing me with the total number of your lecturing staff so that I can have the correct sample. Please fax the requested information at this fax number, (012) 318-5793. Your speedy response will be held in high esteem.

Thank you for your co-operation.

Yours faithfully

M.E. Sebolai (Mrs)

Confirmed by my supervisor Prof L.P. Calitz, HOD: Education Management

P O Box 427
PRETORIA
0001

8 January 2000

Dear Colleague

QUESTIONNAIRE : SURVEY CONCERNING LIFELONG LEARNING FOR THE DEVELOPMENT OF ACADEMICS

I am doing research into lifelong learning for academics in institutions of higher learning. To be able to do this effectively, I need some information from you which will be of great value.

Please answer the questions in the questionnaire as objectively as possible.

Thank you for your willingness to spend time on completing this questionnaire.

Thank you for your co-operation.

Yours faithfully

………………
M E Sebolai

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Memorandum

FROM: **Mrs. M.E. Sebolai**

Date: **99/10/18**

Re: **Research Questionnaires**

Dear Colleague

I am researching lifelong learning for academics in institutions of higher learning. I humbly request you to distribute these questionnaires to lecturers in your departments. I rely on your help to be able to complete this research. My contact person at your institution is ....

Please inform the lecturers to hand in the completed questionnaire(s) to .... I shall collect them on 12 November 1999. If a lecturer has resigned, please hand over the questionnaire to his/her replacement.

Thank you for your co-operation.

Yours faithfully

M.E. Sebolai (Mrs)

INFORMATION FOR THE COMPLETION OF THE QUESTIONNAIRE

1.   This questionnaire should be completed by the permanent lecturing staff only.

2.   After completion of the questionnaire, please give it to my contact person at your institution.

3.   All information obtained by means of this questionnaire will be used for research purposes only and will therefore be treated as highly confidential.

4.   Encircle the category most appropriate to your response inside the left-hand margin. The right-hand margin is for office use only.

        For example:

        What is your gender?

Male	①
Female	2

OFFICE USE ONLY

V4 [_____] 10

5.   Please read the questions carefully before making a choice.

6.   No response is right or wrong.

1 BIOGRAPHICAL INFORMATION

Encircle the number that corresponds with your response.

1.1 What is your gender?

Male	1
Female	2

V3 ☐ 5

1.2 What is your age in years?

20 - 30 yrs	1
31 - 40 yrs	2
41 - 50 yrs	3
Older than 50 yrs	4

V4 ☐ 6

1.3 What is your highest academic qualification?

Diploma	1
Bachelors Degree	2
Higher Diploma/B. Tech	3
Honours Degree	4
Masters Degree/M. Tech	5
Doctorate Degree/D. Tech	6

V5 ☐ 7

1.4 What lecturing rank are you occupying presently?

Junior Lecturer	1
Lecturer	2
Senior Lecturer	3
Principal Lecturer	4
Head of department	5

V6 ☐ 8

1.5 Years of experience in your lecturing rank: _____

V7 ☐ 9-10

1.6 In what type of institution are you working at present?

College of education	1
Technikon	2

V8 ☐ 11

2 LIFELONG LEARNING FOR ACADEMICS IN AN INSTITUTION OF HIGHER LEARNING

Encircle the number that corresponds with your response.

2.1 Indicate your response to the following statements by making use of the following scale:

5 = Strongly agree
4 = Agree
3 = Uncertain
2 = Disagree
1 = Strongly disagree

I believe that to successfully compete with intense global economic rivalry, South African institutions of higher learning should accelerate the development of its educators.	1	2	3	4	5	V9		12
No staff member will remain qualified in the era of accelerating change without some form of ongoing education.	1	2	3	4	5	V10		13
I believe that learning can no longer be confined to one period in a person's life.	1	2	3	4	5	V11		14
Staff development's job is to ensure the nurturing of staff to ensure consistent production	1	2	3	4	5	V12		15
Staff development correctly managed will develop academics to fit the current and planned future needs of my institution	1	2	3	4	5	V13		16
Lifelong learning maximises human potential.	1	2	3	4	5	V14		17
Development through lifelong learning keeps staff up to date with the latest development in their fields.	1	2	3	4	5	V15		18
I view lifelong learning as vehicles that will aid organizations to realize their visions.	1	2	3	4	5	V16		19
Lifelong learning at my institution has become an important management strategy to increase and improve the skills base within my institution in order to improve productivity	1	2	3	4	5	V17		20
Management at my institution fosters an environment of trust and growth to enable staff to reveal where they need skills development	1	2	3	4	5	V18		21

The most important function of the head of department regarding the development of his staff is to encourage the culture of lifelong learning amongst his/her staff.	1	2	3	4	5	V19 ☐	22

The idea of lifelong learning through training is a definite priority in my department	1	2	3	4	5	V20 ☐	23

Faculties and departments can be more productive by placing focus on career development and enrichment which may involve research and publication	1	2	3	4	5	V21 ☐	24

Training and development courses offered at my institution are meaningful and relevant to my job, as well as to the organisation as a whole	1	2	3	4	5	V22 ☐	25

3 TRAINING AND DEVELOPMENT PROGRAMMES

3.1 Indicate your response by making use of the following scale:

5 = highly effective
4 = effective
3 = doubtful
2 = ineffective
1 = totally ineffective

How effective do you evaluate the following training and development programmes:

Teaching assessment	1	2	3	4	5	V23 ☐	26
Seminars	1	2	3	4	5	V24 ☐	27
Conferences	1	2	3	4	5	V25 ☐	28
Workshops	1	2	3	4	5	V26 ☐	29
Orientation	1	2	3	4	5	V27 ☐	30
Job rotation	1	2	3	4	5	V28 ☐	31
On-the-job training	1	2	3	4	5	V29 ☐	32
Coaching	1	2	3	4	5	V30 ☐	33
Mentoring	1	2	3	4	5	V31 ☐	34

3.2 Express your views on the following statements on training:

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

Training should be organised within departments rather than centrally	1	2	3	4	5	V33 ☐	36

I prefer to go to courses that I choose, rather than my boss choosing them for me	1	2	3	4	5	V34 ☐	37

| I prefer training offered by external consultants | 1 | 2 | 3 | 4 | 5 | V35 | | 38 |

| The top and middle management of the institution should be some of the presenters on internal training courses | 1 | 2 | 3 | 4 | 5 | V36 | | 39 |

| The conferences and the information provided by one's professional bodies provide more relevant and up-to-date skills and knowledge than outside training | 1 | 2 | 3 | 4 | 5 | V37 | | 40 |

| Attendance of training courses has enriched me | 1 | 2 | 3 | 4 | 5 | V38 | | 41 |

| In my opinion short modules of 2 to 3 hours at a time are preferable | 1 | 2 | 3 | 4 | 5 | V39 | | 42 |

| Training courses of around a week rather than short modules allow appropriate learning | 1 | 2 | 3 | 4 | 5 | V40 | | 43 |

| Due to my workload, it would be difficult to attend training courses of one week's duration | 1 | 2 | 3 | 4 | 5 | V41 | | 44 |

| At my institution too much emphasis is placed on managerial training rather than on teaching | 1 | 2 | 3 | 4 | 5 | V42 | | 45 |

| Management is reactive rather than proactive with regard to training needs | 1 | 2 | 3 | 4 | 5 | V43 | | 46 |

3.3 At your institution how committed is management regarding training ?

Highly committed	1	V44		47
Fairly committed	2
Not committed at all	3

3.4 Incentives for attending training courses at my institution is:

A certificate	1	V45		48
Self-actualization	2	V46		49
Monetary	3	V47		50

3.5 Training at my institution is:

| Voluntary | 1 | V48 | | 51 |
| Mandatory | 2 |

3.6 I am informed about training programmes through:

Brochures	1	V49		52
Individual letters	2	V50		53
Electronic mail	3	V51		54
Telephone calls	4	V52		55

4 OBJECTIVES OF TRAINING AND DEVELOPMENT PROGRAMMES

4.1 The purposes of training and development programmes are:

	Yes	No	Uncertain		
Improve performance	1	2	3	V53	56
Update employee's skills	1	2	3	V54	57
Avoid managerial obsolescence	1	2	3	V55	58
Solve organisational problems	1	2	3	V56	59
Orientate new employees	1	2	3	V57	60
Prepare for promotion and managerial succession	1	2	3	V58	61
Satisfy personal growth needs	1	2	3	V59	62

	Yes	No	Uncertain		
4.2 Programme objectives are realistic	1	2	3	V60	63

	Yes	No	Uncertain		
4.3 The objectives of training and development programmes that I have attended are consistent with internal objectives	1	2	3	V61	64

5 THE MECHANISM USED TO IDENTIFY TRAINING AND DEVELOPMENT NEEDS

5.1 Needs identification at my institution is conducted by means of:

	Yes	No		
Questionnaires to staff only	1	2	V62	65
Discussions with staff members	1	2	V63	66
Interviews with staff members	1	2	V64	67
Advisory Committee	1	2	V65	68
Observations by Management	1	2	V66	69
Performance appraisals of staff members	1	2	V67	70
Attitude surveys of staff members	1	2	V68	71
Skills test of staff members	1	2	V69	72

	Yes	No	Uncertain		
5.2 Management is reactive rather than proactive with regard to training and development needs of staff members	1	2	3	V70	73

	Yes	No	Uncertain		
5.3 Employee involvement is important because a feeling of participation in the assessment process enhances employee motivation to undergo training and development	1	2	3	V71	74

6 EVALUATION OF TRAINING PROGRAMMES

6.1 Indicate your response to the following statements by making use of the following scale:

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

I am satisfied with the training that is provided at my institution	1	2	3	4	5	V72	☐	75
The training that I received had a significant effect on my job performance	1	2	3	4	5	V73	☐	76
The courses are scheduled at times convenient for participation	1	2	3	4	5	V74	☐	77
The training programmes succeeded in transmitting new knowledge and skills	1	2	3	4	5	V75	☐	78
The learning achieved during training is applicable in the real work situation	1	2	3	4	5	V76	☐	79

	Yes	No	Uncertain			
6.2 Were the contents of the training programmes you attended new ?	1	2	3	V77	☐	80

	Yes	No	Uncertain			
6.3 If the answer to question 6.2 is no, did the repeated information assist you to come to terms with the new information more effectively ?	1	2	3	V78	☐	81

	Yes	No	Uncertain			
6.4 I feel that I will appreciate the importance of my job more as a lecturer having completed the training courses	1	2	3	V79	☐	82

	Yes	No	Uncertain			
6.5 I would recommend the training programmes I have attended to my other colleagues	1	2	3	V80	☐	83