

A STUDY OF LIFELONG LEARNING IN ACADEMIC INSTITUTIONS

by

MOTSATSI ELIZABETH MOTSHEKGA-SEBOLAI

Submitted in accordance with the requirements for the degree.

Doctor Philosophiae (PhD)

in

EDUCATION MANAGEMENT

at the

Faculty of Education

University of Pretoria

Promoter: Professor dr LP Calitz

JANUARY 2003

ACKNOWLEDGEMENTS

The success of this researcher project became a reality as a result of the following people:

Prof Dr. L.P. Calitz, my supervisor, for his expert guidance, constructive criticism, motivation and scientific insight.

University of Pretoria and statistics section, Mrs Mauer and for all their guidance and efforts in the completion of questionnaires data and analysis.

All colleagues who helped me with the distribution of questionnaires.

Mrs Mattie Jacobs for all her efforts in typing this research project.

My husband Naledi and my children Kgomotso, Kabelo and Kefilwe for their encouragement, moral support and patience during my years of study are deeply appreciated.

My mother Clarah Mothsekga, brothers Mpho and Peter who supported and encouraged me to complete this research. My late father Edward for being a role model to me. I inherited the love of education from him.

Finally my thanks to Almighty God for the spiritual guidance and strengths to complete this research project.

SUMMARY

TITLE: A STUDY OF LIFELONG LEARNING IN ACADEMIC INSTITUTIONS

CANDIDATE: SEBOLAI-MOTHSEKGA MOTSATSI ELIZABETH

SUPERVISOR: PROFESSOR DR. L.P. CALITZ

DEPARTMENT: EDUCATION MANAGEMENT

DEGREE: DOCTOR PHILOSOPHIAE

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

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION, AIMS OF RESEARCH, PROBLEM STATEMENT AND RESEARCH PROGRAMME

	PAGE
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE RESEARCH PROBLEM	2
1.3 RESEARCH HYPOTHESIS	3
1.4 LIFELONG LEARNING AND PRODUCTIVITY	3
1.5 AIMS AND OBJECTIVES OF THE STUDY	4
1.6 DEMARCATION OF THE AREA OF STUDY	5
1.7 RESEARCH METHOD	6
1.8 LITERATURE STUDY	6
1.8.1 Primary and secondary sources	6
1.8.2 Empirical Research	6
1.8.1.1 The questionnaire method	6
1.8.1.2 Participant Observation	7
1.9 TITLE AND CONCEPTS CLARIFICATION	
1.9.1 Training	7
1.9.2 Education	7
1.9.3 Development	8
1.9.4 Self-development	9
1.9.5 Self-empowerment	9
1.9.6 Adult continuing education	10
1.9.7 Motivation	10



1.9.9	Organisational development	11
1.9.10	Information literacy	11
1.9.11	Lifelong Learning	12
1.9.12	Learning Organisation	12
1.9.13	Changing organizations	12
1.9.14	Higher education institutions	13
1.9.15	South African Qualifications Authority (SAQA)	13
1.9.16	Guidelines	13
1.9.17	Skills Development Act	14
1.9.18	Skills Development Levies Act	14
1.10	STRUCTURING OF THE RESEARCH PROGRAMME	14
1.9.1	Chapter 1: Orientation	14
1.9.2	Chapter 2: Lifelong learning	15
1.9.3	Chapter 3: Staff development	16
1.9.4	Chapter 4: Empirical research	17
1.9.5	Chapter 5: Guidelines	17
1.9.6	Chapter 6: Overview, Conclusions and Recommendations	18
1.11	CONCLUSION	18

CHAPTER 2

THEORY OF LIFELONG LEARNING

2.1	INTRODUCTION	19
2.2	DEFINING LIFELONG LEARNING?	21
2.2.1	Functions of National Standards Bodies (NSBs)	24
2.2.2	Functions of Standards Generating Bodies (SGBs)	25
2.2.3	Functions of Education and Training Quality Assurors (ETQAs)	25
2.3	CHARACTERISTICS OF THE LIFELONG LEARNER	29
2.4	REASONS FOR DEVELOPING LIFELONG LEARNERS	30
2.4.1	Change	31
2.4.2	Change in work	32
2.4.3	Social change	32
2.4.4	Special groups	32
2.4.5	Demographic change	33
2.5	LIFELONG LEARNING MODELS	34
2.5.1	The industry-oriented central/South European approach	35
2.5.2	The Japanese and Pacific rim approach	35
2.5.3	The Northern Europe and North American approach	35
2.5.4	The integrated “ <i>Learning for a lifetime</i> ” approach	36
2.6	SKILLS FOR A LIFELONG LEARNING AGE	38
2.7	LEARNING COMMUNITIES	39



2.8	THE PROMOTION OF LIFELONG LEARNING THROUGH NATIONAL QUALIFICATIONS FRAMEWORK (NQF)	40
2.9	THE PRINCIPLES OF NATIONAL QUALIFICATIONS FRAMEWORK (NQF)	42
2.10	BENEFITS OF THE FRAMEWORK FOR HIGHER EDUCATION AND TRAINING	46
2.11	CONCLUSION	48

CHAPTER 3

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

3.1	INTRODUCTION	50
3.2	INSTITUTIONS OF HIGHER LEARNING AS LEARNING ORGANISATIONS	50
3.2.1	What is a learning organisation?	50
3.2.2	Institutions of higher learning as learning organizations	57
3.3	THE RELATIONSHIP BETWEEN STAFF DEVELOPMENT AND LIFELONG LEARNING	59
3.3.1	Two broad approaches to staff development	60
3.3.2	Staff development models	64
3.3.2.1	Micro Models	65
3.3.2.1.1	The product-oriented model	65
3.3.2.1.2	Prescription-oriented model	65
3.3.2.1.3	Process-oriented model	66
3.3.2.1.4	Problem-oriented model	66
3.3.2.2	Macro model	67
3.3.2.2.1	Cascade model	68
3.3.2.2.2	Feedback model	68



3.4	DELIVERY MODELS OF STAFF DEVELOPMENT	69
3.4.1	Conferences	69
3.4.2	Workshops/Seminars	70
3.4.3	Meetings	70
3.4.4	Sabbatical leave	71
3.4.5	Mentorship	71
3.5	MODES OF LEARNING	71
3.6	IDENTIFYING NEEDS OF ACADEMICS	74
3.7	THE FUNCTIONS OF THE STAFF DEVELOPER	75
3.8	IMPLICATIONS FOR PROVIDERS	76
3.9	LEARNING CHALLENGES OF A LEARNING AGE FOR ACADEMICS	78
3.10	DEVELOPING HUMAN POTENTIAL :THE AIM OF CAPACITY BUILDING	78
3.11	CONCLUSION	80

CHAPTER 4

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

4.1	INTRODUCTION	81
4.2	RESEARCH	82
4.2.1	Nature of investigation	82
4.2.2	Aims of objectives of the study	83
4.2.3	Structure of the questionnaire	83
4.2.4	Observation	84
4.2.5	Selection of respondents	85
4.3	THE EMPIRICAL RESEARCH	85
4.3.1	The problem	85
4.3.2	Research population	85
4.3.3	The sample under investigation	86
4.4	ROLE OF QUESTIONNAIRE, DESPATCH AND RETURN	87
4.5	PERSONAL PARTICULARS	88
4.6	COMPARISON OF COLLEGES AND TECHNIKONS	92
4.6.1	Attitudinal approach towards training	92
4.7	RANKING OF TRAINING	106
4.8	CONCLUSION	125



CHAPTER 5

GUIDELINES FOR THE DEVELOPMENT OF ACADEMICS AT INSTITUTIONS OF HIGHER EDUCATION

	Page
5.1 INTRODUCTION	126
5.2 GUIDELINES BASED ON THE LITERATURE STUDY AND EMPIRICAL SURVEY	127
5.3 GUIDELINES FOR PLANNING, DEVELOPMENT AND TRAINING	129
5.3.1 Needs analysis	129
5.3.2 Preparing the learning events	132
5.3.3 Evaluation and following	133
5.4 MODEL OF INVOLVEMENT OF LECTURERS IN DETERMINING THEIR TRAINING AND DEVELOPMENT PROCESSES	134
5.4.1 Participation	135
5.4.2 Opportunity	139
5.4.3 Motivation	140
5.5 GUIDELINES FOR TRAINING AND DEVELOPMENT OF LECTURERS	141
5.6 DEVELOP INSTITUTIONAL POLICY ON TRAINING	144
5.7 SOME ASPECTS TO BE COVERED	144
5.8 CONCLUSION	145

CHAPTER 6

FINDINGS, CONCLUSIONS AND MOTIVATED RECOMMENDATIONS

6.1	INTRODUCTION	145
6.2	OVERVIEW OF THE RESEARCH	146
6.3	FINDINGS AND RECOMMENDATIONS	147
6.4	CONCLUSIONS FROM THE RESEARCH	148
6.5	PROBLEM SOLVING AND GOALS ATTAINMENT	148
6.6	MOTIVATED RECOMMENDATIONS	149
6.6.1	Method of delivery	150
6.6.2	Know the client	150
6.6.3	Consultancy	151
6.6.4	Facilitators	151
6.6.5	Competencies	151
6.7	REPORT ON THE TESTING OF THE HYPOTHESIS	151
6.8	SHORTCOMINGS OF THE RESEARCH	152
6.9	FURTHER RESEARCH	153
6.10	CONCLUSION	154

TABLE OF FIGURES

		Page
FIGURE 2.1	The learning process	23
FIGURE 2.2	Changing paradigms for a lifelong learning age	33
FIGURE 2.3	An integrated lifelong learning community	39
FIGURE 3.1	Systems learning in organizations	52
FIGURE 3.2	The learning organization	53
FIGURE 3.3	Two broad approaches to staff development	61
FIGURE 3.4	Facilitator roles	77
FIGURE 5.1	High-impact training model	130
FIGURE 5.2	Model of involvement	134

CONTENTS

LIST OF TABLES

		Page
TABLE 3.1	Micro models of staff development practice	65
TABLE 3.2	Micro models of staff development systems	67
TABLE 4.1	Full-time lecturing staff	86
TABLE 4.2	Gender of respondents	88
TABLE 4.3	Age of respondents	89
TABLE 4.4	Highest academic qualification of lecturers used in this empirical research	90
TABLE 4.5	Rank of lecturers	91
TABLE 4.6	Those who believe that to compete successfully with global rivalry institutions of higher learning need to accelerate the development of their educators	92
TABLE 4.7	No educator will remain qualified without some form of ongoing education	93
TABLE 4.8	Those who believe that learning can no longer be confined to one period in a person's life	94
TABLE 4.9	Staff development's is to ensure that there is training to ensure production	95
TABLE 4.10	Staff development will develop academia if correctly managed	96
TABLE 4.11	Lifelong learning maximises human potential	97
TABLE 4.12	Lifelong learning keeps staff up to date	98
TABLE 4.13	Lifelong learning as a vehicle to help organisations to realise their visions	99
TABLE 4.14	Management's commitment towards training	100
TABLE 4.15	Management at my institution encourage staff to identify their training	101

TABLE 4.33	Objectives of training and development programme at technikons	118
TABLE 4.34	Summary of objectives of training and development programmes both of colleges of education and technikons	119
TABLE 4.35	The mechanism used to identify training and development needs at colleges of education	120
TABLE 4.36	Summary of the mechanism used to identify training and development needs at both colleges of education and technikons	120