

## CHAPTER ONE

### ORIENTATION

#### 1.1 INTRODUCTION

##### 1.1.1 CHALLENGES FACING UNIVERSITIES

This century is an era of change which calls for new and rapid adjustments of competences required for effective and efficient teaching, research and community-service in the universities. The impact of current developments on Higher Education is an ongoing challenge which is the basic reason determining the need for In-Service Education and Training (INSET) of university lecturers world-wide. In order to avoid unnecessary boredom, confusion and duplication, primarily when INSET is mentioned, it refers to that for university lecturers. The influence of the local, national and international environment as well as the effect of the turbulent change factors on the Higher Education sector and academics is aptly described by the findings of the research conducted by the World Bank (1995:4):

**“ The commitment of academic staff in an adverse environment is a major positive credit to the staff and university leaders. The universities are hardy, vibrant institutions, with academic staff committed to a relatively selfless cause. Given the opportunity to operate without constraints in a market**

**related environment, and with full responsibility for their service and development, they could serve national development requirements far more effectively than is possible in the current circumstances."**

These findings are as relevant in 2002 as they were in 1995. University lecturers are still affected by the tempestuously oscillating nature of the academic profession. In South Africa, the changes have been the focus of various task forces, commissions, councils and committees, all of which have been wrestling with how universities, and by implication lecturers, can be responsive to increased expectations for the academic work.

Universities all over the world operate within certain political frameworks (Van der Merwe and Welsh, 1977:ix; see also, Cannon, 1983:16; Van Schalkwyk, 1993:283). University policies have been and continue to be developed in terms of the changing political scenarios. In South Africa, examples of policy documents which have resulted in significant impacts on the work of academics in the last two decades include the National Policy for General Education Affairs Act No. 76 of 1984, the 1987 Report on Academic Standards at Universities in the Republic of South Africa (RSA), the 1991 Education Renewal Strategy (ERS), the 1993 National Education Policy Investigation (NEPI), the 1994 White Paper on Reconstruction and Development Programme (RDP), the 1994 Discussion Document on a National Training Strategy Initiative (NTSI), the 1995 African National Congress (ANC) Framework for Education and Training, the 1995 Education White Paper on Education and Training, Act No. 108 of 1996 (The Constitution of the Republic of South Africa), the 1996 National Commission on Higher Education (NCHE) and the 1997 Education White Paper

3 which mapped out the transformation of higher education.

Later in this thesis, constant reference will be made to these documents because they have far-reaching implications for competences expected of university lecturers. Further, it will also become vivid that the politically inspired process of change and its impact on Higher Education are critical variables which justify INSET.

The review of literature is also conclusive that apart from political considerations, social and economic forces of change affect the university system in general and lecturers in particular (Moffitt, 1963:9; see also, Blair and Jordaan, 1994:1; Campbell, 2000:373; Platter, 1995:23-27; Cannon, 1983:62-66; Fourie *et al.*, 1999: 23; NCHE, 1996:49; Ratcliff, 1997:28). This view is supported by the survey of literature which indubitably reveals that in South Africa, the rapidity and pervasiveness of these forces pose serious challenges which manifest themselves thus:

- Higher Education has been transformed into a mass system which is expected to be responsive to an increasingly diverse group of students and academics.
- Lecturers have not kept up with the explosion in the student population.
- Student diversity and especially English as the medium of instruction in universities disadvantage most Black students. In addition, women, foreign students, people with disabilities and people for whom the demands of education compete with those of family and work commitments all impact on the tertiary education sector.
- Many students, especially those who come from some of the township schools,

enrol at universities with insufficient preparation because of the legacy of apartheid and the collapse of the teaching and learning culture which is still prevalent there.

- Resources have been squeezed, with a sharp decline in funding. This has resulted in the increased competition among universities.
- Some students come to the university directly from schools or social environments which had offered them opportunities to work with sophisticated technological equipment. This makes exorbitant demands on the competences of some of the university teachers.
- Universities have had to adapt to changes within communication and information technology.
- Due to new political mandates and prospects, most students enrol at the university with greater and sometimes unrealistic hopes of what they can gain from the curriculum.
- With the collapse of apartheid, there is now greater staff movement.
- In addition to the core functions of the university, namely, teaching, research and community-service, lecturers are required to do administrative work and also serve certain professional bodies and the citizenry. Besides, in terms of economic demands, they have to produce employable and flexible graduates.
  - There is a need to appease quality assessors. Public accountability has forced universities to perform differently from the way they did in the past.
  - Globalization imposes the need for lecturers to forge links with universities in other countries.

- Due to an array of social, cultural, religious, economic and political factors, incongruous ways of thinking and prerogatives endure in the universities. This places tremendous pressure on the academic profession.
- University lecturers suddenly find themselves working under diverse and often vexatious settings.

### **1.1.2 THE BENEFITS AND LIMITATIONS OF INSET**

As a result of the above challenges, universities are expected to deploy lecturers to meet a brand of needs more effectively and efficiently at a higher level of quality. It is unfortunate, however, that most lecturers are ill-prepared for the new academic roles expected of them. In this respect, INSET plays a major role in developing the capacity of lecturers to perform their teaching, research and community-service tasks more appropriately.

Whereas INSET programmes are currently ubiquitous in many Higher Education institutions in the developed countries (Gibbs and Coffey, 2000:385), they have been grossly neglected in most South African universities, especially during the period prior to the world-wide applauded democratic elections of 27 April 1994. One of the main reasons for this is the fact that values which have fuelled the development of INSET programmes in the developed world had not been freely endorsed in South Africa because of the former segregationist Higher Education policies. In many ways, the legacy of apartheid policies

continue to pose serious challenges to INSET of university lecturers in South Africa.

In agreement with the literature research and the empirical investigation of this study, there is no doubt that university lecturers could play a key role in ensuring that the unevenness caused by apartheid policies which initiated and promoted separate and unequal educational development opportunities are adequately addressed. Despite the fact that, on the whole, they are highly trained in research and also proficient in professional practice, for the main task of teaching, most of them are not well prepared. This obviously necessitates some form of INSET.

The teaching credentials and capacity of lecturers are important factors which determine the quality of education in universities. The much needed quality education depends on their professional knowledge and skills of teaching. They are the most important asset of the universities. The quality of academic staff affects the capacity of a university to effectively teach its students and spread new knowledge (HSRC, 1981:180; see also, Kogan *et al.*, 1994:9-10; Thompson, 1982:194; OECD, 1987 (a):77; Buchner and Hay, 1998:75-76; Startup, 1979:viii). Therefore, investing resources in creating INSET opportunities for university lecturers is likely to yield positive spin-offs for all stake-holders in the Higher Education sector world-wide.

In the main, universities face a challenge of developing INSET strategies which will assist lecturers in the proper assessment of teaching and learning styles, formulation of

learning objectives and meeting the needs of individual students. This is extremely compelling in that most lecturers lack research-based knowledge of how university students, most of whom are adults, learn or how to facilitate their learning. Therefore, INSET programmes which are underpinned by pedagogical and andragogical principles will undoubtedly enhance the capacity of lecturers to teach more effectively. Consequently, this realisation has become one of the major driving-forces behind this research.

Apart from the shortage of teaching skills among most academics, research and community-service competences of some of the university lecturers have also been called into question. Both in the developed and developing countries, most of them encounter difficulties in their efforts to cope with changes which have come to bear on their research and community-service functions. This study reveals that most of these changes emanate from the historical, social, political and economic environment in which universities are generally embedded. Future design, planning, implementation and evaluation of all INSET programmes are bound to take these environmental factors into consideration in order for universities to be relevant and responsive to the needs of society in general and university lecturers in particular.

Thus, universities inevitably become parts of larger historical, social, political and economic systems. Obviously, in order to survive and even excel, they need to devise the means of identifying, developing and tapping the commitment and capacity of lecturers on an ongoing basis. In this regard, INSET of university lecturers fills an extremely important gap

in the academic arena as far as human resource development needs are concerned.

Clearly, universities are sub-systems of broader multifarious and porous systems. Therefore, INSET programmes which are grounded on the principles of social and open-systems theories have the potential of empowering lecturers to interact with their environment with ease and, thereby, effectively deal with challenges emanating from their teaching, research and community-service assignments. Accordingly, this study pays considerable attention to theories and models which are pertinent to INSET of university lecturers.

However, INSET is not a panacea for all the afflictions of the academic career. It has its own drawbacks. For instance, it is still one of the fields which have few theoretical and conceptual roots. Subsequently, it has a meagre research-base. In this connection, Daresh (1987:4) points out that the view from theorists appears to be that:

**“The field [of INSET for university lecturers] lacks sufficient intellectual rigor to be worth of much interest, while practitioners often complain that what has been written has little practical value and applications to problems found in the ‘here and now’.”**

Notwithstanding the above limitations, this research, to the best knowledge of the writer, is breaking new ground in that it is one of the few investigations which have extensively

studied INSET in South African universities in terms of the self-reported needs of lecturers. The research will undoubtedly contribute to the development of the theoretical and conceptual framework of this important field. In addition, findings of this research indicate critical areas in the functions of lecturers which need to be reinforced or improved. Thus, this study does not only make a significant contribution to the development of a sound theoretical and conceptual framework of INSET but also has the potential to improve the practice of professional development of university lecturers as well.

Moreover, this study confirms the fact that the idea of training university lecturers is gradually gaining ground in countries such as the United States of America (USA), United Kingdom (UK), Germany, Canada, France, Australia, Malaysia, Botswana and Nigeria. As a result, South Africa can hardly afford to become an exception to this international trend. Hence, it is obvious that despite its shortcomings, INSET is a *conditio sine qua non* for effectively and efficiently dealing with the challenges of the 21<sup>st</sup> century.

### **1.1.3 CIRCUMSTANCES WHICH GAVE RISE TO THIS RESEARCH AND AIMS OF THIS INVESTIGATION**

The researcher's involvement with In-Service Education and Training dates back to the mid-nineteen eighties. As head of department and later principal at different secondary schools, the researcher was involved in the training programmes for practising school administrators. These INSET programmes were mandated by the Department of Education

and Training (DET) to enhance the managerial skills of heads of departments, deputy principals and principals. They were notoriously known as 'Top-Down Programmes for Management Development and Performance Improvement'.

As implied in the above designation, the top-down approach entrenched in these programmes ignored the experiences, professional competences and academic qualifications of the people they were intended to help. Further, the intended beneficiaries were excluded when the programmes were designed and planned. To make matters worse, attendance was mandatory and the organisers often neglected important aspects of INSET such as timing, rewards, release time, suitable accommodation facilities, appropriate equipment and communicating a clearly articulated policy to participants.

The turbulent political environment of the times and some initiatives to democratise the education system inspired the researcher to critically reflect on INSET processes. It became patently obvious to him that there was a dire need to scientifically study INSET in all its ramifications.

The researcher's experience as head of a teachers' centre for five years between 1990 and 1995 further reinforced the personal observation that the professional development of teachers is strongly dependent on the appropriate analysis of their needs. As the head of the centre which sought to address the needs of about 1 200 teachers and principals spread across a vast area covering urban and farm schools in and around Bethlehem,

Clarens, Paul Roux, Senekal, Kestell and Fouriesburg, the researcher was convinced that the need for INSET was not matched by adequate facilities, equipment and qualified personnel. Since the teachers' centre catered for INSET of all the pre-primary, primary and secondary phases of the school, it became obvious to the researcher that the need for INSET cuts across all levels of the school and ranks of personnel.

In the study conducted by the researcher for the degree of Master of Educational Management and Leadership at the universities of South Carolina in the USA and Durban-Westville in South Africa, it emerged that teachers were not fully involved in making decisions which directly affected their work and that they resented that top-down approach. This is one of the driving motives behind this study, namely, to contribute towards the design of programmes which would involve INSET beneficiaries and thereby directly address their needs.

In the early nineteen nineties, the researcher was also involved in the activities of Teacher Opportunity Programmes (TOPS) which was a Non-Governmental Organisation (NGO) established with the purpose of addressing the INSET needs of teachers and school administrators. As a member of the National Committee of Facilitation and the regional supervisor in the then Orange Free State province, the researcher was assigned tasks which, once more, convinced him that a scientific background was essential in order to promote and efficiently manage INSET activities.

The participation of the researcher in the Human Sciences Research Council (HSRC)'s project, namely, 'Thousand Schools Project (TSP)', further inspired him to pursue research in the field of INSET. The project had the task of evaluating the training effectiveness of NGOs on schools in the former Orange Free State province. At that stage, the writer became aware of the intricacies associated with the evaluation of INSET programmes as well as the need to conduct an in-depth study of this phenomenon.

As head of the Department of Educational Management and Curriculum Studies in 1995 and Dean of the Faculty of Education in 1996 and 1997 at the Qwa-Qwa Campus of the University of the North (UNIQWA), the researcher's desire to create an environment which would empower lecturers to perform their research, teaching and community-outreach assignments more effectively grew in leaps and bounds. So was the realisation that INSET was pivotal to professional growth of academics. To that end, individual academics were identified, selected and encouraged to upgrade their academic qualifications. In the process, the challenges ensuing from management support in the form of release time, resources, reduction of work-loads, networking, substitution arrangements and so forth provided the researcher with better insight regarding INSET of lecturers in general. Further, the challenges sparked the urgency for a scientific investigation of the phenomenon of INSET for university lecturers in particular. The initiative of the Faculty of Education to develop INSET strategies which address the inequalities resulting from the apartheid system has led to the development of the current Accelerated Staff Development Policy at UNIQWA. Among others, the policy seeks to empower university authorities to identify

potentially capable lecturers to be released from their normal duties with full pay in order to further their qualifications irrespective of their leave credit days. The principal aim of the policy is to groom historically disadvantaged lecturers for senior academic and administrative positions.

In 1998, as acting executive director for Academic Affairs reporting directly to the principal about all activities in the Academic Division of the university; that is, Student Access Unit, Examination Centre, Library Section, Faculties and Academic Centres of Excellence, the researcher was in charge of the professional development of lecturers which aimed at enhancing their academic competences. These activities included workshops, seminars, conferences and sabbaticals. Further, the researcher's experience of teaching at both the undergraduate and postgraduate levels and his engagement in community-service projects continued to highlight the need for systematic study of INSET in order to improve teaching and research performance.

Other aims which inspired the researcher to pursue this study are:

- To contribute towards the development of a theoretical and conceptual framework in which to ground INSET research and practice for future academicians.
- To describe the role of INSET in the provision of opportunities for the improvement of the qualifications of university lecturers internationally and in South Africa.

- To provide an exposition of the theories, models and definitions which undergird INSET of university lecturers.
- To synthesise conclusions related to INSET provision derived from the South African and international settings.

#### **1.1.4 STATEMENT OF THE PROBLEM AND OBJECTIVES OF THE STUDY**

From experience acquired by the researcher in teaching Educational Management and Leadership at both the undergraduate and postgraduate levels as well as having occupied strategic academic positions as research supervisor, head of department, Dean of a faculty and executive director for the university's Academic Affairs division, it became patently clear that most academics were not adequately prepared for the research, teaching and community-service tasks which the university expected them to perform. It was also obvious to the researcher that the effectiveness of INSET depends, to a perceptible degree, to the commitment and administrative competences of university authorities.

There was no doubt in the researcher's mind that whereas most academics were trained in research through postgraduate studies, they still lacked certain research skills such as writing journal articles for the purpose of publication, writing research proposals in order to apply for grants and supervising postgraduate students. The researcher's interaction with colleagues and the analysis of the feedback provided by lecturers concerning INSET

reinforced the notion that the initial training and conventional INSET programmes have not sufficiently steeped the prospective and practising lecturers in the field of research.

Further, the researcher's personal experience and literature survey made it obvious that a host of academics' knowledge of their disciplines is unquestionable and yet their effectiveness in teaching is not up to scratch. There are only a few of them whose effectiveness in teaching is on the same plane as the knowledge of their fields of specialisation. In addition, most lecturers are ill-prepared for the development of community-based programmes.

The analysis, understanding and description of the academic tasks in which lecturers are involved as well as the challenges they encounter in carrying out these tasks are central to this study. Thus, the problem revolves around the extent to which the training experience of university lecturers constitutes relevant and adequate preparation for their academic roles of teaching, research and community-service.

The quality of the university's teaching, research and community-service is mainly dependent on the quality of lecturers. Consequently, INSET of lecturers is a crucial factor in the university's efforts to fulfil its mission. Further, INSET of lecturers is pivotal to quality assurance in Higher Educational institutions. This study, therefore, also focuses on how and why quality is central to delivery mechanisms of universities.

In the light of the above concerns, a systematic review of literature and the empirical investigation on INSET of university lecturers were conducted to address the following primary questions:

- What is the theoretical and conceptual framework that underscores INSET for university lecturers?
- What are the provisions of INSET for university lecturers in South Africa?
- What are the current INSET needs of university lecturers with regard to their teaching, research and community-service roles?

These three basic questions led to the following focussing sub-questions:

- Why is the theoretical and conceptual framework for INSET of university lecturers necessary? (see Chapter 2)
- What are the provisions of INSET for lecturers in the developed and developing countries? (see Chapter 3)
- What are the conclusions that can be made for INSET of university lecturers in South Africa? (see Chapter 4)
- What are the recommendations and future research prospects for INSET of university lecturers in South Africa? (see Chapter 6)

Hence, the objectives of this study are:

- To elucidate the theoretical and conceptual framework that would inform

INSET that is relevant to university lecturers.

- To identify the INSET needs of university lecturers with regard to their teaching, research and community-service functions.
- To study the current provision and delivery systems of INSET for university lecturers.
- To study the management of INSET activities.
- To make appropriate recommendations for the future design and planning of INSET courses and related activities for both lecturers and university authorities.
- To contribute towards the direction in which future INSET for university lecturers studies might proceed.

### **1.1.5 PURPOSE AND IMPORTANCE OF THE STUDY**

The demise of the apartheid regime and its separatist policies have resulted in the dramatic expansion of education in South Africa. In anticipation of this inevitability, over the past two decades, a bustle of educational policies started to take root in anticipation of universities which would more effectively serve the needs of society irrespective of race, culture, religious beliefs, social status, gender and political affiliation. The 1981 De Lange report, the 1991 ERS, the 1993 NEPI Report, the 1994 White Paper on RDP Report, the 1995 ANC Framework for Education and Training, Act No. 108 of 1996 (The Constitution of the Republic of South Africa), the NCHE Report and the 1997 Education White Paper 3 are

examples of some of the important documents which redefined the roles of university lecturers in this country. The impact of these documents is discussed in Chapter Four of this thesis.

Key values which run as a thread in the above mentioned documents include democracy, participation, redress, access, equality, equity, non-racialism, non-sexism and social justice. These values are widely regarded as ideological steering forces for education policy-making and practice throughout the entire education system. As expected, the teaching, research and community-service roles of university lecturers have inevitably been affected by these values as well.

Research has revealed that the competences of university lecturers to effectively play the above mentioned academic roles in a rapidly changing environment need to be upgraded. Therefore, this study was spurred by the need to identify the INSET needs of university lecturers with the view to making recommendations which would enhance their effectiveness and efficiency.

However, as previously stated, research on INSET of university lecturers in South Africa is extremely limited. In fact, Ural and Sekete (1997:10) found that quantifiable information which reflects the quality of academic staff training is not available at all. Accordingly, this study will add to the scanty literature which is grounded within the South African higher education context. It will also make a significant contribution towards the development of

the conceptual and theoretical framework of INSET which is relevant to the modern South African universities.

Due to the fact that universities derive their existence in the societal needs (Graham, 1986:7-8; see also, Halls, 1985:263-264; HSRC,1981:18) , they are confronted with the ever increasing growing demand for high quality service and public scrutiny and accountability. According to Vroeijenstijn (1997:2), INSET of university lecturers has been widely acknowledged as an appropriate mechanism for assuring quality in these institutions of higher learning. Consequently, apart from adding to the existing body of knowledge and theory, this research will also improve INSET practices in South African universities.

Literature is incontrovertible about the fact that INSET of lecturers is an effective strategy for meeting society's expectation of universities as providers of high level human resources. Universities can only attain their teaching, research and community-service objectives of meeting these needs through its adequately trained academic personnel.

However, as alluded to previously, the complexity of the academic career is not matched by adequate preparation and many universities do not have clearly articulated policies or make provision for INSET of lecturers (Kogan *et al.*, 1994:77; see also, Buchner and Hay, 1998:20). In addition, few South African universities offer graduate certificates or diplomas in higher education. Thus, this research provides essential data which can be used by INSET organisers in the design of courses which are necessary to develop the

competences needed by lecturers to tackle the challenges of the rapidly and pervasively changing environment in the Higher Education sector.

This research is predicated on the solid conviction that INSET of university lecturers transcends national boundaries. The re-admission of South Africa into the international community and the impact of globalization make INSET of university lecturers a real lynchpin in the Higher Education system. Thus, it cannot be over-emphasised that this research is likely to augment the attempts geared towards transforming South African Higher Education institutions into world-class universities whose lecturers can discharge their teaching, research and community-service duties with distinction.

The effectiveness of lecturers is substantially correlated with the success of the university in general and student-achievement in particular (Ural and Sekete, 1997:20). The high failure rate among students in South African universities and the demands made by the labour market draw stark attention to the need for lecturers to continually improve their knowledge, skills and competences. Consequently, this study is important in that its purpose is to identify the priority needs of the university lecturers nation-wide. The findings of this research may enhance their teaching and research skills as well as empower them to serve the needs of the community more effectively and efficiently.

Undoubtedly, in various ways, this study is breaking new ground in terms of elevating the status of INSET to that of being a catalyst and facilitator of education transformation in

South African universities. Fortunately, the current legislative framework and conditions, more than ever before, are conducive to INSET initiatives. For example, the emphasis which the NCHE (1996:139 and 141) puts on the development of human resource capacity attests to this. Hence, this research advances the agenda which regards quality human resource development as a high priority in the fulfilment of the university's mission.

### **1.1.6 RESEARCH DESIGN AND METHODOLOGY**

An extensive review of literature and an empirical investigation were conducted in order to arrive at a more lucid analysis, description and interpretation of INSET for university lecturers. Various sources of information were used. These included:

#### **1.1.6.1 LITERATURE STUDY**

Carefully selected sources on INSET were studied. The material for this research was derived from sources which dealt with INSET in both developing and developed countries. Due to the scarcity of literature on INSET of university lecturers which is written from the South African perspective, the sources utilised in this research were mainly from UK, Australia and certain African countries. Journal articles, dissertations, theses, primary documents, monographs, government reports, recent official educational policy documents, newspaper articles, textbooks as well as conference papers and reports provided useful information on which this research is founded.

### **1.1.6.2 RESEARCH BY QUESTIONNAIRES**

Descriptive techniques were used in order to determine the opinions, attitudes and preferences of university lecturers about their priority needs regarding their teaching, research and community-service competences. These questionnaires were sent to heads of academic divisions, heads or directors of INSET units, deans of faculties and strategically selected senior academics who were asked to distribute them to all lecturers in randomly selected universities.

The questionnaires covered a wide range of INSET issues. The sampling procedures used in the selection of university lecturers, the construction, administration and control of questionnaires dispatch and return as well as related details are fully discussed in Chapter Five.

### **1.1.6.3 INTERVIEWS**

The structured, semi-structured and unstructured interviews which were conducted in South Africa and Western Australia provided the researcher with useful information. Details in this regard are mentioned in Chapter Five.

#### **1.1.6.4 CONFERENCES, SEMINARS AND WORKSHOPS**

As a participant observer in conferences, workshops and seminars, the researcher obtained invaluable information which gave him insight into INSET of university lecturers. The researcher's experience as Dean of the Faculty of Education and executive director for Academic Affairs provided him with the background knowledge of organising and actively participating in INSET activities. In addition, a study visit to Curtin University of Technology (CUT) in Western Australia offered him a precious opportunity to observe and participate in the proceedings of workshops and seminars which dealt with INSET of lecturers.

#### **1.1.7 DATA ANALYSIS**

The data collected was coded, processed by computer and analysed using the software package for data analysis called the Statistical Analysis System (SAS). The support of statisticians as well as experienced INSET researchers and practitioners was solicited.

#### **1.1.8 DELIMITATION OF THE STUDY**

The empirical exercise in this research has been confined to lecturers working in South African public universities. Lecturers employed by private universities have been excluded.

### 1.1.9 LIMITATIONS OF THE STUDY

Due to time and financial constraints, it was not possible to visit more universities in the developed countries for the purpose of gathering more data on INSET. Consequently, information contained in this research may not necessarily be representative of all developed countries. This creates problems in terms of the principles of generalisability.

The other limitation is that some university authorities did not provide the requested documents which outline policy on INSET of lecturers. As such, the researcher relied on the responses of lecturers and few journal articles and textbooks.

Further, the empirical investigation in this study is limited to the perceptions of the individual lecturers. The actual analysis and assessment of the academic environment and challenges in the workplace would have provided a better diagnosis of INSET needs of university lecturers. However, this would have been an extremely difficult operation in terms of time and costs.

As stated previously, the limited nature of this kind of study in South Africa resulted in the researcher heavily relying on literature written from the perspective of countries such as Australia, USA and UK. Nevertheless, literature covering INSET of university lecturers in some African countries was also reviewed. In addition, the findings of studies conducted outside the borders of South Africa were linked to and interpreted against the framework

of general theoretical knowledge of INSET which is universally valid.

#### **1.1.10 STRUCTURE OF THE RESEARCH**

Chapter One provides the reader with an orientation. It focuses on the challenges facing universities and the resultant problems experienced by university lecturers. This chapter also considers the benefits and limitations of INSET. Further, the circumstances which gave rise to this research and the aims of this investigation are explained. Furthermore, the statement of the problem and the objectives of the study are discussed. The purpose and importance of the study are also emphasised in this section. The research design and methodology are then briefly stated. The data analysis, demarcation and limitations of the study are then described. The chapter concludes with the organisation of the remainder of the study.

In Chapter Two, the theoretical and conceptual framework is discussed. Reference is made to theories which are applicable to INSET of university lecturers. The rationale and importance of the theoretical framework of INSET are briefly discussed. The Systems theory as a framework for analysing and understanding INSET as well as the importance of andragogy are indicated. Pedagogy is contrasted with andragogy in order to further expand a theoretical and conceptual framework of INSET. Special attention is given to areas in which adult learners differ from young learners and how learning for adults such as university lecturers can be facilitated. This chapter also considers the explication of

some fundamental concepts and terminology used in this research. Terms which are used interchangeably with INSET are discussed.

The chapter further focuses on the meaning of university and the *raison d'être* for its existence as the facilitation of learning and change. The characteristics, mission, roles and the teaching, research and community-service functions of universities are outlined. The problem of the relationship between teaching and research roles of university lecturers is enunciated. Then the connotation and the fundamental principles with respect to the traditional conceptualisation of Higher Education are explored.

The phrase 'university lecturers' together with other related terms are then explained. These terms include academic staff, university faculty, and academics. The nature of the academic career, some competences required of university lecturers and mechanisms which assure quality at universities are discussed.

Finally, selected theoretical models which are relevant to the provision of INSET are briefly visited. These models are critical to this study in terms of setting the parameters of INSET theory which can be applied in practice.

Chapter Three sketches an international perspective of INSET for university lecturers. After a brief introduction, an overview of INSET for university lecturers in the UK, Australia and Africa is provided. The background to Higher Education, the nature of the academic career,

the teaching, research and community-service competences required of university lecturers as well as quality assurance mechanisms put in place in the above mentioned countries are discussed. INSET of lecturers at Curtin University of Technology (CUT) in Western Australia is discussed as example for this research.

Chapter Four forms the basis for the empirical investigation of this research. In this chapter, the higher education system is described. Then an overview of INSET and attempts to improve the research, teaching and community-service tasks of lecturers are briefly provided. Finally, the chapter also describes quality mechanisms which have been put in place in South African universities.

Chapter Five constitutes data gathering for the empirical investigation. The focal points in this chapter include the research design employed, the sampling procedure used in the selection of university lecturers, choice of the research locale, the pilot study as well as the construction, control and administration of the instruments used in this study.

Chapter Six presents data analysis and the findings. This chapter underpins the critical elements of this study. All the other chapters contribute to the mainstay of the study which is INSET of university lecturers.

In Chapter Seven, the conclusions and recommendations are discussed. The development, synthesis and synchronisation of conclusions and recommendations are

a result of intensive literature review, historico-comparative studies, empirical research and the researcher's personal experience of having interacted with university lecturers in South Africa and abroad.