# CHAPTER FOUR

# AN OVERVIEW OF INSET FOR UNIVERSITY LECTURERS IN SOUTH AFRICA

## 4.1 INTRODUCTION

The provision of INSET for university lecturers should be considered within the context of the Higher Education system in South Africa. In consonance with the systems theory, the historical, political, economic and social factors continue to influence the nature and function of the Higher Education sector. The INSET needs of university lecturers, in turn, are influenced by these external environmental factors.

In this chapter the historical background that focuses on the educational policy developments impacting on the Higher Education system will be sketched. The nature of Higher Education as well as the teaching, research and community-service functions that are expected of South African universities and their key personnel, namely lecturers, will be briefly discussed. The notion of quality assurance in South African universities and how it impacts on INSET will also be discussed. Literature highlighting the need for INSET of university lecturers is also reviewed. Finally, an overview of INSET practice in South African universities will be provided.

## 4.2 BACKGROUND

The first South African universities developed out of high schools towards the end of the 19th century. They had many of the features of colleges and universities in other British colonies. Their primary functions were teaching for first degrees in the Arts, Natural Sciences and the professional training of teachers, lawyers, doctors and clergy (Thompson, 1977:287-288).

There are 21 fully-fledged public universities in South Africa, two of which are mainly non-residential institutions offering distance education. These universities offer a large number of qualifications including degrees, diplomas and certificates. The minimum admission requirement is currently a grade twelve certificate with university endorsement.

The university system in South Africa has been influenced by both apartheid and underdevelopment. Decades of apartheid education have resulted in gross inequalities and huge backlogs in the provision of education and training. Further, the previously racially exclusive education departments, provinces and homelands have provided a solid foundation for an excessive fragmentation of the system of Higher Education (FRD, 1995:31; see also, Unterhalter *et al.*, 1991:125; Black Review, 1974/5:185-186; McGregor and McGregor, 1992:2). In this regard Khumalo (1999:1) notes that:

> **" Apartheid architects created 17 departments of education which were run and funded as if they were in 17 different countries, with racially separated**

> **schools, universities, technikons and colleges, different curricula and textbooks, separate examinations and huge differentials in funding per learner. "**

The fragmentation, inequality and inefficiency of Higher Education during the apartheid era left a legacy of deficits in the INSET of university lecturers. Consequently, universities are not able to meet the needs of the country's changing situation quickly enough (**Wisp'r Archive**, 1998:1; see also, Hartshorne, 1999:106).

According to Unterhalter *et al.* (1991:125), the main objective of the apartheid education was a systematic underdevelopment of intellectual skills. They conclude that:

> **" ... what apartheid education has done - not as incident effect but as a deliberate policy - is criminal."**

Tutu (1994:208) echoed the same sentiments when he lamented the ghastly legacy left by the apartheid education. He noted that:

> **" Bantu education has left us with a massive educational crisis; there is gross maldistribution of wealth and inequitable sharing of the resources with which South Africa is so richly endowed."**

In the same breath, Mungazi ( 1993 : 134 ) had earlier argued that of all the problems that

other African universities were facing as a result of the colonial legacy, none was more painful and inhibiting than the policy of apartheid in South Africa. He claimed that:

**"The world has never witnessed anything quite like the effect of apartheid."**

Indeed, as Bunting (1994:9) notes, apartheid led to a situation of divided and unequal control as far as educational institutions are concerned. As a direct result of the apartheid system of education, universities for African students were established in the isolated and poor homelands or Bantustans.

Another direct consequence of South Africa's past is that there were universities in the stable labelled English-medium, open or liberal universities. There were also universities in the stable labelled Afrikaans-medium universities (Foundation for Research Development (FRD), 1995 ; 32). Currently, there is also a categorisation of universities in terms of whether they are historically privileged or underprivileged. All these categories impact on the roles that lecturers are expected to perform as well as the competences that they need to acquire. Consequently, these categories also impact on the INSET programmes for academic staff. For example, Brown (2000:165 ) notes that the death throes of apartheid saw an increasingly repressive government imposing states of emergency while simultaneously and reluctantly conceding access to tertiary education. The structures of apartheid are currently being dismantled and all universities have opened their doors to all ethnic groups. However, the quality of INSET programmes in the Historically Black Universities still lags behind (Whisp'r 2000:1).

INSET for lecturers has been grossly neglected in South African universities. One of the major reasons for this is that the values or commitments that have fuelled the development of INSET elsewhere have not been free to operate in South Africa. According to Morphet and Millar (1981:31), these values and commitment include a sense of social justice manifesting itself in such principles as equity of educational opportunity and practices such as compensatory adult education.

Even the apartheid government's Education Renewal Strategy (ERS) report of the apartheid government acknowledged that despite the apartheid model's claim to be seeking to accommodate diversity in the South African society, the basis for such accommodation and diversity, namely race, was unacceptable because it was perpetuated in education by The Constitution of the Republic of South Africa Act No 110 of 1983 (Department of National Education, 1991(b):22). The recommendations of the ERS regarding accommodation of diversity were unacceptable because they had to be implemented within the context of the guidelines laid down in the above mentioned Act. This Act was widely seen as an instrument which was designed to perpetuate apartheid.

Higher Education has become a focus of the struggle for a better South Africa. It is expected, therefore, that INSET of university lecturers will continue to become a contested and dynamic terrain as well. It is encouraging, however, that university lecturers' competences are presently occupying centre stage not only within British, Australian and New Zealand Higher Education and training system, but also in South Africa as well

(Mahomed, 1996(a):1).

The study of the Higher Education sector in this section will show that there is a need for university lecturers to continually upgrade their skills, knowledge and competences. It will also indicate the need for quality assurance measures to be put in place so as to ensure that professional development for these lecturers becomes effective in terms of the functions which universities are expected to perform.

## 4.3 THE NATURE OF THE ACADEMIC CAREER IN SOUTH AFRICA

The nature of the academic career has been influenced by the system of higher education in South Africa. Higher Education and training as discussed under the National Qualifications Framework (NQF) is education and training that follows matriculation at the end of grade 12. It is provided by universities, technikons, private and public colleges and professional institutes (Pretorius, 1998:19; see also Hartshorne, 1999:106).

The system of Higher Education is viewed by the incumbent government to be coherent and consistent. In line with the systems theory discussed in Chapter Two, Bunting (1994:18) believes that the relations between the various elements of Higher Education, viewed as a sub-system of the broader formal system of education are:

**" ... defined in a clear and precise way by law; defined in such a way that each**

**element in the subsystem is given a unique and consistent role to play."**

The academic career and INSET of lecturers, therefore, should be understood within this wider context.

The government also acknowledges the fact that the Higher Education system mirrors the defects and disparities of the apartheid past, as well as the pressures and uncertainties of the national transition to a democratic order (African National congress, 1995:127). Writing about the subjugation of the Higher Education system to apartheid, Welsh (1994:4) concludes that:

> **" ... the 'new' South Africa has had a traumatic birth and it will bear the scars of this painful past genesis for a long time."**

The legacy of apartheid poses certain challenges for universities. University lecturers are pivotal in dealing with most of these challenges. Whether the lecturers have the required knowledge, skills and competences to perform tasks intended to meet the challenges is a crucial aspect of this study.

The South African universities are facing the challenges akin to all Higher Education institutions around the world. They are expected to respond to the global and technological changes. There has also been a rapid growth in student numbers, especially during the first half of the 1990s (Hartshorne, 1999:106). Whilst the student

numbers have been increasing, universities have been, at the same time, expected to cut costs as there has been a reduction in the funds obtained from government subsidies or donations from the private business sector (Latchem and Bitzer, 1999:2; see also, Jelks, 2000:1).

At present, universities are operating in the context in which they have been criticised by the National Commission on Higher Education (NCHE) for perpetuating inequitable access and participation, producing insufficient number of graduates in crucial fields, failing to provide the foundations for a civil society with a culture of tolerance and debate and favouring academic insularity and closed- system disciplinary approaches ( NCHE, 1996:11-18). Besides, universities are being confronted by delusory demands to produce higher quality of continuing education and training within an environment characterised by increasing student and staff diversity as well as financial accountability.

With regard to accountability, Ramphele (2000:2) cautions that universities must:

> **" ... develop quality indicators that make sense, that provide the basis for accurate analysis, and that can ensure institutions funded by taxpayer's money are publicly accountable."**

Hartshorne ( 1999:106) concurs with this view and states that there is a considerable body of opinion which believes that government, acting for the broad South African

society, has a responsibility to encourage universities to move in the direction of greater relevance to the needs and aspirations of the communities which they serve. Balancing the need for accountability and academic freedom is a crucial aspect of this study as this affects especially the funding of INSET programmes.

Inasmuch as the government is expected to fund INSET programmes that enhance the academic autonomy of lecturers, it is also expected to demand that such programmes should maintain and enhance quality. The programmes should also be oriented towards achieving the missions, goals and objectives of universities within a changing political climate as well as the need to meet the challenges of cultural diversity (Saunders, 1992:iii; see also, Starfield, 1996:155; Bunting, 1994:255; Behr, 1980:6).

Student diversity and especially English as the medium of instruction in most universities also disadvantage most Black students. University lecturers are expected to provide equity for all students irrespective of their linguistic or cultural background. Universities, therefore, need to design INSET programmes which can empower them to deal with cultural diversity in such a way that the critical lecturer-student interaction, which is at the heart of student learning is enhanced. INSET programmes should also deal with the challenges facing lecturers who are expected to teach students whose first language is not English.

McLean (2000:325) argues that South African universities, through their teaching staff, can create an environment conducive for culturally different students to share rich

experiences brought from diverse ethnic and cultural backgrounds and that these experiences can impact positively on their practices beyond the university environment. Historically, most of these universities never had these experiences and opportunities. For example, Starfield (1996:155) found that many lecturers are under-prepared to cope with a student body diverse in its race, gender and class composition. He also found that the Black university students whom he surveyed frequently commented on the mismatch between their expectation of success and the lecturers' assessment of their performance. Hudson and Weir (1999:6) also report that apart from leadership and management, teaching and learning strategies, research skills, curriculum planning, teaching and learning technology, teaching for diversity were also identified during the needs analysis conducted among lecturers in the Free State tertiary institutions. The value of INSET programmes in this regard, therefore, is indisputable.

It is against the background of the challenges mentioned above that the current government's goals for a new education and training system are worth quoting because they have particular implications for INSET of university lecturers. The African National Congress (1995:3) espouses the view that:

> **" The right to education and training should be enshrined in a Bill of Rights; all individuals should have access to lifelong education and training irrespective of race, class, gender, creed or age."**

The NCHE which was established by residential proclamation in 1995 to change all the

facets of the Higher Education system emphasises the intellectual development of individuals in keeping with the needs of the new South Arica (NCHE, 1996:1). The development of human potential is perceived by government as a tool which can empower every person to contribute to society. Therefore, changing the Higher Education system in such a way that the legacies of apartheid are eliminated and that it significantly contributes to the national reconstruction and development requires appropriate INSET activities for university lecturers. In terms of the ANC's framework for education and training document, this will involve a major national commitment as well as:

> " **... a massive, sustained national effort requiring our best intellectuals, professional experience and imagination, unflagging discipline, capacity for negotiation, partnership and cooperation, and willingness to learn both from our mistakes and from the success of others, whether in our region or internationally."**
>
> (African National Congress, 1995:5).

INSET programmes for university lecturers in South Africa can be modelled around what is known in other countries. However, the nature of the political, economic, social and educational systems in each country, as Hofmeyr (1991:39) rightly contends, vitally affects the way in which these programmes are planned and provided.

According to the Education White Paper 3, universities have a limited capacity to meet the demands of the new dispensation. The White Paper states that universities are, *inter alia*,

characterised by the fact that there is an inequitable distribution of access and opportunity for lecturers along lines of race, gender, class and geography. These imbalances result in disparities between Historically Black and Historically White universities in terms of facilities and capabilities. Consequently, there is a persistent mismatch between the output of universities and the needs of the economy.

The White Paper further propounds that view that there is also a shortage of highly trained graduates in fields such as science, engineering, technology and commerce (Republic of South Africa, 1997:4). The White Paper, furthermore, notes with concern that the composition of staff in universities does not mirror the demographic realities because Blacks and women are severely under-represented, especially in senior academic and management positions.

INSET programmes for university lecturers, therefore, pose the dual challenge of equity and development. Consequently, it is not surprising that some universities have adopted Affirmative Action policy in order to reverse the shortage of Black lecturers.

It is worth noting that the present government required universities to submit human resource development plans, including equity goals. These plans had to include, among others, the following aspects:

> " **... staff development, including academic development, that is, improved qualifications, professional development and career pathing, instructional**

**( teaching ) development, management skills, technological reskilling, and appropriate organisational environment and support."**

(Republic of South Africa, 1997:23).

Clearly, there is no doubt that INSET for university lecturers is central to the efforts of the government to transform Higher Education in South Africa.

In addition, among the major factors which contribute to the effective attainment of the university's goals is the integrity of its lecturers (Ade Ajayi *et al.*, 1996:254; see also, Jelks, 2000:1). In fact, according to NECC ( 1993:1), a teaching corps of quality and substance is a necessary condition for educational transformation in South Africa. An educational organisation such as a university cannot effectively carry out its duties without the involvement and INSET of its key personnel, namely, lecturers.

In the following section, the teaching, research and community-service functions of South African universities are discussed because they have a bearing on the nature and content of INSET for lecturers. These functions are widely regarded as the roles of all universities world-wide. University lecturers are forever faced with the challenge of continually having to upgrade their competences, skills and knowledge in order to carry out their tasks more effectively.

## 4.4 IMPROVING THE TEACHING FUNCTIONS OF UNIVERSITY LECTURERS IN SOUTH AFRICA

Lecturers are expected to play a key role in the attainment of a university's teaching role. They are the most important variable influencing the outcomes of teaching in any university (Lyons and Languis, 1985:127 ; see also, Engelman, 1969:5; Hartshorne, 1992:218). However, not all South African university lecturers are prepared for some challenges which they encounter in the performance of their teaching functions.

Reeves (1994:5) observes that teaching in South Africa has been an unpleasant experience in most educational institutions. This is largely due to the legacy of the apartheid-education policies. The experience of a lecturer teaching in one of the historically underprivileged universities vividly highlights a need for INSET programmes which can empower lecturers to teach more effectively in an environment that is hostile to learning:

> **" Three times a week I face more than 400 students crowded into a lecture theatre designed for 280. The aisles are packed, many sit on the floor around the dias, some are outside, hearing what they can. There is no microscope. At the last count, about a dozen of the students had textbooks. Many write on scraps of paper that they carry in plastic bags. The students are black, from various language groups and many are barely functional in English, yet English is the language of instruction. In April of 1995, students were still registering for courses that began in February. It is not an uncommon**

**situation, things are better off, and we are a lot better than many institutions elsewhere in Africa and Asia."**

(Ruth, 1996:129)

Not all university lecturers are equipped with the knowledge and skills of dealing with problems such as overcrowding, students with financial difficulties, language problems and diverse cultural backgrounds. The difficulty lecturers experience in performing their teaching duties effectively is often exacerbated by the apparent preferential treatment of research to teaching.

Whereas all postgraduate students are trained to design, critique and execute research, not all of them have been trained to teach, yet they are employed as lecturers. Foster (1982:35) laments the fact that in South Africa school teachers are trained but in Higher Education lecturers as teachers are allowed:

**" ... to ripen ( or to go rotten ) on the vine... "**

Clearly, in South African universities where the diverse social, economic, historical and cultural backgrounds of the students impact on teaching and learning, it is critical to design INSET programmes which contain the appropriate teaching competences. The training of university lecturers is further necessitated by the fact that they are human beings who:

**" ... work with other human beings, young and old, in a constant process of**

**interaction, a process in which there are many variables and imponderables. They are engaged in a human endeavour which is both risky and messy, in which it is easy to make mistakes..."**

(Hartshorne, 1992:219).

Without INSET programmes that are relevant to the teaching needs of lecturers, even increased funding, better facilities, new curricula, democratic structures of governance, as well as the political will to change and popular support for what is done, universities will not be able to fulfil their mission and vision.

Although the apparent preferential treatment of research to teaching creates some problems, the debate as to which one is the prior task of the university lecturers does not contribute to the development of the theoretical and conceptual framework of this study. Throughout this study it is consistently maintained that the teaching and research functions of the university lecturers are two sides of the same coin and should not be separated. Behr (1980:7) supports this view when he argues that:

**" Teaching divorced from research soon becomes esoteric and unreal."**

Organisers of INSET activities, therefore, are faced with the challenge of balancing the teaching needs of lecturers with the research needs.

## 4.5 IMPROVING THE RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS IN SOUTH AFRICA

In South Africa, the Higher Education system is a major site for the development of human resources, research and development. However, South African universities that were previously categorised as 'liberal' have until recently dominated university research and in the process taking the major share of grant funding and the subsidy for journal articles.

Whereas the Historically White Universities (HWUs) were constantly moving towards the development of postgraduate work and research, Historically Black Universities (HBUs) further diminished academically and became teaching institutions which continued to serve the interests of apartheid educational policy (FRD, 1995:32; see also, NCHE, 1996:18). The Department and Ministry of Education government's Education White Paper 3 (RSA, 1997:paragraph 2.83) list the following concerns regarding the current capacity, distribution and outcomes of research in the Higher Education sector:

- There is insufficient articulation between the different elements of the research system, and between the research system and national needs for social, economic, cultural and intellectual reconstruction.
- There is insufficient research capacity in Higher Education and existing capacity is poorly co-ordinated and not adequately linked to postgraduate studies.
- There are stark race and gender imbalances in the demographic composition of researchers in Higher Education, research councils, private sector research establishments.

- The distribution of research capacity in Higher Education institutions is skewed: under apartheid, the development of research capacity in Black universities was severely limited, and the HBUs have only recently integrated research into their core functions.

  (RSA, 1997:paragraph 2.83 and RSA, 1996:paragraph 14.3)

That research capacity and productivity are concentrated in historically white universities is also supported by research articles and the completion of masters and doctors degrees in these universities. Sellschop (1995:31) mention that these universities boast a considerable number of lecturers with Doctorates from reputable institutions and that lecturers have also been exposed to some of the best university systems abroad. There is a high incentive for lecturers to carry out research because the HWUs have over time, succeeded in acquiring the necessary resources, grant funding, books, journals and research equipment.

Consequently, most employers prefer graduates from the HWUs at the expense of those from Black institutions. Employers claim that historically black universities have academic and research programmes which are of inferior quality. According to Tleane (1999:10), most HBUs have little research capacity because of being discriminated against by the corporate and public sectors.

Some submissions to the NCHE have put a spotlight on major challenges facing universities with regard to research. These include concerns about the extent to which the

research outputs of universities are in line with national needs for reconstruction and development of the South African universities and the recognition that there is inadequate research capacity in universities. In terms of the submissions, even the existing capacity is poorly co-ordinated and, apart from the gender and race imbalances mentioned previously, there are also institutional inequalities in participation in research activities (NCHE, 1996:77).

The role of Higher Education in research is clarified in the NCHE proposal 18 which states that:

> **" The Higher Education system should consolidate and develop its position as major component of the National System of Innovation through the development of research capacity and the active participation in the full spectrum of research itself. As far as possible, the training of research workers should be linked to graduate studies ... New research funding and co-ordinating mechanisms should be introduced to ensure better linkages between Higher Education research, national priorities and other research sectors... "**
>
> (NCHE, 1996:81)

The experience of other countries shows that it is not advisable to divide South African universities into teaching institutions and research institutions. That teaching and research complement each other cannot be overemphasised. In South Africa there is a need to

develop both teaching and research. In this regard, the FRD (1995:37) states that:

> **"South Africa cannot afford to have academics who are not engaged in research: our academics are vital components, also in the Reconstruction and Development Programme, and to allow or even encourage a considerable proportion of them to concentrate simply on teaching is to waste their talents..."**

It is a pity that although some initiatives for research training, support and development of university lecturers are currently receiving some attention, such initiatives remain uneven and result in the lack of sufficient capacity for human resource development. According to the FRD (1995:82), the problems of research capacity in South African universities are exacerbated by the following factors, amongst others:

- The loss of intellectuals from Higher Education to government and the civil service.
- Increasing competition from the private sector, particularly for well qualified Black researchers.
- Poor working environments caused by, for example, pressures experienced as a result of increasing student numbers without concomitant increase in resources, unfavourable salaries and conditions of service.
- Diminishing resources and opportunities for research.

By way of conclusion, it is patently clear that the role and provision of research resources vary significantly in South African universities. In addition, there are also different

academic traditions, institutional ethos, discipline-based perspectives and expectations . On the positive note, all these become a rich resource for a wide range of options which planners of INSET for university lecturers need to take into account. Meanwhile, there is an imperative for INSET planners to be conscious of the national demands placed on them in terms of research as well as the need for universities to closely collaborate with communities.

## 4.6 IMPROVING THE COMMUNITY-SERVICE FUNCTIONS OF UNIVERSITY LECTURERS IN SOUTH AFRICA

In general, Higher Education especially for HBUs still reflects some form of subservience as far as community-outreach activities are concerned. As a result of the apartheid legacy, most educated Africans, including university lecturers, depend on civil service employment for their earning a decent living. Consequently, this has rendered their educational wisdom and experience useless in terms of developing the community in which they operate. According to Black Review (1974/75:185-186), this is hardly surprising because in the past, any meaningful involvement in community-service almost invariably incurred the wrath of the apartheid regime.

Ironically, some of the reports and leading apartheid government's politicians acknowledged the importance of community- service by universities. For instance, the Van Wyk de Vries Commission reported that the Universities Act considered the lecturers, the community in which the university is situated, society and the state as important stake

holders in the structures of South African universities. The report further states that:

> **" The universities as a specific sphere of societal relationships have reciprocal functions and maintain numerous relations with each other. There is harmonious equilibrium between the university and the interested and broader spheres of societal relationships."**
> (Department of National Education, 1974:75).

Furthermore, the report states that among its essential functions, the university must instil in the students common standards of good citizenship and to emphasise the cultural and traditional background upon which a healthy society depends (Department of National Education, 1974:185). The same novel sentiments are expressed by the architect of the apartheid system, namely, the then Minister of Constitutional Development, when he gave an opening address during a conference on the role of a university :

> **"Universities throughout the world have to adapt themselves to the community which they serve and they have to comply with the needs of the community to the best of their ability."**
> (Van der Merwe and Welsh, 1977:2).

The need for INSET of university lecturers for community-service was already obvious even at this stage of the Higher Education system in South Africa. However, to address the real needs of the lecturers would demand change of attitudes especially from authorities

who viewed any involvement of academics in community development with suspicion.

One of the oldest concepts of effective practice in dealing with any form of change is that of involving the people affected by the change process (Dimock, 1979:124). However, the history of South Africa in general and that of Higher Education in particular seem to suggest that university lecturers have been left out of this change process. This becomes evident from a report by the Department of Education. This report which deals with the transformation of Higher Education states that:

> **" ... in many parts of the Higher Education system teaching, learning and research practices and policies favour academic insularity and inhibit the contribution that Higher Education can make to local, regional and national development needs in South Africa."**
> (RSA, 1997:85).

It is against this background that Subutzky (1998:12) argues that in South Africa, universities not only have to be responsive to economic and social needs, but they must also become accountable to resources allocated to them for community-service because the current government seeks demonstrable and measurable returns on investment in Higher Education.

University lecturers, therefore, have a crucial role to play in ensuring that the imbalances that have been caused by policies which promoted separate and unequal community

development opportunities are addressed. Consequently, new complex demands are made on university lecturers to acquire new or refine their existing knowledge, skills and competences of performing their community-service duties. These demands become even more complex because of the diverse attitudes and debate currently raging on regarding the role of universities in community development.

On one hand, the FRD (1995:44-45) for example, in attempting to clarify the role of the university, advances the argument that:

> **" We are not agents for social change or community upliftment except through teaching and research. We study farming; we do not farm. We study nutrition; we do not feed. We teach health care; we do not deliver it ... It is important that those at grass-roots level understand the meaning of academic research as distinct from community service, and the inter-dependence of those two endeavours."**

University lecturers, according to this view, are expected to be sensitive towards and have greater understanding of community-service. They play a vital and leading role in community-service as far as research or theory is concerned although they may not necessarily become responsible for the implementation of that theory or research. FRD (1995:45) further argues that the funding of research must match the needs of society which are mainly in Science, Engineering and Technology as opposed to the Social Sciences, Agriculture and related areas (FRD, 1995:45).

On the other hand, however, community-service programmes are simply understood to be structured activities designed to meet the needs of the communities. According to this view, the beneficiaries of community-service in Higher Education are communities and the individuals within them, students and lecturers who are the providers of the service as well as the universities which have launched the programmes (Perold, 1998:31). INSET activities for lecturers, therefore, are perceived to be directly related to the mission statements of universities in terms of a commitment to effective teaching and research which are responsive to the development needs of communities.

Perold and Omar (1997:6) report that community-outreach programmes or extension services were initiated in some South African universities. These programmes were started either as department or faculty initiatives or as institution-wide initiatives. They further point out that students and lecturers are involved in activities that require the specialised knowledge and skills of their particular academic disciplines. Furthermore, they report that recognition is given in the form of academic credit or in the form of research publications. The publication of research articles is one of the major criteria taken into consideration when decisions concerning the promotion of lecturers are taken.

It has been indicated previously that the research output of historically underprivileged universities is low. This is mainly caused by the legacy of the apartheid education system (NCHE, 1996:27). The need for INSET programmes for university lecturers to participate in community-service activities in such a way that they are able to share their experiences in published research reports is, therefore, becoming increasingly crucial.

In the section that follows, literature that advocates the development of human resources in South African universities is reviewed. The review of this literature contributes towards the development of both the theoretical and conceptual framework of INSET for university lecturers as well as the INSET practice regarding their teaching, research and community-service roles.

## 4.7 THE DEVELOPMENT OF HUMAN RESOURCES AT UNIVERSITIES IN SOUTH AFRICA

The emergence of South Africa from decades of apartheid education poses certain challenges to universities in general and lecturers in particular. As the systems theory attests to this, the economic, social, cultural, political and technological forces of change have an immense impact on the role expected of university lecturers (Schutte, 1983:194).These changes affect the competences that lecturers require to fulfil their new teaching, research and community-service roles. Unquestionably, the rapid changes which affect the work environment of lecturers make great demands for the provision of relevant INSET programmes.

Although there is inadequate reference to INSET of university lecturers in particular, evidence abounds from a cursory review of literature that there is a need for human resource development in general. Literature verifies the fact that since the 1960s, South African universities have always become introspective about their roles. By implication, the role of lecturers and the need for their INSET become the focal point.

The Van Wyk de Vries Commission pointed out that the function of the university is among others, to provide professional training (Department of National Education, 1974:18). There is general consensus that one of the major functions of the university in meeting the developmental needs of the society is the provision of trained professionals. In order to meet these developmental goals, university lecturers themselves have to undergo some form of training. In this connection, Manganyi (1981:165) argues that:

> **" ... individual universities should develop structures and policies ( short-term, transitional and long- term ) for staff development on the local scene, quite apart from the annual trickle of African academics who study overseas under the auspices of such funding organisations as the Ford Foundation."**

Indeed, as Steyn (1990:103) cautions, the South African Higher Education system faces formidable challenges in the field of professional development if the development needs of the society are to be met. Schutte (1983:194) holds a similar view with his contention that:

> **" South Africa's greatest asset, as in every country of the world, is its human resources. This is an asset which can and should be developed through the process of education, training and retraining."**

Clearly, INSET for the development of this invaluable asset of human resources becomes a basic need. Every lecturer, regardless of age, population group, or gender should

consequently be expected to be exposed to quality INSET.

Due to the need for lecturers to perform their teaching, research and community-service duties more effectively and to adapt to continuing technological developments and knowledge explosion, there is considerable pressure for the government to develop policies that can address their INSET needs. This is despite the fact that continuing education, as rightly noted by Morphet and Millar (1981:28) is a relatively new concept in South African Higher Education sector upon which it can call for support.

The first democratic elections held in April 1994 ushered in the new era in which major initiatives have been launched to redress the past developmental inequalities found within the Higher Education system. The 1994 RDP, the 1995 ANC's Framework for Education and Training, the 1995 White Paper on Education and Training, the 1996 Constitution of the Republic of South Africa, the 1996 Green Paper on Higher Education Transformation, the 1996 NCHE and the 1997 Programme for the Transformation of Higher Education are some of the major government documents which throw light on the human resources in South Africa. As stated previously, in most of these documents, there is no specific mention of the need for INSET of university lecturers. However, there is reference to the continuing education and training or lifelong education for all people, including university lecturers.

According to Article 29 (1b) of The Constitution of the Republic of South Africa Act No. 108 of 1996, everybody shall have the right to further education (Republic of South Africa,

1996:13). Meeting the basic needs of the people and developing human resources are regarded as key areas for the transformation of the South African society. According to the African National Congress (1995:66), the Higher Education system represents a major source for such national development.

Consequently, the provision of INSET programmes for university lecturers as key strategy for human resource development can go a long way in sustaining the reconstruction and development of South Africa. This is crucial when one considers that the country's projected requirements regarding resources would rise by 3,3% to an expected shortage of 228 000 skilled people at the beginning of the new millennium (Barker, 1995:140). Within the context of rapid changes in the workplace, great demands are being made for the provision of relevant education and training. In educational organisations, lifelong education and continuing training of human resources are of the utmost importance in order to keep abreast with new knowledge and technologies (Pretorius, 1998:3; see also, Genis, 1997:7). This is true for universities as it is for commerce and industry.

According to the ANC's framework for education and training, academics are predominantly White men and universities must be transformed to enable them:

> **" ... to contribute to the reconstruction of society through a close linkage with a development policy aimed at sustainable economic growth, the enhancement of a democratic political system, and promotion of the**

**cultural and intellectual life of society "**

( African National Congress, 1995:127).

The framework further recommends that INSET programmes are needed in universities so as to help these institutions in changing their staff profiles in terms of race and gender. Furthermore, appropriate and earmarked funding mechanisms would be used to encourage these institutions (African National Congress, 1995:127; see also, RSA, 1997:paragraphs 4.12 and 4.36).

The National Commission on Higher Education which was established by presidential proclamation cites a study by the Commonwealth Secretariat that found that developing countries such as South Africa confront INSET challenges in six main ways. According to the report of NCHE (1996:83), these are academic development, professional and career development, instructional development, management skills, coping with changing technology as well as organisational environment and support.

The report , in its Proposal 20 recommends that a national agency or unit which will be responsible for developing a national policy framework for human resource development in Higher Education be established. The functions of the proposed agency include:

- Carrying out a human resource audit of Higher Education to gain a comprehensive and up-to-date picture of the staff profile and of staff development practices.
- Facilitating and monitoring progress of human resource development policy and practice in Higher Education.

- Advising on ways and means of enhancing quality staff development.
- Advising and helping Higher Education institutions to develop and implement human resource development policies and programmes.
- Maintaining the effectiveness of these policies and programmes in achieving greater representativeness and developing staff competences.

In Proposal 22, it is recommended that provision should be made in national funding mechanism for INSET programmes designed to enhance skills in curriculum development, course design and teaching methodologies (NCHE, 1996:86). It is obvious that high quality programmes are desirable in order for university lecturers to carry out their tasks more competently. It is, therefore, appropriate at this juncture to discuss quality assurance in relation to INSET of university lecturers in more detail.

## 4.8 QUALITY ASSURANCE AND INSET OF LECTURERS IN SOUTH AFRICAN UNIVERSITIES

There can be no doubt that South African universities particularly those that are historically disadvantaged face a myriad of challenges. Subotzky (1997:497 ) points out that among the challenges are:

> **" ... redefining their missions and functions; strategically identifying specialised niche teaching and research programs; academically supporting under prepared students; developing appropriate curricula;**

**promoting quality; effectiveness, and efficiency in all aspects of institutional life; and building academic, planning, and managerial capacity."**

In addition, knowledge explosion, increased student numbers and massification of Higher Education, declining funding, staff mobility and rapid technological changes are some of the factors that have led to greater public scrutiny of the quality of services provided by universities (Ratcliff, 1997:28; see also Fourie *et al.*, 1999:23; National Commission on Higher Education, 1996:49). Ade Ajayi *et al.*, 1994:49) almost sum up the South African situation when they note that most of the universities in Africa are:

**" ... a mere shadow of their earlier glory...surrounded by an air of demoralization and incipient decay...and an accelerating demand for higher education..."**

Consequently, most of the African universities in general and South African universities in particular are faced with a growing demand for high quality service and public accountability. INSET of university lecturers has been widely accepted as an appropriate mechanism for assuring quality in these institutions (Vroeijenstijn, 1997:2).

However, in Higher Education quality remains an elusive and ill-defined concept (Cloete, 1997:1; see also, Mosha, 1997:1). In this regard, Maassen (1995:64) argues that there are as many ' qualities of Higher Education ' as there are sets of objectives and

criteria that can be related to Higher Education. Fourie *et al.*(1999:31) conclude that quality means different things to different universities and that individual staff members emphasise different mechanisms and procedures to attain quality. In the final analysis, there is general consensus in literature that quality is a flexible concept that can be defined from different points of view.

Although quality assurance is not a new concept in many universities worldwide, the South African government has only recently engaged the tertiary education sector with quality issues. As Fourie *et al.* (1999:23) correctly state, quality has been mainly shaped by the legislative and policy direction of the post- apartheid government.

The South African Qualifications Act (Act No. 58 of 1995) laid the basis for the establishment of National Qualifications Framework (NQF). The Act also provided for the establishment of Education and Training Quality Assurance Bodies (ETQABs) and the Higher Education Quality Committee (HEQC) as the umbrella body for co-ordinating quality assurance in Higher Education. Further, in the 1994 report by the National Training Board (NTB), a convincing case had been made for the integration of education and training (Christie, 1995:4-6; see also, Fourie *et al.*, 1999:28). Isaacs (2000:19) points out that the establishment of the NQF through its implementing agency, the South African Qualifications Act, is representing a unique approach to education and training in this country.

The emphasis on quality inevitably impacts upon the planning, organisation,

implementation and evaluation of INSET programmes for university lecturers. Owing to the external pressure exerted on universities to provide quality service, organiser of INSET programmes have to take the policy directives of the National Department of Education into consideration in formulating their own institutional policies.

INSET programmes directed to maintain quality teaching and research at universities as is the case with all other programmes, make them more accountable to their stakeholders than in the past. This is mainly due to the fact that universities are required to undergo regular assessments or audits of quality assurance (Bunting, 1994:256).

Drawing from international experience, the NCHE (1996:74) recommends that with regard to programmes offered by universities, there should be an initial self-evaluation process followed by an external assessment of results and process of self-evaluation. The Commission further recommends that an independent body should co-ordinate the external evaluation which is conducted in terms of standardised criteria. The Commission also supports the idea of making the results of evaluation public. The implication of this for INSET programmes is that through proper evaluation, the effectiveness of these programmes will be ascertained in terms of whether they enable lecturers to perform their teaching, research and community-service duties in such a way that universities are able to fulfil their mission and are accountable to the taxpayers.

Quality assurance of INSET programmes for university teachers has spinoffs for Higher Education in general and lecturers in particular. In support of this view, Bagwandeen

(1995:10) contends that:

> **" A course of education will only be good as the quality of teachers contributing to it."**

Noting the importance of quality in Higher Education, Mosha (1997:1) states that quality assurance has the following benefits for universities in developing countries such as South Africa:

- It makes the university competitive.
- It promotes the reputation of the university's staff, students and management.
- It markets the products of the university as it increases employment opportunities of quality graduates.
- It sets an international mark of recognition in terms of national and international organisations.
- It is an axis for swift national socio-economic and political development and breeds top class leaders and professionals.

Although some universities in South Africa have a high percentage of lecturers who hold a Ph.D. degree, the quality of INSET programmes for these lecturers has not always reflected the core values which are embedded in the notion of the key functions of the university, namely, teaching, research and community-service. Further, in most universities the rewards brought about by publications of articles in accredited journals and the registration of patents have been frequently used as a means of quality assurance.

However, it is only recently that attention has been drawn to the quality assurance of teaching (Fourie *et al.*, 1999:24). In addition, Mosha (1997:6-7) notes that there is a tendency for some university lecturers to spend most of their time in pursuance of income generating activities other than teaching and that this results in infrequent classroom contacts with students, minimal participation in intellectual life of the department and neglect of research.

INSET programmes of high quality will definitely empower lecturers with the relevant competences which are crucial in performing their tasks. Lecturers who participate in quality conferences, workshops and seminars or continuously upgrade their academic or professional qualifications increase opportunities for them to have their competences improved. There is no doubt that quality assurance of INSET activities contributes towards professional development of lecturers.

The INSET support which is aimed at improving the competences of lecturers is seldom explicitly provided. Orkin and Pavlich (1993:10) point out that INSET operates in a tension-prone arena especially where it is perceived as being irrelevant to the teaching, research and community-service needs of lecturers. Therefore, tactful and total quality management of INSET activities in a supportive and receptive institutional climate is a prerequisite in order to maximise the impact of professional development efforts. To this end, effective planning, organisation, implementation, co-ordination and ongoing evaluation of INSET activities are necessary to sustain the quality programmes.

Finally, most South African universities consider community-service to be part of their mission. However, Perold (1998:6) reports that most mission statements do not indicate whether community-service is separate from teaching and research or whether it is integral to those activities. While the mission statements of most universities suggest that they are expected to respond to the needs of society, the present financial constraints are likely to inhibit INSET programmes that have been designed to assist lecturers to cope with their community-service responsibilities. Nevertheless, Perold (1998:11) concludes that community-service programmes in universities have the potential to contribute to the transformation of Higher Education, human resource development and reconstruction and development.

Thus far, literature on the teaching, research and community-service functions of universities and their implications for INSET for university lecturers has been reviewed. However, Schaffer (1991:446) warns that:

> **"... to articulate theories and principles without a strong base in practice is largely an exercise in wishful thinking."**

Therefore, the current practice of INSET for university lecturers in South Africa is discussed in the next section.

## 4.9 THE CURRENT PRACTICE OF INSET IN SOUTH AFRICAN UNIVERSITIES

The desire by most universities to admit students from different cultural backgrounds in order to reflect the national composition, the poor schooling background of the majority of these students as well as technological advances have subjected the tertiary education sector to a myriad of development challenges. Literature is conclusive about the fact that INSET of lecturers is central to meeting most of these challenges.

Some universities have INSET structures which play a key role in their attempts to fulfil their teaching, research and community-service roles. In these structures, many universities have established different forms of INSET activities for their academic staff.

Although enough is known about the planning, organisation and implementation of most of these programmes, there is inadequate research data base about the evaluation or effectiveness of such programmes. This is understandable, given the fragmentation of the system of Higher Education caused by the past apartheid education policies.

The apartheid legacy has also manifested itself in a generally negative reaction by some university lecturers towards INSET activities. For example, the response rate to INSET Needs Assessment Questionnaires sent by Imenda (1991:14) and Letsie and Mofokeng (1998:8) to lecturers especially in the faculties of Natural Sciences at the University of Trankei (UNITRA) and UNIQWA respectively, have in some instances found to be disappointing. This is worrying when one considers the low pass rates in most of these

faculties.

Nonetheless, on the other hand, it is remarkable that the majority of lecturers from other faculties usually respond favourably to the need for INSET activities which can empower them to do their work more effectively (Imenda, 1991:15-16). In the section that follows, examples of INSET activities from selected universities are highlighted. The discussion, because of space constraints, deals with issues that are relevant to this research and are based on the literature review of INSET activities at some of the South African universities.

Moelwyn-Hughes (1982:1-37) reviews INSET of lecturers at the University of Witwatersrand (WITS), the University of Western Cape (UWC) and the University of the North (UNIN). He mentions that at WITS, the Academic Staff Development Centre (ASDEC) was established to achieve the following goals:

- To make all lecturers more effective in their role as teachers.
- To assist newly appointed lecturers in adapting to their new environment.
- To provide the individual lecturers with effective means of assessing good teaching performance.

ASDEC endeavoured to provide assistance to newly appointed or inexperienced lecturers. It is charged with the responsibility of assisting these lecturers integrate into the university community and become more effective in the teaching and assessment of students. The centre offers advice on lecturing performance through the distribution of questionnaires. It also organises workshops on topics such as teaching role, formulation of proposals for research grants and management of university departments.

INSET efforts at UWC aim at adapting the institution and its lecturers to their perceived circumstances and responsibilities. The university encourages departments and faculties to assume responsibility for the professional development of lecturers. The readiness of lecturers to respond to INSET initiatives has facilitated the task of transforming the institution. Management regards INSET programmes as a vehicle for the process of transformation. Emphasis is laid on research-based INSET which seeks to enable lecturers to reflect on the teaching-learning encounter and use these experiences to inform their practice.

INSET activities to increase the effectiveness of lecturers at UNIN are still in early planning stages. The main university campus has yet to establish organisational structures within which INSET activities can be conducted. Whereas the UNIN is committed to providing opportunities for development, it does not yet seem to have found a way of doing this while ensuring quality education . The low staff morale exacerbates the situation at UNIN (Nhlapo, 2000:12). The lack of commitment poses considerable challenges for any INSET initiatives.

Many other South African universities are involved in various INSET activities which are directed at lecturers. Such activities include seminars, workshops, action research, making time available for lecturers by granting them study leave for the purpose of upgrading their professional or academic qualifications. For example, the Australia-South Africa Institutional Links Staff Development Programme (LINKS) is a collaborative INSET project whose aim is the professional development of lecturers working in tertiary education

institutions in Western Australia and the Free State province.

Hudson *et al.* (1999:43) report that in order to promote quality enhancement of teaching and learning, an action research model was adopted by the LINKS Project. Due to its continuous reflection and evaluation, action research has been found to be appropriate to INSET of lecturers in terms of improving teaching and learning (Kember and Gow, 1992:297-310; see also, Kember, 1996:528-555).

Apart from action research as a model for INSET in the LINKS project, Hudson *et al.* (1999:43) report that the directors of the project also included the following strategies or activities:

- Workshops, seminars and training courses.
- Development of INSET materials which suited local conditions.
- Research activities such as conducting empirical investigation on teaching and learning, report writing, writing and presenting conference papers and grant submission.
- The development of policy initiatives impacting on such things as curriculum.

Another example of INSET efforts directed at lecturers can be found at the Qwa-Qwa campus of the University of the North (UNIQWA). Details of INSET activities are listed in the following website: http:www.uniqwa.ac.za/educational advancement. The CEA is the main unit of the university to direct the implementation of the university policies relating to the INSET of lecturers. The main function of the centre is to initiate and implement teaching

development activities for the benefit of lecturers.

The following are the specific objectives of the centre:

- To train lecturers so that they can participate effectively in rendering academic support to students.
- To undertake research into the learning styles of students, the teaching process and curriculum development.

The training of lecturers is through workshops at the beginning of each academic year and lunch-hour seminars organised once a month during the year. Some workshop and seminar topics include:

- Teaching and learning in Higher Education.
- Continuous information on SAQA, NQF and OBE.
- Basic learning skills.
- Selection of teaching methods.
- Learning styles.
- Assessment and learning.
- Stress management strategies.
- Team building and development of interpersonal relationship skills.
- Academic leadership.
- Problem-solving.
- Research techniques.
- Postgraduate supervision.
- Staff selection.

- Presentations at conferences.

## 4.6 CONCLUSION

In consonance with the principles of systems theory enunciated in Chapter Two, the historical, social, economic, cultural and technological forces of change considerably impact on the roles of university lecturers in South Africa. Owing to the fact that changes affect the competences which lecturers require to optimally fulfil their teaching, research and community-service roles, serious demands are made on the provision of relevant INSET programmes. Given the historical background of the South African education system, the provision of relevant INSET programmes becomes a formidable challenge.

It is clear from the review of literature that since 1948, the system of Higher Education in South Africa has expanded prodigiously and that in the 1960s the role of lecturers became a focal point. Yet, currently, the INSET of lecturers seems to remain a peripheral discipline. Few formative evaluative investigations regarding INSET of university lecturers are available. This affects the development of the theoretical framework of INSET in general and the scope of this study in particular. Further, it also affects the practice of INSET for lecturers — a critical facet of the South African Higher Education system (Schaffer, 1991:145-146). Thus, this research is deemed to be significant in addressing this most critical aspect of university role-function.

It is obvious that the Higher Education system in South Africa has been shaped by

apartheid and underdevelopment (McGregor and McGregor, 1992:18-19; see also, Harker, 1994:19; Kotecha, 1999:8; Morphet and Millar, 1981:30-31; Bunting, 1994:6). The inequalities of wealth and power are reflected in similar inequalities in all aspects of education, including INSET of university lecturers. It is against this background that INSET is generally believed to be having the potential of opening up the channels for mobility, overcoming the legacy of inequalities and producing an effective system of Higher Education.

Welsh and Savage (1977:143) conclude that:

> **" ... universities are remarkably resilient institutions. They have survived in societies whose histories have been marked by war, revolution, and lengthy periods of oppression. Indeed, it is difficult to cite a single instance of a university which has, so to speak, been extinguished by vicissitudes of one kind or another. They endure; and the spirit of free inquiry has a remarkable capacity to reassert itself even in the most constrained situations."**

This is true of the South African universities as well. Although colonialism and apartheid have bedevilled universities since the opening decades of the 20th century, the challenges are now being squarely faced and addressed.

The success of initiatives to deal with problems impacting on Higher Education and INSET is evident in the number of books and other publications, conference papers, the calibre

of INSET programmes and the apparent efforts by the post-apartheid government to make continuing education and training accessible to all individuals. Further, teaching, research and community-service are generally regarded as the key aspects of the academic profession despite the fact that it is not possible, as observed by FRD (1995:36), to draw conclusions about their mutual fertilisation from correlation studies of individual lecturers.

It is worth noting that university lecturers in South Africa have generally been found to be keen to continually upgrade their knowledge and skills so that there could be an improvement in their teaching, research and community-service performance. In addition, INSET of lecturers is presently among the major initiatives launched by the government to redress the past developmental inequalities found within the Higher Education sector.

Kotecha (1999:8) states that in the series of workshops and seminars held by the South African Universities Vice-Chancellors' Association (SAUCA) since mid-1998, the voice of the historically disadvantaged universities has been fully heard. In the final analysis, it appears that the appropriate assessment of the teaching, research and community-service needs of lecturers as well as relevant INSET programmes can go a long way in reconstructing and developing South Africa.

This chapter has paid special attention to INSET literature which concerns the theory and practice of INSET for lecturers in South African universities. In the chapter that follows, the report of an empirical investigation regarding INSET of lecturers in selected South African universities is presented.

# CHAPTER FIVE

# DATA GATHERING PROCEDURES FOR THE EMPIRICAL INVESTIGATION

## 5.1 INTRODUCTION AND RESEARCH DESIGN EMPLOYED

A systematic review of literature on INSET of university lecturers as well as the construction of research instruments were used to:

- study the current provision and delivery systems of INSET of university lecturers;
- identify the INSET needs of university lecturers with regard to teaching, research and community-outreach activities;
- investigate the management or supervision of INSET courses and related activities in South African universities; and
- make appropriate recommendations for the future design and planning of INSET courses and related activities for both lecturers and INSET management or supervisory staff.

This chapter mainly describes the procedures adopted in constructing instruments, administering them and collecting empirical data for the present study. This data was typically collected in the main through the study of documents, questionnaires, interviews and observation.

## 5.2 SAMPLING

The main purpose of this study is to discover principles of INSET which have a wider application to all South African universities. However, to study all the universities in order to arrive at generalisations would either be impossible or impracticable. The process of sampling, therefore, makes it possible to draw valid generalisations of INSET of university lecturers on the basis of careful observation and analysis of variables within a relatively small proportion of the population.

A sample in a research study refers to any proportion of a population on which information is obtained and is selected for observation and analysis (Fraenkel and Wallen, 1990:67; see also, Bagwandeen, 1991:68; Babbie, 1998:194; Welman and Kruger, 1999:47). One of the most important steps in this study was to select the sample of university lecturers who would participate, be observed or questioned. (Sampling refers to the process of selecting them).

According to Huysamen (1994:37), the population encompasses the total collection of all members, cases or elements about which the researcher wishes to draw conclusions. Fraenkel and Wallen (1990:68) state that the population is the group to whom the researcher would like to generalise the results of the study. In this study it comprises tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, teaching heads of university departments or schools as well as deans or vice-deans who have are expected to perform teaching duties. These members or elements of the population are referred to as the units of analysis.

Literature is conclusive that the larger the sample the greater the validity of the research findings. However, according to Fraenkel and Wallen (1990:67; see also, Bagwandeen, 1991:68), it all depends on how representative the sample is of the larger group. The first step towards representativeness is achieved by random sampling. In the most simple case of random sampling each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being the sample chosen (Huysamen, 1994:39; see also, Bagwandeen, 1991:68).

Clearly, it is possible to make valid conclusions from data collected from a random sample about the population from which the sample was drawn. Bagwandeen (1991: 68) states that sampling is not a completely accurate reflection of the population from which it was drawn and that researchers often have no choice but to work within this limitation. He further points out that financial and time constraints as well as the availability of facilities and amount of assistance required for gathering and analysing the data are also critical in deciding the sample size of a study. This has been true for this study as well.

In order to make up for the above limitations, a multi-method approach was used to gather data in this research. In addition, an adequately large sample to represent university lecturers spread over South Africa was obtained through a two-stage random sampling. Cluster random sampling was combined with systematic random sampling.

### 5.2.1 CHOICE OF LOCALES

Letters were written to heads of academic divisions, staff development units and selected faculties in South African universities. They were requested to distribute the research questionnaires to the units of analysis, namely, tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, teaching heads of university departments and deans or vice-deans who are expected to carry out teaching assignments. The details of the request are in Appendix 2. A separate covering letter addressed to the university lecturers as well as a glossary of terms were attached to the questionnaire. These are Appendices 3 and 4 respectively. It is important to note that the sample used in this research is most certainly representative of university lecturers across all levels and ranks. The questionnaire in Appendix 1 attests to this fact.

### 5.2.2 THE SAMPLING PROCEDURE USED IN THE SELECTION OF UNIVERSITY LECTURERS IN SOUTH AFRICA

There are currently 36 public university campuses in South Africa. In selecting universities for the purpose of this research, as indicated above, a two-stage random sampling was used. Cluster random sampling was combined with systematic random sampling. The cluster random sampling procedure was chosen mainly because a sample of individual university lecturers could not be selected due to numerous administrative constraints. Moreover, cluster random sampling is very effective with larger numbers of clusters (McMilllan and Schumacher, 1993:63; see also, Fraenkel and Wallen, 1990:72).

Seven clusters of university campuses were identified according to the nine provinces of the Republic of South Africa. It should be noted there are no universities in the Mpumalanga and Northern Cape provinces. University campuses in each province were listed in a strict alphabetic order. A systematic sampling procedure was used to select university campuses which were included in the study. The first two universities , according to the alphabetic order, were selected for investigation from five provinces. These provinces are the Free State, Eastern Cape, Western Cape, Kwazulu-Natal and Northern Province.

In the other two provinces in which universities are operative, namely, Gauteng and North West, a slightly different approach was used. The following reasons necessitated the use of a different procedure:

- whereas the average number of university campuses in all provinces, excluding Gauteng and North West is five, Gauteng alone has ten campuses. In order to increase the representativeness of the campuses and consequent generalizability of the results in the Gauteng Province, every third university in the Gauteng Province list was selected. Therefore, three university campuses were purposefully selected from the Gauteng Province for inclusion in this study.
- There are only two university campuses in the North West Province. Both these two campuses were also purposefully included in the study. This procedure enhances the generalizability of results in this province too.

In total, 15 public university campuses were selected for this research. Private university campuses were excluded.

University campuses have a combined number of 150 faculties. On the average, this means that each campus has at least four faculties. Most universities designate their faculties differently. Further, some have changed or are in the process of changing faculties into schools in order to be in line with the interdisciplinary approach. Consequently, it was not easy to classify faculties into single and uniform categories. Nevertheless, the categorisation of faculties in this study is sufficiently broad to accommodate all the faculties. Of the 25 common faculties or fields of study identified after the categorisation, 16 (64%) were randomly selected for inclusion in the study.

### 5.2.3 THE SAMPLING PROCEDURE USED IN THE SELECTION OF UNIVERSITY LECTURERS IN AUSTRALIA.

University lecturers with whom the researcher attended the professional development seminars and workshops at Curtin University of Technology (CUT) in Perth, Western Australia, were requested to fill in the open-ended questionnaire appearing as Appendix 5. As this happened during my study visit to CUT, convenience sampling procedure was used. Convenience sample is a group of individuals who, conveniently, are available for study (Fraenkel and Wallen, 1990:75). The questionnaire was distributed among academics of different ranks. These academics also worked in various disciplines. Appendix 6 is an attendance list showing the academic disciplines of the seminar attendants who responded to questionnaire.

## 5.3 INSTRUMENTS USED

Primarily, questionnaires, interviews, participant observation and the study of documents were used to collect the requisite data.

### 5.3.1 THE QUESTIONNAIRES

A descriptive technique has been used in this study. A draft survey instrument based upon the study objectives as well as suggestions in the literature and those from INSET experts were developed. Survey research typically employs questionnaires in order to determine opinions, attitudes, preferences and perceptions. Babbie (1998:256) states that surveys are mainly used in studies which have individual people as the units of analysis . He further points out that:

> **" Survey research is probably the best method available to the social scientist interested in collecting original data for describing a population too large to observe directly."**

According to Isaac and Michael (1993:128), questionnaires describe the nature of current conditions, identify problems in existing situations, assess the needs or goals in order to analyse trends. They further point out that questionnaires generally describe what exists in terms of particular contexts.

Bagwandeen (1991:72) and Fraenkel and Wallen 1990:335) are of the same view. They

state that the questionnaire is important because:

- it facilitates the obtaining of facts about current conditions and practices and the making of inquiries concerning attitudes and opinions;
- it is an extremely effective way of collecting information from a large number of people, relatively cheaply and in relatively short time by a single person;
- it allows the researcher to have access to samples that might be hard to reach in person or by telephone; and,
- it permits time to give thoughtful answers to the questions asked.

According to Daresh (1987:5), the questionnaire is the most popular data collection mode, a procedure utilised in nearly 80% of empirical studies.

In the present study, the questionnaire sought to elicit reactions of university lecturers to specific statements and questions relating to INSET and their teaching, research and community-service roles. It provided anonymity to respondents. As a result they were expected to respond more honestly to the statements or questions. Further, it is an appropriate instrument for gathering data from university lecturers who are spread over the entire South Africa. In addition, the use of questionnaires are a way of obtaining data about the perceptions of university lecturers regarding INSET.

#### 5.3.1.1 CONSTRUCTION OF THE QUESTIONNAIRE

In constructing the questionnaire, the criteria, principles and steps of Caetano (1978: 1-6), Anderson ( 1984:34-36), Babbie (1998:147-162), Berquist and Phillips (1987:31-41), Harless (1988:63-72), Cohen and Manion (1985:103) Huysamen (1994: 128-138)

and Fraenkel and Wallen (1990:92-94).

Section A of the questionnaire was structured with the aim of asking for the important biographical details of university lecturers, their education and training background, determining their opinions about continuing education and training as well as finding out how they rate themselves with regard to professional competences, the effectiveness of their interaction with students and commitment to INSET. Examples of personal details which the questionnaire sought to obtain from lecturers are rank or status, age in years, marital status, gender, faculty, department, teaching experience in years, academic and professional qualifications. The frequencies of these biographical details were calculated and rank-ordered so as to determine whether there was a correlation with the INSET needs identified.

Questions were asked to determine the views of lecturers in connection with INSET. Moreover, questions were directed to determine whether lecturers were currently studying to improve their academic and professional qualifications, whether the courses or subjects or modules which they lectured were related to what they were studying and whether they were studying on a full-time, part-time or distance education basis.

In connection with professional competences, lecturers were asked how they rated themselves in, for example, their knowledge and understanding of the subject matter, understanding the major objectives and outcomes of the teaching field of their subjects and their ability to organise the lecture room and priorities of their role functions. They also had to rate the effectiveness of their interaction with students on items such as the

conscious efforts made to learn more about each student, to involve students in planning and the treatment of students in terms of their uniqueness. With regard to how lecturers rated their commitment to INSET, the questionnaire sought to obtain their views on statements such as their commitment to the advancement of education, efforts to improve their research performance and their participation in independent professional reading.

In this section, the questionnaire has used an adapted Likert Scale from 1 (High need); 2 (Some need) and 3 (No need). The assumption in a Likert Scale is that the interval between each point on the scale is equal (Ural and Sekete, 1997:47). This scale was used to register the extent of the needs with regard to the academic roles of university lecturers. Respondents were requested to circle the number representing their level of agreement.

Lecturers were also asked to comment on areas of need in each category of need regarding teaching, research and community-service. This was done in order to make allowance for their experiences which may not have been covered in the questionnaire. Consequently, open-ended questions were used.

According to Allport (1942:XII), open-ended questions are useful for qualitative research that focuses on the subjective perception of people. He defines an instrument which has open-ended questions as :

**" ... any revealing document that intentionally or unintentionally yields**

**information regarding the structure, dynamics and functioning of the author's life."**

This section thus aimed at determining lecturers' own perceptions of their needs regarding their research, teaching and community-service functions. The importance of the respondents' perceptions in research questions is well documented in the leadership and organisational power literature (Hamilton and Biggard, 1985:3-28).

The results of the entire questionnaire provided the main, but not exclusive , basis of the conclusions and recommendations. It covered some broad issues of the perceptions of lecturers pertaining to INSET and the organisational framework within which INSET policies are implemented.

It also needs to be pointed out that the design of the questionnaire had to interface many considerations, that is, the context of the text; the layout of the text; the font and boldness of the print; and the length of the document. The questionnaire also had to address the different means of obtaining responses, the sequencing of questions and the wording of questions. To that end, the support of computer experts and experienced INSET practitioners and researchers was solicited.

### 5.3.1.2 THE PILOT STUDY

The pilot study is a small-scale study administered before conducting an actual study. It enables a researcher to determine the feasibility of his or her study. The validity and reliability of the research instruments are dependent on it. It also determines how the design of the main study can be improved and reveals defects in the research plan (Ural and Sekete, 1997:39; see also, Bagwandeen, 1991:75; Fraenkel and Wallen, 1990:479).

Isaac and Michael (1993:34; see also, Bagwandeen, 1991:76; Huysamen, 1994:197) mention the following advantages of the pilot study:

- It provides the researcher with unanticipated ideas, approaches and clues not foreseen prior to the main study. As result, it reduces the number of data gathering problems due to unforseen problems identified in the pilot study which may be resolved in redesigning the main study.
- It may save the researcher time and financial costs on research that could yield less than expected.
- It investigates the feasibility of the proposed project and detects flaws in the measurement procedures.
- In the pilot study, the researcher may try out a number of alternative measures and then select those that yield the best results for the main study.

In order to fulfil the purpose of this study, a convenient and stratified random sample of 50 lecturers was selected from university campuses in the Free State Province. The

sample was stratified in that every rank of the teaching staff in every university campus was targeted. It was random in that the survey was in every third faculty on the list of all faculties found in selected campuses. It was convenient because the researcher is a lecturer in one of these university campuses and also resides in the Free State Province. The other reason for using convenience sampling was to ensure a higher response rate.

The pilot questionnaires were administered in order to test the content-validity and reliability of the research instrument. In this connection, Cohen and Manion (1985:103) state that a questionnaire should be :

> **" ... clear, unambiguous and uniformly workable... should engage professional interests, encourage co-operation and elicit answers as close as possible to the truth."**

The pretest of the questionnaire revealed some ambiguities, poorly worded questions, unclear choices, questions of a sensitive nature and instructions which were not sufficiently clear. When the responses were analysed some questions were deleted; others were more clearly worded; the ambiguities were eliminated and new questions were added. Therefore, the validity and reliability of the research instrument was ensured.

Arrangements were made with the heads of academic divisions, INSET units and deans of faculties to distribute the questionnaires to lecturers. Postgraduate students were

also requested to personally deliver and collect the questionnaires. The purpose of involving the postgraduate students was to provide them with first-hand experience of administering research instruments and to increase the response rate. The researcher delivered and collected some of the questionnaires. There is no doubt in the researcher's mind that the responses of the lecturers in the pilot study were of considerable value in terms of refining the questionnaire.

#### 5.3.1.3 THE ADMINISTRATION OF THE QUESTIONNAIRES

Where it was not possible to visit institutions, the survey was conducted by means of a postal questionnaire and sent to heads of academic divisions, heads of INSET units and faculty deans. The covering letter which is presented in Appendix 2 contained the following important information:

- The main purpose of the questionnaire was explained.
- The method of selecting participating institutions was mentioned.
- Heads of academic divisions, heads of INSET units and deans of faculties were requested to distribute the questionnaires to all lecturers, including heads of departments and deans who are charged with the teaching responsibilities. They were further asked to provide any policy documents which could throw some light on the INSET activities in their institutions.
- The confidentiality and anonymity of the respondents and their institutions was assured.

### 5.3.1.4 THE CONTROL OF QUESTIONNAIRES DESPATCH AND RETURN

A record chart was used as part of data processing. The dates on which letters and questionnaires were posted or delivered and dates on which they were returned were recorded.

### 5.3.1.5 MAILED QUESTIONNAIRES

A minimum of 20 questionnaires was mailed to 15 of randomly selected university campuses and faculties. Heads of academic divisions, heads of staff development units and deans of faculties were requested to distribute the questionnaires to lecturers in their respective institutions. On completion of the questionnaires they were asked to collect and return them in the large self-addressed envelopes. A further notice and set of questionnaires were sent to the non-responding institutions in order to increase the response rate.

The researcher also requested known, experienced senior academics, deans of faculties and heads of academic divisions and INSET units to remind lecturers and to collect completed questionnaires. The collected questionnaires were posted to the researcher. Some of the completed questionnaires were personally fetched by the researcher from the persons in charge.

The returned questionnaires were scrutinised upon receipt. Of the 300 questionnaires that were dispatched, 232, that is, 77 % were returned. All the questionnaires were

deemed suitable for analysis and were sent to the research consultants for processing. The data collected was coded, processed by computer and analysed using the software package for data analysis called the Statistical Analysis System ( SAS ).

### 5.3.2 THE INTERVIEWS

#### 5.3.2.1 INTRODUCTION

Interviews are generally used to complement questionnaires. Bagwandeen (1991:81) contends that the interview is an oral questionnaire and that the interviewee provides the required information verbally in a face-to-face relationship rather than writing the response. According to Behr (1980:67), interviews should be used in the initial stages of the project in an attempt to get clarity on the problems involved, or as the major source of information to augment other findings.

Isaac and Michael (1993:138; see also, Ural and Sekete,1997:48) mention that interviews have the following advantages:

- They permit greater depth.
- They permit probing in order to obtain more complete data.
- They make it possible to determine and maintain sound relations with the respondents or at least determine when the relations have not been established.
- They supply devices for ensuring the effectiveness of the interaction between the interviewees and the interviewers.

Kvale (1983:174) contends that the purpose of the interview is to describe and understand the central issues on which the interviewee reports. This is only possible if the people who are interviewed are willing to co-operate. Fraenkel and Wallen (1990: 10 and 335) also subscribes to the view that interviews are the most effective means of enlisting the co-operation of the respondents. They further state that, through interviews, sound relationships can be established, questions can be clarified, unclear or incomplete response can be followed up and that they are useful for gathering data in areas where insight is required and probing is essential.

However, the researcher acknowledges that interviews may:

- be expensive in terms of time and money;
- intimidate or annoy respondents with racial, ethnic or socio-economic backgrounds different from that of the interviewer;
- be open to manipulation and biases of the interviewer;
- be vulnerable to personality conflicts;
- be difficult to summarize; and,
- the population validity of the obtained results may be highly suspect because it is limited to a few individuals.

(Ural and Sekete, 1997:48; see also, Huysamen, 1994:151; Welman and Kruger, 1999:164)

### 5.3.2.2 CONSTRUCTING AND ADMINISTERING THE INTERVIEW SCHEDULES

In this study, both structured and unstructured interviews were used. With regard to the structured interview, the researcher collected a series of questions from the compiled questionnaire, known as an interview schedule (Huysamen, 1994:144) and administered it to conveniently selected lecturers in South African universities and Curtin University of Technology in Western Australia. Unstructured interviews were also conducted at these universities.

Due to the unfamiliarity of the area to be covered during the initial stages of the present study, it was necessary to conduct the unstructured interviews. This greatly helped the researcher to formulate penetrating questions and to generate assumptions for probing and further investigation. The structured and unstructured interviews were intended for INSET facilitators, executive management, professors, heads of departments, senior lecturers, lecturers, junior lecturers and tutors.

#### 5.3.2.2.1 STRUCTURED INTERVIEW SCHEDULE ADMINISTERED TO UNIVERSITY LECTURERS IN SOUTH AFRICA

In the case of a structured interview schedule administered to lecturers in South African universities, the set of questions were based on the questionnaire. The interview schedule is presented in Appendix 7.

Among others, the interview schedule comprised the following three broad questions covering the INSET needs of lecturers:

- How would you like to be assisted with your teaching functions?
- How would you like to be assisted with your research functions?
- How would you like to be assisted with your community-service functions?

The questions in the interview schedule follow the phenomenongraphic research approach put forth by Marton (1981:180). He states that the phenomenongraphic studies aim at:

> **" ... the finding and systematizing of forms of thoughts in terms of which people interpret significant aspects of reality."**

In a similar vein, this study focussed on university lecturers' perceptions of their INSET needs with regard to teaching, research and community-service.

#### 5.3.2.2.2 INTERVIEWS CONDUCTED AT CURTIN UNIVERSITY OF TECHNOLOGY IN WESTERN AUSTRALIA

During my study visit in Western Australia, structured, unstructured and semi-structured interviews used were with various people responsible for academic activities. The nature of the interviews mainly depended on particular circumstances.

Unstructured interviews were held with lecturers holding teaching positions in different disciplines and at various levels .This was mainly done during tea breaks and lunch

Hours. The researcher interviewed lecturers who were attending staff development workshops and seminars held at the CEA. The attendance register, that is, Appendix 6, is an example which attests to this fact. In addition, the researcher also presented a seminar to the academics. The topic of the seminar which was well attended was:

> **"The Context in which Professional Development for Academics are provided in South African Universities."**

At the end of the seminar, the participants were presented with the following broad question based on the questionnaire and the interview schedule administered in South African universities:

> **"Given the background concerning the provision of professional development programmes in the developing country as well as tapping from your expertise and experience as an academic in the developed country, what you regard as the priority needs of South African academics if they were to perform their tasks more effectively and efficiently in the categories of research and teaching."**

Australia is one of the developed countries whereas South Africa is still developing. The above question was posed with the intention of learning about the experiences of lecturers from the developed countries. It was anticipated that the responses would serve to:

- clarify certain INSET issues about Australian university lecturers emerging from the review of literature which the researcher had done prior to his study visit;
- show some points of comparison between developed and developing countries;
- contribute towards the further development of the theoretical and conceptual framework of the present study;
- provide a useful framework for comparing INSET of lecturers between developed and developing countries; and,
- inform the conclusions and recommendations of this research.

According to Welman and Kruger (1999:166), unstructured interviews are helpful in explorative research. They further state that because of the unfamiliarity of the area being entered, it is not always possible to compile a schedule for interviews in such instances. Furthermore, unstructured interviews help the researcher to formulate penetrating questions and generate hypotheses for further investigation. In line with this consideration, unstructured interviews were also held with executive management, deans, personnel of the Centre for Educational Advancement and Office of Research and Development.

Huysamen (1994:144) states that:

**" Between the completely structured interview, on the one hand, and the completely unstructured one, on the other hand, various degrees of structuredness are possible. Interviews between these two extremes are**

**usually called semi-structured. Instead of an interview schedule, interview guides are used in semi-structured interviews."**

A semi-structured interview was prepared to obtain further information from CUT lecturers. This method offered the researcher a versatile way of collecting data in that it could be used with lecturers holding teaching and research positions at various levels, issues could be asked in-depth, vague responses could be clarified by probing and incomplete responses could be elaborated on.

### 5.3.2.3 RECORDING INTERVIEWS

Bagwandeen (1991:84) states that tape recording and note taking are the usual methods for preserving the information collected in an interview. He further points out that tape recordings are the most accurate method of collecting information.

When the pilot study was conducted , the permission of lecturers was sought with regard to the use of a tape-recorder. It is in this initial stage of the research project that the majority of the interviewees stated that they would not be comfortable with the use of tape-recorders. The reason for this falls outside the scope and the objectives of this study. Having been sensitive to the concerns of the units of analysis, it was decided that this method of storing data would not be used. Consequently, the researcher took the precaution of writing a legible record of the actual response of each respondent either during the interview or soon afterwards.

### 5.3.3 PARTICIPANT OBSERVATION

In participant observation studies, researchers actively participate in situations or settings they are observing (Huysamen, 1994:169; see also, Fraenkel and Wallen, 1990:369). The present study is also informed by the researcher's participation in various INSET activities intended to improve the teaching, research and community-service roles of academics.

The researcher organised and attended INSET activities for lecturers in his capacity as head of academic division at UNIQWA. Further, he also attended several INSET sessions in South Africa, USA and Western Australia. The background of organising and actively participating in INSET workshops and seminars for school teachers, executive management personnel of schools, non-governmental organisations and the officials of the Department of Education at local, regional and national levels stood the researcher in good stead to use this method to attain the objectives of this research in South Africa and Western Australia. The flexibility of this method enabled the researcher to follow-up a host of clues that were noticed during the observations.

### 5.3.4 CONCLUSION

In this investigation, a variety of methods were used to gather data. Review of documents, questionnaires, structured and unstructured interviews as well as participant observation helped the researcher to have a better understanding of INSET of university lecturers. The use of the multi-method approach also provided information

that enabled the researcher to make sense of INSET from the perspective of the participants, namely, university lecturers.

The following are some of the other benefits of the multi-method approach in this study:

- The quantitative and the qualitative data were obtained. Regarding the qualitative data obtained from interviews, documentation and participant observation, the questionnaire was constructed and validated based on the quantitative measures. The results of the questionnaire were further complemented by selective interviews to allow in-depth analysis of INSET needs of university lecturers.
- By administering questionnaires and interviews to lecturers working at different institutions and geographical settings, time and space triangulation was achieved (Ural and Sekete, 1977:38).
- The fact that the researcher was able to probe and clarify the perceptions and experiences of lecturers greatly increased the validity of the study.

In the final analysis, the researcher aimed at obtaining a comprehensive view of INSET. To this end, literature is almost conclusive that the multi-method approach is vital when the researcher wants a holistic view on a particular subject (Kerlinger, 1983:138-139; see also, Cohen and Manion, 1995:260).