

## CHAPTER SIX

### DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

#### 6.1 INTRODUCTION

As stated earlier, data in this empirical investigation was gathered in the main through questionnaires, observation, interviews and the study of documents. The frequencies of the responses were calculated and rank-ordered in order to determine whether there was some correlation with areas that needed to be improved. In this chapter, the biographical information of the respondents is presented. Then the teaching, research and community-service needs of university lecturers are discussed. Finally, the provision, delivery systems and management of INSET are explained.

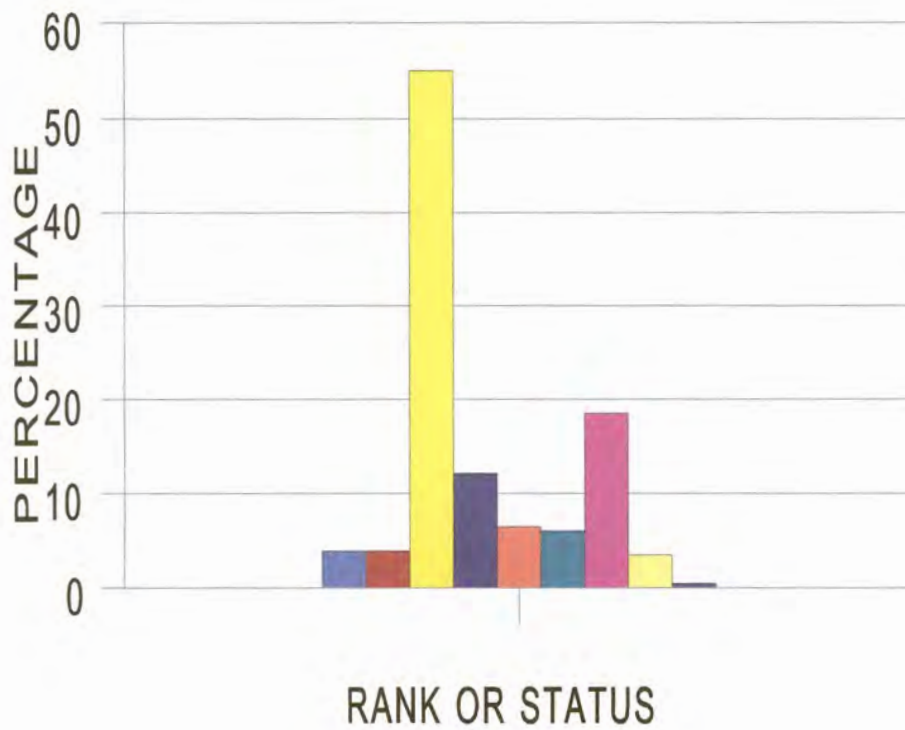
#### 6.2 BIOGRAPHICAL INFORMATION

The following biographical information of the respondents is relevant to this study:

##### 6.2.1 THE ACADEMIC RANK OR STATUS OF RESPONDENTS

More than half (55%) of the respondents occupy the rank of lecturer. 18, 5% were professors. Tutors and junior lecturers were 3, 88% each. Senior lecturers made 12, 06% of the sample. The respondents who are Heads of Departments or Schools constituted 6,03%. The Vice or Deputy Deans were 3, 45%. Only one respondent was a dean. The academic rank or status of respondents is presented in Figure. 6.1.

FIGURE 6.1 ACADEMIC RANK OR STATUS OF RESPONDENTS



The fact that only about 35% constitute the bulk of the senior academic staff is a cause for concern. This is mainly due to the fact that in most universities, policies stipulate that a doctorate should be the minimum requirement for promotion to senior positions such as senior lectureship, departmental headship and professorship.

The existence of senior academic staff contributes immensely to the quality of teaching, research, community-service and administration in the universities. According to Ade Ajayi *et al.* (1996:152-153), failure to have senior academic staff is likely to result in universities lagging behind in innovation and perpetuating dependence on external sources for generating new ideas. They point out that:

**“ Regrettably, Africa’s universities and research institutions continue to be robbed of senior academics who should be providing intellectual leadership for the development of new areas, advanced research and postgraduate supervision ... Instead, many African universities are left with young, inexperienced and insufficiently trained staff who lack the necessary mentors and role models to guide them”.**

However, it is encouraging to note that about a third, that is, 34, 91% of the respondents are currently, studying to improve their academic or professional qualifications. Most of these, about 70% are pursuing a doctorate degree at university level and hope to complete in about 5 years. Most of these lecturers are studying on a part-time basis. University management should double their efforts to provide opportunities for lecturers in terms of incentives such as study-leave, reduced workloads and accelerated INSET programmes. Tables 6.1, 6.2, 6.3 and 6.4 below show the broad categorization of whether lecturers are currently studying to improve their academic or professional qualifications, the time they need to take in order to complete, the institution at which they are studying and the mode of studying.

TABLE 6.1 CURRENT UPGRADING OF RESPONDENTS' ACADEMIC OR PROFESSIONAL QUALIFICATIONS

ACADEMIC STAFF	FREQUENCY	PERCENTAGE
Currently studying	74	31, 9
Not currently studying	138	59, 5
Missing responses	20	8, 6

TABLE 6.2 DURATION OF DEGREE/DIPLOMA/CERTIFICATE/COURSE

DURATION IN YEARS	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY %	CUMULATIVE %
1	4	4, 88	4	4, 88
2	16	19, 51	20	24, 39
3	18	21, 95	38	46, 34
4	7	8, 54	45	54, 88
5	37	45, 12	81	98, 78
11	1	1, 22	82	100
FREQUENCY MISSING	150			

TABLE 6.3 INSTITUTION OF UPGRADING

TYPE OF INSTITUTION	FREQUENCY	PERCENTAGE
University	84	93, 33
Technikon	4	4, 44
Others	2	2, 22

Missing responses = 142

TABLE 6.4 MODE OF STUDYING

MODE	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
Full-time	8	9, 52	8	9, 52
Part-time	71	84, 52	79	94, 05
Distance Education	5	5, 95	84	100

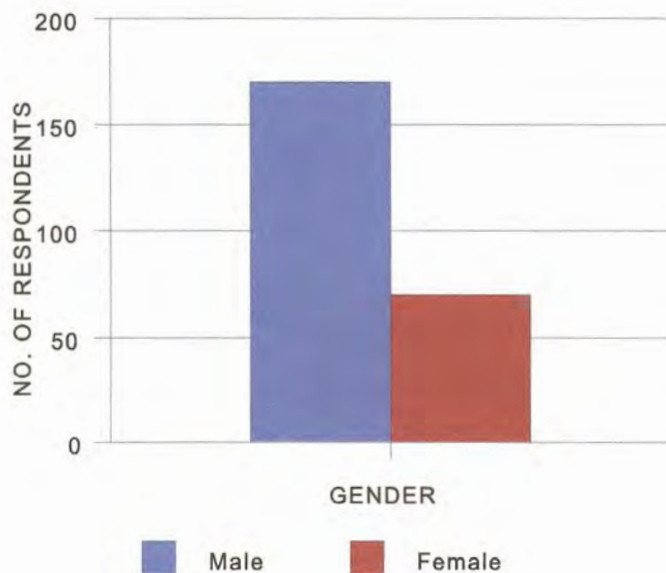
Frequency missing = 148

The investigation aimed at exploring the perspectives of university lecturers irrespective of their academic status. This approach is justified by the fact that INSET is necessary for all lecturers at all levels of the educational ladder. Consequently, no attempt was made to report most findings according to rank or status.

### 6.2.2 RESPONSES ACCORDING TO GENDER

More male respondents than females participated in the survey. 164 (70, 69%) were men whereas only 68 (29, 31%) were female. Figure 6.1 represents data on the gender of respondents.

FIGURE 6.2 RESPONSES ACCORDING TO GENDER



These findings are not peculiar to South Africa but reflect the lack of equality of opportunity for women in academic life world-wide. For instance, in the survey of UK lecturers, Court (1999: 70) found that 76% were men and 24% were women. In the same breath, Rowland (1996: 8) conducted research at a university in the North of England and found that of the 75 departments, only one head of department is a female. Gangbo (1996: 147), in a study conducted in Cotonou found that only 14% of Academic staff were women.

Ade Ajayi *et al.* (1996:186) cites a study which indicates that women represent 20% on average, of students in African universities. According to the Green Paper on Higher Education transformation:

**“The Staff Composition in Higher Education bears little relation to demographic realities in South Africa, but reflects the racial and gender inequalities of the broader society. The prevailing under-representation of**

**black people and women in academic position is of great concern”**

(Department of Education, 1996:par.2.3).

Sen and Grown (1987: 15) believe that women’s problems in the developing countries are a result of insufficient participation in the process of growth and development. Bunting (1994:225) arrives at the same conclusion as he notes that inequalities exist with regard to access which women have to Higher Education institutions and in particular professional programmes. He further notes that they are also under-represented in the senior and administrative ranks of universities. He further notes that they are also under-represented in the senior and administrative ranks of universities. The education of women and girls will have to be given special attention.

According to Obanya (1996:190) women represent more than a half of Africa’s population. He further supports the idea of paying special attention to their education because:

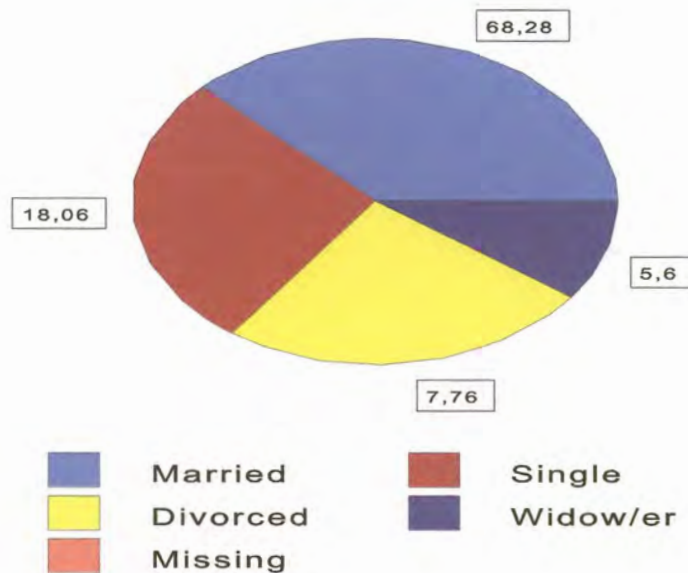
**“... the multiplier effect of women education is high, as educated women (through their actions within the family and the improved skills and status that Education confers) are better able to complement the work of the school in the task of educating and in raising the quality of family and societal life.”**

Clearly, therefore, the effect of this gender imbalance in education is very significant. However, it is beyond the scope of this study to give enough attention to this issue. Notwithstanding, it is the researcher’s strong contention that this is indubitably an area for further research in South Africa generally.

### 6.2.3 RESPONSES ACCORDING MARITAL STATUS

The pie-graph, figure 6.3 shows the position of respondents with regard to marital status:

FIGURE 6.3 MARITAL STATUS OF RESPONDENTS



Two-thirds of the respondents are married. This suggests that INSET organisers have to schedule programmes at times which are convenient for lecturers who have family responsibilities. Facilitators of INSET also need to structure the learning activities in such a way that the lecturers' valuable time is used effectively and efficiently. Further, INSET should include, as is the case at CUT, the work and family policy programmes which provide advice and counselling to lecturers juggling work and family commitments.

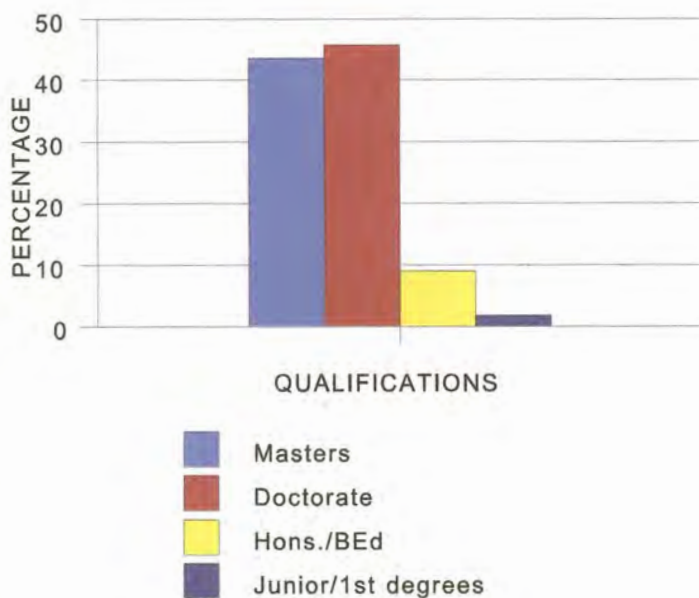
### 6.2.4 QUALIFICATIONS

As previously stated, the biographical information indicates that most of the lecturers, that



is, 45,7% in South African universities surveyed, hold a Master=s degree. 43,53% of these lecturers hold a doctoral degree. About a tenth of the respondents who fall within the categories of junior lecturers and tutors have lesser academic qualifications. The bar-graph, figure 6.4 below shows the broad categorisation of qualifications of the respondents:

FIGURE 6.4 BAR-GRAPH SHOWING BROAD PATTERN OF QUALIFICATIONS OF LECTURERS



42,2% of the respondents have professional qualification in a variety of fields such as Engineering, Agriculture, Law, Commerce, Dentistry, Architecture, Theology, Computer Sciences, Management, Music and Teaching. It is interesting to note that only 20% of all the respondents who are mostly in the faculties of Education and Human Sciences have a qualification which entitles them to teach at school-level. Only one lecturer has a Postgraduate Diploma in Education. This has serious implications for the preparedness of lectures for their teaching tasks in general and INSET programmes in particular.

The low percentage of professionally qualified teachers at universities is a world-wide

phenomenon. This is mainly caused by the fact that lecturers are recruited for their expert knowledge in specific fields or disciplines. The majority of lecturers have never received any teacher training whatsoever. In addition, even most of those who have teaching qualifications have had no formal training in teaching adults. There is little research evidence to suggest that qualities other than research-based qualifications and experience are seriously considered in initial recruitment (Fulton, 1993:168; Katz and Henry, 1988:1 and 2; Du Toit, 1990:96. See also, Büchner and Hay, 1998:19; Startup, 1979:20; Van Trotsenburg, 1979:50; Gaff and Lambert, 1996:40; Elton, 1987:54 and 76; Mores, 1992:11; Beaty, 1998:101; Cannon, 1983:26). Further, as stated previously in Chapter Two, many academics reject the suggestion that they need some form of training in teaching although they may accept the idea of training for research through degree work such as a Ph.D.

Initial INSET programmes, therefore, must address knowledge of pedagogy and andragogy as an urgent requirement. Special attention must be given to the teaching skills of lecturers. INSET unit personnel should consider the contribution of education disciplines and communication sciences. In this regard, Gangbo (1996: 144) argues that:

**“Henceforth, one has therefore no longer the right to claim If one has a good knowledge of his/her subject, there is no need for a particular teaching skill to present it.”**

Two issues, however, merit further research before conclusive generalisation about the qualifications of lecturers can be made. First, in some professional fields such as Social Work, Occupational Therapy, Management and Nursing Education, there may be overlaps between knowledge about the field and an understanding of learning. Second, although

73, 4% of lecturers are permanently appointed, unequal employment opportunities could still be existing in universities. Bunting (1994:225) reports that nearly 90% of permanent academic posts in all South African universities and technikons were held by Whites in 1994. He further points out that Whites have an overwhelming advantage even in administrative appointments in institutions established to serve the interests of groups who are not White.

Race was not a variable in this particular study. However, 62% of lecturers employed on temporary, part-time and contractual bases work in Historically Black Universities. It is doubtful that the gap of employment opportunities could have narrowed significantly enough to dismiss the question of racial imbalance in the workplace. Consequently, further investigation regarding the academic qualifications of permanently employed lecturers is necessary. Tables 6.5, 6.6 and 6.7, respectively, show the nature of appointment of academic staff, the university faculties and schools or departments to which the lecturers are attached as well as the subjects taught:

TABLE 6.5 THE NATURE OF LECTURERS' APPOINTMENT

THE NATURE OF APPOINTMENT	FREQUENCY	PERCENTAGE
Permanent	138	73, 40
Temporary	9	4, 79
Part-time	28	14, 89
Contractual	13	6, 91

Frequency missing = 44

TABLE 6.6 SHOWING THE LIST OF FACULTIES SELECTED FOR INCLUSION IN THE SAMPLE

- |     |                                  |
|-----|----------------------------------|
| 1.  | Agriculture                      |
| 2.  | Allied Sciences                  |
| 3.  | Architecture                     |
| 4.  | Arts                             |
| 5.  | Basic Sciences                   |
| 6.  | Dentistry                        |
| 7.  | Education                        |
| 8.  | Engineering                      |
| 9.  | Humanities                       |
| 10. | Law                              |
| 11. | Management and Economic Sciences |
| 12. | Medicine                         |
| 13. | Natural Sciences                 |
| 14. | Pharmacy                         |
| 15. | Theology and Religious Studies   |
| 16. | Veterinary Sciences              |

TABLE 6.7 SCHOOLS OR DEPARTMENTS IN WHICH THE RESPONDENTS WORK

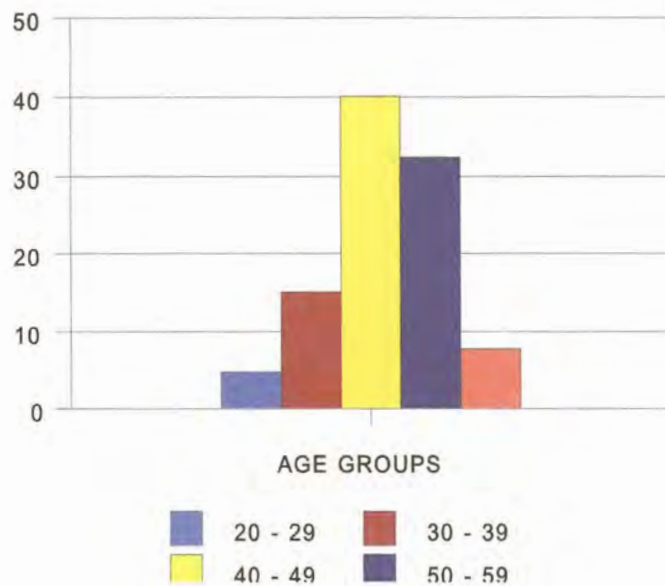
- |     |  |
|-----|--|
| 1.  | African Languages                              |
| 2.  | Architecture, Planning and Housing             |
| 3.  | Astronomy                                      |
| 4.  | Curriculum Studies                             |
| 5.  | Dentistry                                      |
| 6.  | Economic Sciences - Economic Section           |
| 7.  | Educational Management and Leadership          |
| 8.  | European Languages                             |
| 9.  | Geography                                      |
| 10. | Human Anatomy                                  |
| 11. | Language Methodology                           |
| 12. | Law  |
| 13. | Marketing                                      |
| 14. | Mathematics, Sciences and Technology Education |
| 15. | Mechanical Engineering                         |
| 16. | Mining Engineering                             |
| 17. | Nursing Education                              |
| 18. | Occupational Therapy                           |
| 19. | Old Testament                                  |
| 20. | Oral Pathology                                 |
| 21. | Orthopedagogics                                |
| 22. | Professional Education                         |
| 23. | Social Work                                    |

### 6.2.5 AGE AND EXPERIENCE

There is currently a wide recognition of the implications of age for work performance and INSET of adult learners such as university lectureRs (McPherson and Lorenz, 1985:55-60; see also, Boucouvalas and Krupp, 1989:183; Henschke, 1998:11; Knowles, 1978:88; Feldman, 1987:226-234; Entwistle *et al.*; 1979:377, Gibbs, 1992:166; Genis, 1997:88;

Apps,1979:53-54; Bagwandeem,1991:494). The bar-graph, figure 6.5 depicts the age groups of the lecturers surveyed:

FIGURE 6.5 BAR-GRAPH SHOWING THE AGE GROUPS OF RESPONDENTS



The above information shows that most of the university lecturers who participated in the survey are over the age of 40 with 19, 81% below and 73,72% above. It means that the majority of the lecturers are middle-aged. This is almost similar to findings of the survey administered among South African lecturers working in tertiary institutions by Ural and Sekete (1997:5). Gangbo (1996:147) also found that most lecturers were aged between 41 and 50 years.

Using the age-based model, Feldman (1987:233) suggests that workers in the mid-life transition notice a marked decrease in their satisfaction with most aspects of their jobs. He further points out that after age forty-five, the employees' satisfaction with the job increases. This means that INSET organisers or facilitators need to understand that lecturers at various levels in their career or life development feel differently about their jobs

and display different emotional states. Consequently, INSET organisers and facilitators must consider the real needs of lecturers. They must make sure that those are incentives which will motivate lecturers to participate in INSET programmes, moreover, during the mid-life transition.

Feldman (1987:233) also points out that during the mid-life transition, most people are faced with major family decisions. Considering that the majority of lecturers surveyed are married, it is important that the timing of INSET should take into account the fact that married lecturers in the mid-life transition have to adjust to the emotional demands of parenthood and maintain intimate relationship with spouses. Understanding the lecturers' developmental stage will enable INSET planners and facilitators to help the lecturers cope more effectively with their problems and better manage their academic careers. If lecturers are not helped, their attention can be easily diverted away from their teaching, research, community-service and administrative tasks.

According to Krupp (1982:9):

**“Adults over forty perceive time as finite. Future possibilities are more restricted than for those under forty who reveal a future perceived as full of possibilities in an extensive time frame”.**

It is, therefore, of critical importance that lecturers' time be used effectively and efficiently. It is not surprising that the participants in this research prefer one day release and short blocks of time. INSET programmes should be short, concise and well planned; scheduled meeting dates should be communicated well in advance.

Krupp (1982:9) points out that adults who are over forty-five have ordered their priorities and that they may not be open to new ideas if they feel they have already tried them. These lecturers should be effectively used as mentors who can help younger teachers. In addition, INSET programmes should provide them with opportunities such as participating in action research activities as this will help them to critically reflect on their own experiences. It must be borne in mind that adult learners want learning experiences which are challenging and geared towards their needs. Effective INSET planners should make sure that such is the case and facilitate the experiences by providing support and encouragement.

On average, lecturers who were included in the sample have varying teaching experience. This suggests that different INSET strategies should be used to accommodate differences in style and pace of learning.

A larger proportion of lecturers have teaching experience of less than six years. The main reason for having younger lecturers seem to be the consequences of social, economic, political and historical factors which continue to affect the Higher Education system for a long time in South Africa. For example, Blair and Jordaan (1994:1) state that:

**“Declining academic salaries, when coupled with more frequent universities closures linked to increasing student unrest and government intervention on a number of campuses, have prompted numerous university staff to forsake their academic calling.”**

They further cite the World Bank report which noted that about 23 000 qualified academic staff are emigrating from Africa each year in search of better working conditions. This state



of affairs is not satisfactory considering that most lecturers have not even undergone any formal training in teaching. INSET efforts must be intensified in order to help this group to appropriately respond to the continually varying demands of the academic career.

What is perhaps surprising is that the proportion of lecturers with less than six years of teaching experience is almost equalled by those who have experience of more than ten years. This is a cause for concern because lecturers with experience of more than ten years often reported a less favourable view of INSET. Daresh (1987:171) concluded that most academics have not reached a stage where they are willing to trust their own ability to learn and develop through experience and action.

Nevertheless, INSET programmes for these lecturers can be designed in such a way that they encourage feedback from students, positive attitude to teaching, practice, interaction with colleagues and motivation. These variables have been found to be helpful in terms of incorporating teaching experience into INSET programmes (Moses, 1988:52; see also, Wood, 1992:535; Herrick, 1997: 181). The breakdown of actual teaching experience of the respondents is provided in Table 6.8:

TABLE 6.8 THE TEACHING EXPERIENCE OF THE RESPONDENTS

RANGE OF TEACHING EXPERIENCE IN YEARS	FREQUENCY	PERCENTAGE
0 – 5	77	34, 07
6 – 10	57	25, 02
11 – 15	48	21, 24
16 – 20	23	10, 18
21 – 25	15	6, 64
25+	6	2, 65

Frequency Missing = 6

### 6.3 LECTURERS' EFFORTS TO IMPROVE THEIR QUALIFICATIONS

Twenty lecturers did not respond to the question as to whether they were currently studying to improve their academic or professional qualifications. Roughly one-third responded positively to the question. 84,52% of them were studying on a part-time basis. The responses of the lecturers are depicted in Figure 6.9:

- "My research topic was chosen before I became a lecturer."
- "I would like to end up as a lawyer due to high crime rate in this country. Most importantly, the future of this institution is a dilemma, therefore one still has a chance to adventure into something else."
- "I would like to change careers."
- "I would like to study aids prevention,"

The above responses clearly show lecturers have different needs. In addition, the responses seem to suggest that individual needs may not necessarily be the same as institutional needs. Consequently, it is incumbent upon INSET planner to balance the needs of the institution with those of the individuals.

Furthermore, some of the responses also seem to indicate that INSET needs can be a direct result of social factors. This corresponds closely with the principles of systems theory enunciated in the theoretical and conceptual framework of this study.

The fact that more than 80% of lecturers improve their academic qualifications on a part-time base suggests that Distance Education (DE) should be seriously considered as an important INSET mode of delivery. The immediate incentives of DE are access and convenience. (Hofmeyr and Jaff,1992:196; see also Platter,1995:30). Indeed, as Bagwandeem (1999:19) so poignantly states:

**"... DE does not claim to be the panacea for all the ills of education, nonetheless, it is definitely being apotheosized as the most invaluable and**

**compelling strategy for achieving the fundamental objectives of providing education to all people at all levels.”**

The low percentage of respondents who are studying through DE is probably due to limited opportunities of such learning mode in South African universities. Through DE programmes, lecturers who are mostly married can benefit without their family and career lives being disrupted. The pie-graphs, Figures 6.7 and 6.8 show the mode of studying by respondents and the institutions in which they have enrolled:

FIGURE 6.7 SHOWING THE PERCENTAGE OF RESPONDENT'S MODE OF IMPROVING THEIR QUALIFICATIONS

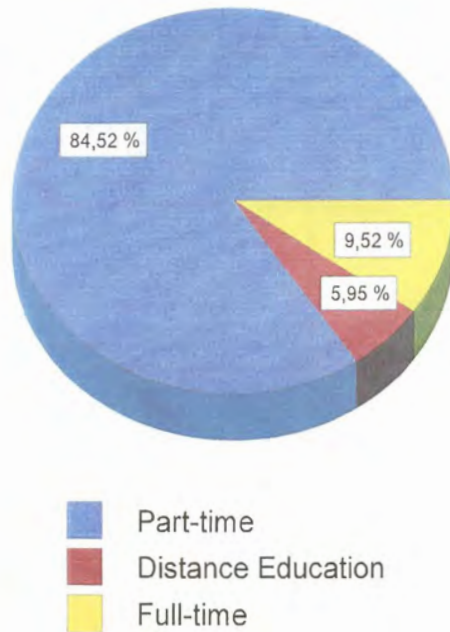
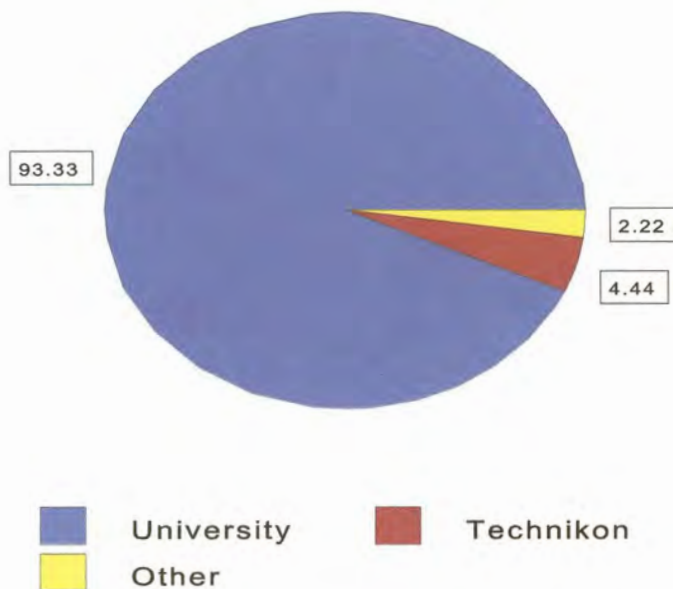


FIGURE 6.8 SHOWING INSTITUTIONS IN WHICH RESPONDENTS ARE IMPROVING THEIR QUALIFICATIONS



## 6.4 INSET NEEDS

### 6.4.1 INTRODUCTION

As this research was primarily concerned with INSET of university lecturers it was deemed necessary to gather data relevant to INSET needs. The following statistics make interesting reading:

70,87% of the lecturers rate themselves highly with regard to their commitment to the advancement of education. 28,69% rate themselves moderately. In addition, 97,37% of the academics believe that they participate in independent reading.

These findings correspond closely with those of Botha (1996: 228). There is no doubt that most lecturers are willing to change their professional practices if they could obtain appropriate assistance. Tables 6.9 and 6.10 below indicate the commitment of lecturers to improving their qualifications and their participation in independent professional reading respectively.

TABLE 6.9 THE RESPONDENTS' COMMITMENT TO THE  
ADVANCEMENT OF THEIR EDUCATION

RATING	FREQUENCY	PERCENTAGE
Low	1	0, 43
Moderate	66	28, 69
High	163	70, 89

Frequency Missing= 2

TABLE 6.10 THE LECTURERS' PARTICIPATION IN INDEPENDENT  
PROFESSIONAL READING

RATING	FREQUENCY	PERCENTAGE
Low	6	2,62
Moderate	112	48,9
High	111	48,47

Frequency Missing = 3

This section was aimed at determining the INSET needs of lecturers in terms of units of knowledge, content, skills, attitudes, behaviour patterns and so forth. In line with the objectives of the study, the teaching, research and community-service needs of the lecturers were analysed.

The views of lecturers regarding the provision, delivery systems and management of INSET were also closely scrutinised. The researcher was conscious of the warning of Ashly and Mehl (1987:67) that that the INSET priority ranking be used only for determining the weight of each need and not as a basis for deciding what should be discarded or omitted.

#### **6.4.2 THE TEACHING NEEDS OF UNIVERSITY LECTURERS**

Respondents were asked to rate themselves on their professional competences, the effectiveness of their introduction with students and the pass rate of the students they teach.

##### **6.4.2.1 PROFESSIONAL COMPETENCES**

The scale showing how lecturers rate themselves on professional competences is mapped out in Table 6.11:



TABLE 6.11 RATING SCALE OF PROFESSIONAL COMPETENCES

PROFESSIONAL COMPETENCES	1	2	3	4	5
1. Knowledge and understanding of subject matter	0, 88	-	2, 63	36, 4	60, 0
2. Understanding the major objectives and outcomes of the teaching field of my subjects	0, 87	-	4, 35	32, 17	62, 6
3. Possess a broad grasp of my subject and related fields	0, 87	-	3, 91	31, 74	63, 3
4. Have a good knowledge of the programme or course goals	0, 87	0, 87	2, 18	32, 31	63, 76
5. Possess ability to organise the lecture room for learning and priorities of my goal	1, 30	-	4, 35	61, 74	32, 61
6. Seek to enrich the learning environment of my students by supplementing materials and expenses whenever needed or appropriate	0, 87	-	5, 22	57, 39	36, 52

KEY :        1 Indicated the lowest rating  
               5 Indicated the highest rating

As will be noted from the table, the majority of respondents rated themselves highly in all the items except on the last row. Knowledge and understanding of subject matter, understanding of the objectives of the teaching field of study, a broad grasp of the subject and related fields as well as a knowledge of the programme or course goals are what can generally be expected from academics world-wide. As stated previously, the majority of the sample consisting 89, 23% hold Master's and Doctoral degrees which stood them in good stead upon recruitment into the academic profession.

That respondents were not confident about their ability to organise the lecture rooms for learning and enriching the learning environment of their students. This can be directly linked to the fact that most of them have not received formal training in pedagogy and andragogy. As mentioned before, lecturers are seldom professionally qualified before

they are employed in the tertiary teaching arena.

Schumuck and Schumuck (1971:18) describe the organisation of the ideal teaching and learning environment in the lecture-hall as:

**“ ... one in which the students share high amounts of potential influence both with one another and with the teacher; where high levels of attraction exist for the group as a whole and between classmates; where norms are supportive for getting academic work done, as well as for maximising individual differences; where communication is open and features dialogue; and where process of working and developing together as a group are considered relevant in themselves for study.”**

Such an environment facilitates learning and INSET programmes that focus on the knowledge.

Many problems in teaching are due to the variety of students in universities (Kozma *et al.*, 1978:8; see also, Sokol and Cranton, 1998:14; Du Toit, 1989:198; Platter, 1995:24).

In South Africa, large classes, especially at undergraduate level, make it difficult to overlook individual differences.

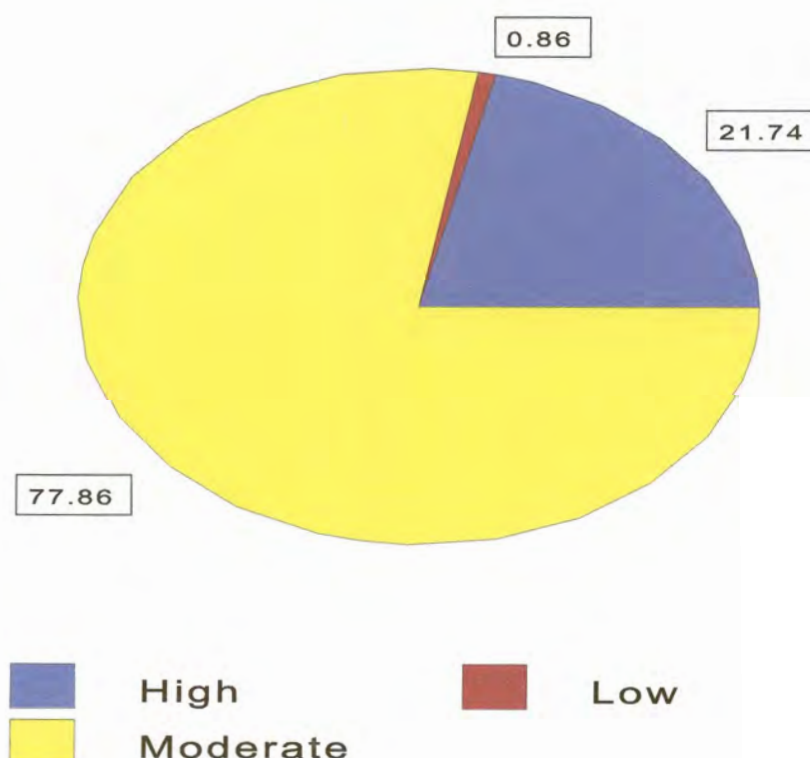
According to Startup (1979:52), the lecturer-student relationship is such that interests can be aligned. For example, it is in the interest of both that the student acquires knowledge. In addition, interests may be divergent. For example, it is in the interest of the student to obtain a good degree, but it may be in the interest of lecturers to maintain standards.

INSET must be geared to the needs of diverse students whom lecturers have to interact with almost on a daily basis. INSET courses in group dynamics can enhance lecturers' capacity and confidence to determine strategies for coping with student differences. Influenced by the calls for quality assurance, INSET programmes which focus attention on students and their learning needs will have a profound impact on the teaching capacity of lecturers.

#### 6.4.2.2 GIVING STUDENTS A RANGE OF EXPERIENCES TO HELP THEM TO LEARN

Most lecturers allocated to themselves considerably moderate rating with regard to having provided a range of experiences to enhance their learning. The ratings are depicted in the pie-graph, Figure 6.9 below:

FIGURE 6.9 PIE-GRAPH SHOWING HOW RESPONDENTS RATED THEMSELVES ON THE RANGE OF EXPERIENCES THEY HAD GIVEN STUDENTS IN ORDER TO ENHANCE THEIR LEARNING



The pie-graph, Figure 6.9 indicates that only 21, 74% of the respondents were confident that they had given students a range of experiences to assist them to learn. This suggests that need exists for lecturers to be engaged in INSET programmes which focus on transformative learning theory. The immediate benefit of transformative learning theory for lecturers is that they would recognise that university students who are themselves adult learners, have perspectives derived from their experiences, thoughts, values and insights (Sokol and Craton, 1998: 14). INSET programmes which offer opportunities for critical discourse and reflection could be an answer to lecturers in the mid-life age group because this age group is often not very receptive to new ideas.

#### 6.4.2.3 MAKING EFFORTS TO INVOLVE STUDENTS IN PLANNING WHEN APPROPRIATE

Only 17, 03% of the respondents rated themselves highly with regard to the fact that they make efforts to involve students in planning when appropriate. Table 6.12 below shows how lecturers rated themselves:

TABLE 6.12 HOW LECTURERS RATED THEMSELVES WITH REGARD TO MAKING EFFORTS TO INVOLVE STUDENTS IN PLANNING WHEN APPROPRIATE

RATING	FREQUENCY	PERCENTAGE
Low	2	0, 86
Moderate	72	31, 3
High	156	66,98
Missing	2	0, 86

It emerges from the above information that INSET programmes should be

oriented towards empowering lecturers with strategies of involving students in the planning of programmes. Henry and Katz (1988: 163; see also, Fourie and van der Westhuizen and Holtzhausen, 1999: 33; Scriven, 1993:10) state that it may not even cross the minds of lecturers that students might be included. They further point out that students themselves have shown a certain lassitude and that their enthusiasm needs to be rekindled. Therefore, INSET programmes should be directed towards empowering lecturers with strategies and techniques of involving students in the planning of programmes. Once more, theories of adult learning are important in this respect. Having a good grasp of andragogical principles such as self-directed learning and recognition of prior knowledge and experiences of adult-learners would go a long way towards improving student achievement.

#### 6.4.2.4 TREATING STUDENTS IN TERMS OF THEIR UNIQUENESS

Table 6.13 reflects the ratings which lecturers have awarded themselves in respect of treating students in terms of their uniqueness:

TABLE 6. 13 RATING SCALE OF TREATING STUDENTS IN TERMS OF THEIR UNIQUENESS

	1	2	3	4	5
Competences of treating students as unique individuals	1, 77%	1, 77%	35, 84%	26, 11%	34, 51%

Frequency missing=6

KEY : 1 Indicates the lowest rating

5 Indicates the highest rating

63, 72% of the respondents rated themselves moderately as far as treating each of their students in terms of their uniqueness. Only about a third rate themselves highly. It also emerged from interviews that respondents would like to be helped on how to deal with different cultural groups. Studies by Ural and Sekete (1997: 81) also identified understanding different cultural groups, being able to accommodate mixed ability groups and different language groups as challenges which INSET of university lecturers have to face.

INSET programmes which are undergirded by andragogical principles would enhance the capacity of lecturers to engage university students in clarifying their own aspirations.

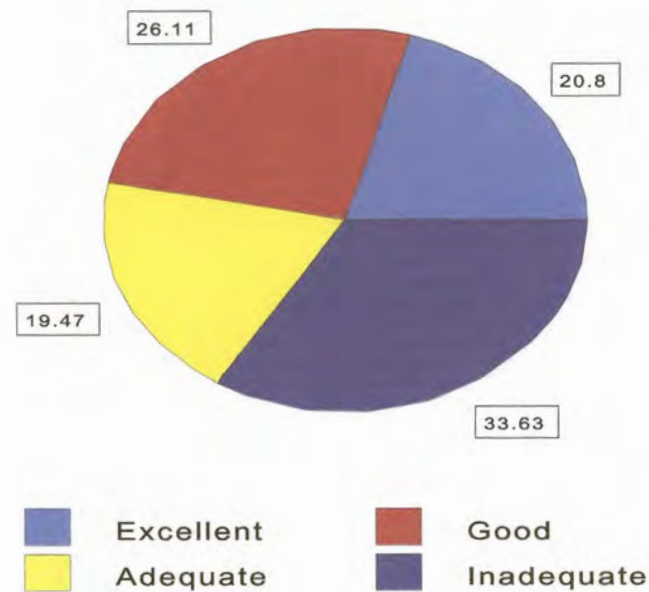
As Henschke (1998:12) aptly states:

**“... andragogy is more than [a] mere method; it is an attitude of mind and heart, and it becomes a transforming power and positive influence in modelling the preparation of adult educators. It is an attitude of caring for the learner as a valuable, unique person, and of helping the learner to accomplish his or her educational goals.”**

INSET programmes should empower lecturers with the strategies of creating opportunities for students to participate in class discussions and assessment techniques. The urgency of such programmes is underscored by the fact that increases in class size are invariably seen as an indication of deteriorating quality because students find it increasingly difficult to make personal contact with their lecturers and their fellow students (Layer, 1995:132). This undesirable state of affairs is often reflected in the high failure rate of students reported in many universities. Even the lecturers who participated in this study gave a low rating of the pass rate of their students.

The pie-graph, Figure 6.10 reflects how university lecturers rate the pass rate of the students they teach.

FIGURE 6.10 REFLECTING HOW THE RESPONDENTS RATED THE PASS RATE OF THEIR STUDENTS



It is disturbing that only about a quarter of the sample rated the pass rate of the students they teach as excellent. The majority of the lectures rated the pass rate as inadequate.

These findings confirm those of earlier studies which indicate that the frequent and mass failures of students at universities were worrying. For instance, Maseko (1996:16) concluded that tertiary institutions need to improve pass rates as a matter of urgency because:

**“lecturers themselves made the mistake of imitating their own former professors who probably performed from the gallery, rather than for the benefit of their erstwhile students”.**

Mofokeng *et al.* (1998:10) also found that the overwhelming evidence submitted to the commission inquiring about the high failure rate of university students implicated lecturers as carrying the major responsibility in one of the departments. Consequently, the commission recommended, *inter alia*, that it should be mandatory for the implicated academic staff to attend the workshops on teaching methodology. Ganbo (1996:144) also found that in considering this issue with regard to African universities, the International Association of Pedagogy at university level mentioned the influence of the lack of teaching skills of academics.

Considering the professional qualifications of lecturers in South Africa, there is no doubt that INSET units need to identify and collaborate with sources which will provide them with a clearer picture of the lecturers' needs. These sources might include lecturers themselves and the inventory of skills required by lecturers to improve student achievement. In these endeavours, INSET units, however, should be cautious of the fact that learning can happen or fail to happen independently of lecturers. As Silcock (1993: 16) states, internal variables such as interest, purpose, attitude and attention to assigned tasks should be taken into consideration when INSET strategies to improve students' pass rates are developed. The bottom-line consideration by INSET organisers should be the fact that a failing student costs the parents, guardians, sponsors and the government dearly.

#### **6.4.2.5 TEACHING AND LEARNING TECHNIQUES**

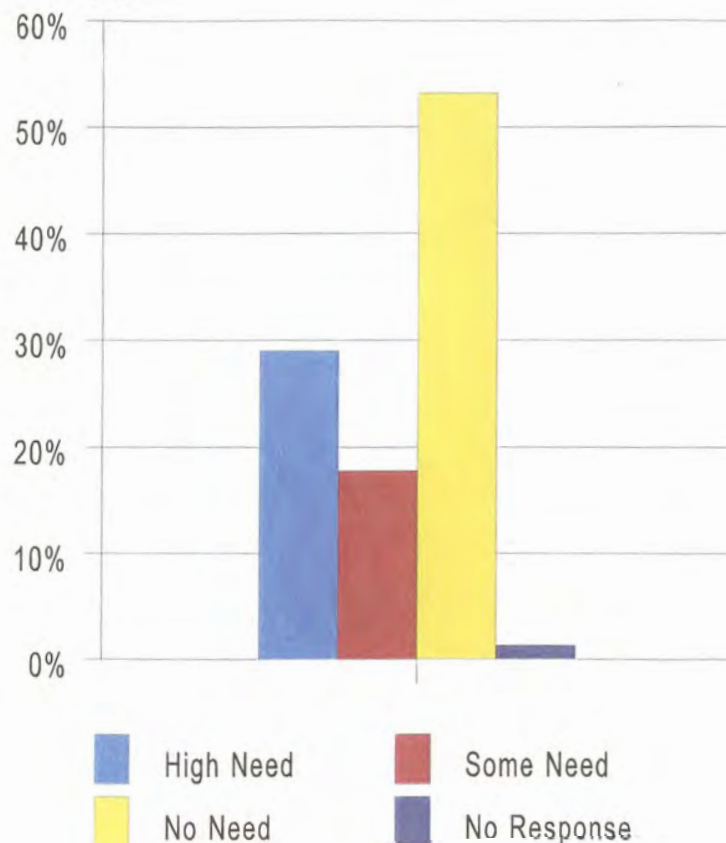
The respondents were requested to indicate the statements appearing on the questionnaire which best describes the level of guidance they need in their teaching tasks using the following scale:



1 = High Need    2 = Some Need    3 = No Need

In interpreting the results, High Need was combined with Some Need. The combination reflected the existence of a need for lecturers to be guided in their teaching tasks. The averages of these combinations were rank ordered. The bar-graph, Figure 6.11 below best describes the level of guidance which the lecturers need with regard to teaching and learning techniques.

FIGURE 6.11 REFLECTING THE LECTURERS' NEED FOR GUIDANCE WITH REGARD TO TEACHING AND LEARNING TECHNIQUES



#### 6.4.2.5.1 USE OF MULTIPLE (INTEGRATED TEACHING/TRAINING) METHODS AND TECHNIQUES

The most prominent need in which lecturers require guidance with regard to teaching

and learning techniques is the use of multiple (integrated) teaching/training methods and techniques. It emerges from the analysis of the responses that the majority of lecturers need to be assisted in the use of multiple teaching or training methods and techniques.

This is understandable considering that 63% of the lecturers had indicated that they have a good knowledge of the programme or course goals. According to Naude and Van der Westhuizen (1996:222), different learning goals and task requirements require a variety of strategies for successful completion. What is clear, therefore, is that lecturers are probably aware that they cannot teach effectively or realise their teaching objectives unless they use different methods and techniques. The value of pedagogy and andragogy during induction programmes in dealing with their problem cannot be overemphasised

#### 6.4.2.5.2 GUIDANCE AND COUNSELLING TECHNIQUES FOR STUDENTS IN NEED OF ASSISTANCE

The second identified need regarding teaching and learning techniques has to do with guidance and counselling techniques for students in need of assistance. The level of guidance concerning this category of need is depicted in Table 6.14:

TABLE 6.14 THE RESPONDENTS' LEVEL OF NEED FOR GUIDANCE AND COUNSELLING TECHNIQUES

LEVEL OF NEED FOR GUIDANCE	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
High Need	76	33, 19	76	33, 19
Some Need	63	27, 51	139	60, 70
No Need	90	39, 30	229	100,00

Frequency Missing = 3

The above findings corroborate those of the investigation conducted among South African lecturers teaching in universities, technikons and colleges by Ural and Sekete (1997: 82). They found that lecturers need help on how to guide and counsel students in matters such as goal formulation, time management, study skills, attitudes, stress

management, writing *Curriculum Vitaes* and job- interviews.

It is evident that in addition to their teaching, research and community-service tasks, most lecturers see themselves as being there to help the students. According to Layer (1995:113) much of this belief is based on a desire to assist students and also on their own memories regarding the support they received when they were students. Barnard (1997: 83-84) holds the same view and concludes that unless the culture of respect for lecturers who guide their students is re-established:

**“... we can close all tertiary institutions, resort to selling, or giving away gratis, diplomas and degree certificates and see our country, our economy and worst of all our multi-faceted culture which depends largely on teachers and educators for its presentations, go down the drain”.**

INSET activities which include case studies, simulation and modelling techniques have the potential value of offering practical help to lecturers on how the students can be guided and counselled. Action research can also provide opportunities for lecturers to practically reflect on the strategies they use when guiding and counselling students. In this way, the lecturers' teaching practices will without doubt reflect the needs of their students.

#### 6.4.2.5.3 MULTI-CULTURAL TEACHING AND TRAINING

Multi-cultural teaching and training is the third identified need in which lecturers would like to be assisted. The actual level of guidance are mapped out in Table 6.15 below:

Table 6.15 THE LECTURERS' LEVEL OF NEED FOR GUIDANCE CONCERNING MULTI-CULTURAL TEACHING AND TRAINING

LEVEL OF NEED FOR GUIDANCE	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
High Need	74	32, 31	74	32, 31
Some Need	71	31, 00	145	63, 32
No Need	84	36, 68	229	100

Frequency Missing = 3

The responses of the lecturers were almost equally divided between the three options. Nevertheless, it is significant that a larger proportion, that is, 63, 3%, perceived a need for guidance on multi-cultural teaching and training.

These findings are consistent with the previous responses where lecturers expressed lack of confidence with regard to having made conscious efforts to learn more about each of their students and treating those students in terms of their uniqueness. Further, early research has also identified teaching for cultural diversity during the needs analyses conducted among lecturers in South African universities (Mc Lean, 2000:235; see also Starfield, 1996:6; Ural and Sekete, 1997; African National Congress, 1995:3). The demise of the apartheid system of education in April 1994 resulted in university lecturers having to cope with students from culturally different groups. It is, therefore, not surprising that academics realise the need to be guided on multi-cultural teaching and training.

INSET programmes should focus on strategies which will help lecturers to create opportunities for lecture-hall environments which will be conducive for culturally different individuals to share experiences brought from their diverse cultural backgrounds. This may help the under-prepared lecturers to acquire a repertoire of teaching skills and strategies which will enable them to effectively teach students from diverse backgrounds.

#### **6.4.2.5.4 TEACHING FOR TRANSFER OF TRAINING, MOTIVATIONAL TECHNIQUES FOR LEARNING AND THE DEVELOPMENT OF OPINION, INTEREST AND/OR ATTITUDE QUESTIONNAIRES**

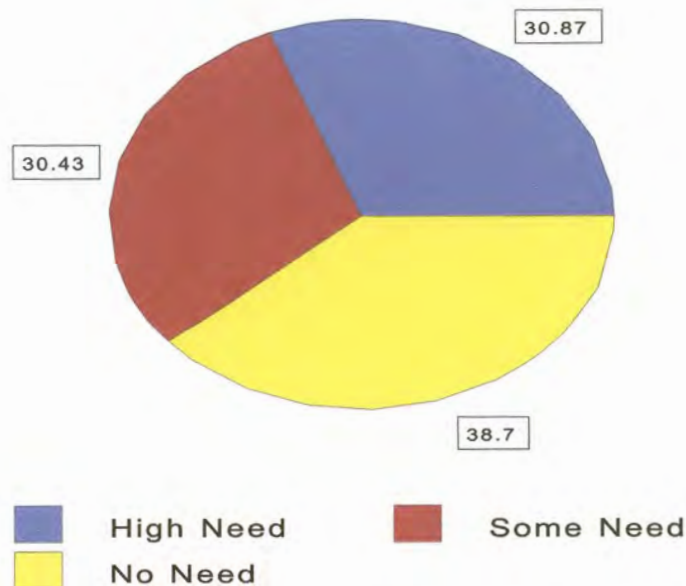
The fourth, fifth and sixth identified needs are closely related to the need for multi-cultural teaching methods. In addition, in terms of priority, the percentage between them is so insignificant that they will be analysed and interpreted together. Just as it is the case with the need for guidance about multi-cultural teaching and training, most respondents expressed a desire to be supported on teaching for transfer of training, motivational techniques for learning and developing opinion, interest or attitude questionnaires.

##### **6.4.2.5.4.1 ENSURING THAT CLASSROOM TEACHING IS APPROPRIATE FOR IMPLEMENTATION IN THE WORK ENVIRONMENT**

Teaching for training transfer is the phenomenon which occurs when knowledge acquired in one field impacts upon the way in which work is done and the level of achievement reached in other fields. The learning results are applied in other situations and this only happens when learning has been successful (Very, 1979: 236).

Most lecturers who participated in this study expressed a need to be assisted with strategies of ensuring that teaching is appropriate for implementation in the work environment. The following pie-graph, Figure 6.12, depicts the actual level of need in this regard:

FIGURE 6.12 THE RESPONSES OF LECTURERS REGARDING THE LEVEL OF NEED FOR ASSISTANCE IN TEACHING FOR TRANSFER OF TRAINING



Lecturers can be encouraged to participate in INSET programmes that focus on curriculum development. The activities of aforementioned programmes must be structured in such a way that lecturers are provided with opportunities to learn more about the context of their students' lives and the impact of changing socio-political factors on the teaching-learning encounter.

According to Rowland (1996:19) discussions among lecturers should seek to understand the relationships between the curriculum, the research which informs it and the broader context of the students' lives. In addition, efforts to demand essential teaching qualifications and to recognise other supplementary qualifications should be intensified by all stakeholders in Higher Education. There is no escaping the fact that lecturers should be encouraged to study formally or informally so as to keep abreast with the new technological, social, economic and political changes.

#### 6.4.2.5.4.2 MOTIVATIONAL TECHNIQUES FOR LEARNING

Most lecturers indicated a need, at varying levels, for guidance on motivational techniques for learning. This is understandable given the fact that motivation and learning are phenomena which are generally perceived as being valuable in technologically oriented countries such as South Africa (Botha, 1996:227).

The need for lecturers to be guided on motivational techniques is further justified by the fact that motivation is largely dependent on the students. They can either commit themselves to learning or could remain passive in the learning situation. Adult-learners are internally motivated (Du Toit and Kruger, 1991:7; see also Knowles, 1984:7; Atkinson *et al.*, 1993:39).

It is clear that lecturers can assist and enhance motivated learning if they in turn are supported. INSET can lend this much needed guidance by including appropriate teaching strategies, methods and techniques. The andragogical model predicates that the more potent motivators are internal. Therefore, INSET programmes underpinned by andragogical principles are likely to enhance the capacity of university lecturers to facilitate the motivation of their students.

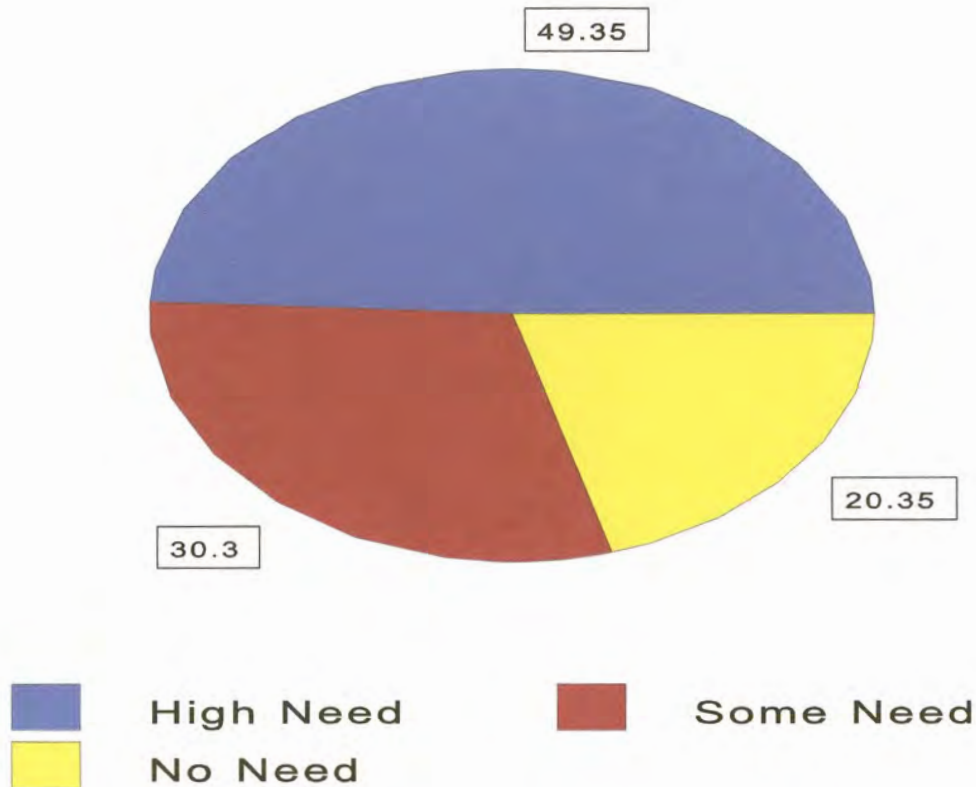
#### 6.4.2.5.4.3 DEVELOPING OPINION, INTEREST AND/OR ATTITUDE QUESTIONNAIRES

Roughly 80% of the respondents expressed a quest for support regarding the development of opinions, interest and/or attitude questionnaires. About half of them indicated a high need for guidance in this respect. The pie-graph, Figure 6.13, shows



the distribution of the levels of need about developing the above mentioned questionnaires.

FIGURE 6.13 REFLECTING THE SPECIFIC LEVELS OF NEED FOR GUIDANCE CONCERNING THE DEVELOPMENT OF ATTITUDE, INTEREST AND/OR ATTITUDE QUESTIONNAIRES



In the context of teaching attitude, opinion and interest questionnaires mainly serve to provide feedback to lecturers. The development of such questionnaires is a difficult and hazardous process because the traditional teaching methods are not suited to it (Elton, 1987:174). INSET activities such as workshops, action, research, self-study and peer consultancy can offer opportunities for lecturers to reflect on their experiences and share ideas regarding the development of opinion questionnaires.

#### 6.4.2.5.4.4 ASSESSMENT OF STUDENTS

60,17% of lecturers surveyed need help in connection with conducting relevant test items. Almost a third of the lecturers felt that the need was actually high. Table 6.16 below shows the need levels of guidance which lecturers need with regard to conducting relevant test items:

TABLE 6.16 THE RESPONDENTS' LEVELS OF NEED FOR GUIDANCE CONCERNING CONDUCTING RELEVANT TEST ITEMS

LEVEL OF NEED FOR GUIDANCE	FREQUENCY	PERCENTAGE	CUMULATIVE FREQUENCY	CUMULATIVE PERCENTAGE
High Need	70	30, 3	70	30, 3
Some Need	69	29, 87	139	60, 17
No Need	92	39, 83	231	100, 00

Frequency Missing=1

It is queer that most lecturers felt no need to be guided on the assessment of students' performance. Table 6.17 shows the actual levels of need for guidance regarding the assessment of students' performance.

TABLE 6.17 DEPICTING THE LEVELS OF NEED FOR GUIDANCE ON THE ASSESSMENT OF STUDENTS, PERFORMANCE

LEVEL OF NEED FOR GUIDANCE	PERCENTAGE
High Need	30, 74
Some Need	14, 72
No Need	54, 55

On one hand, the information is consistent with studies conducted by Ural and Sekete (1997:71). They found that help on assessment and evaluation was identified by lecturers as the least-needed category. They also found that assessment included various methods such as multiple-choice tests, essays, self-evaluation techniques and so forth.

On the other hand, research carried out in developed countries revealed that lecturers need help on how to assess the performance of students. In a study conducted at the University of Edinburgh, only 16% of lecturers described their assessment processing techniques as very good. The most pressing problem regarding assessment at the university concerned the question of large student numbers. Lecturers indicated that they could not deviate from the traditional assessment methods because of the limited personnel, time and facilities (Pilliner and Siann, 1973:41). Farr and Griffin, 1973:19) also found that lecturers in the USA had a limited knowledge of assessment procedures because of the fact that insufficient provision has been made regarding INSET programmes of the teaching personnel.

It may be inferred from the findings of this study that lecturers could possibly still be using traditional methods of assessment and, therefore, do not see any need for assistance or guidance. That most of them do not have teaching qualifications makes it more likely that they may not be assessing students in a valid and reliable way. In this connection, Fuhrman and Elmore (1991:214) point out that some of the problems regarding assessment are related to weak knowledge base. For example, Kozma (1977: 42) found that many students question the value of grades. Starfield (1996:157) also found that students commented on the mismatch between their expectation of success and the lecturers= assessment of their assignments.

Sellchop (1995: 38) points out that there is a need for assessment systems for teaching in South African universities. Elton (1987:174) holds the view that:

**“Probably the longest standing and apparently most intractable problem in Higher Education, and a serious one throughout education, is the distorting effect which examinations have on curricula and on student learning”.**

Mosha (1997:9) questions assessment in South African universities. He points out that in universities characterised by long periods of absence by lecturers assessment may not be properly done. Similarly, he criticises the effectiveness of the system of external examiners in that they only moderate examination questions and check consistency in marking but rarely assess lecture-hall teaching and learning. In the same breath, Venter (1981:57) cautions that:

**“No examiner or lecturer can claim that his evaluation procedure is infallible. It must be accepted that when alternative evaluation techniques are applied, or when the same evaluation techniques are applied by other people, different pronouncements or decisions with regard to students could be arrived at.”**

It is noteworthy that about a third of respondents in this research experienced high need for guidance on assessment. INSET programmes that focus on assessment procedures and trends will help lecturers to obtain valuable feedback from their students and enable them to know whether effective teaching and learning are taking place.

In the final analysis, Platter (1995:29) states that lecturers have earned societal respect over the years from their careful and thoughtful assessment of students' performance. He further claims that the independence and status of Higher Education has long dependence on the success of graduates and the quality of degrees. This seems to support the view that most lecturers do not have a need for training in assessment. Whether this should be attributed to experience, reflective learning or ideas shared with colleagues who have undergone teacher-training is outside the scope of this research. Further research on assessment procedures and trends is likely to throw more light on the INSET needs of lecturers in this respect.

#### **6.4.2.6 SUMMARY OF THE TEACHING NEEDS IN THE OPEN-ENDED QUESTIONS AND INTERVIEWS**

During the interviews it was emphasised to the research participants that the questionnaire was intended only as a means for restructuring and generating discussions. Participants were also made aware that since the questionnaire was based on the researcher's experience, it was likely that they would be able to make additions to the basic framework offered. The open-ended questions were designed for this purpose to. The summary of the responses on issues not addressed on issues not addressed in the questionnaire were mainly divided into two categories. The categories are responses by lecturers and those by the Heads of Departments or Schools. In analysing and interpreting the results, care should be taken that the reported results are not taken as separate entities. There are overlaps in that most Heads of Departments or Schools who were selected for participation in this study also have teaching tasks as well. Further, as is stated previously, there is a close relationship between teaching and research. The following is a summary of the teaching needs of university lecturers

and Heads of Departments or Schools.

#### 6.4.2.6.1 SUMMARY OF THE TEACHING NEEDS EXPERIENCED BY LECTURERS WITH THE OPEN-ENDED QUESTIONS AND INTERVIEWS

Lecturers who were surveyed in expressed a need for INSET in the following teaching areas:

- The need for formal training in teaching skills.
- The need for being trained in the use of audio-visual aids.
- The need for training in Outcomes-Based Education (OBE). This was expressed to train prospective teachers on the new government policy which emphasise the importance of OBE and yet, they themselves were inadequate in terms of training to successfully meet the challenge.
- Recognition by universities of the need for lecturers to attend all workshops on teaching and learning.
- Assistance with regard to the development of teaching and learning materials.
- Guidance on how to conduct tutorials.
- Support on how to contextualise teaching and learning.
- INSET on time management.
- Training on enhancing communication skills during lecture sessions. English was considered a key factor by most lecturers who indicated that they were having a serious problem with students who are not the first speakers of the language. Some respondents even suggested that the language skills of lecturers must be taken into consideration before entry into the academic career.

\* Workshops on \* how to design a course-outline

- \* how to write a textbook on teaching and learning experience
- \* how to conduct major projects on taught Masters course
- how to monitor and evaluate teaching and learning programmes.
- Creation of opportunities to converse with colleagues about teaching experiences
- INSET on the development of student-directed teaching and learning strategies with special attention to flexible teaching and learning.
- The encouragement of team teaching

#### **6.4.2.6.2 SUMMARY OF THE TEACHING NEEDS EXPRESSED BY HEADS OF DEPARTMENTS OR SCHOOLS WITH REGARD TO OPEN-ENDED QUESTIONS AND INTERVIEWS**

Heads of Schools or Departments who formed part of the sample for this investigation expressed a need for INSET in the following teaching areas:

- How to assist new recruits in their teaching tasks and how induction of programmes can be developed for them.
- How to build a more supportive organisational climate for teaching and learning.
- How to manage the teaching and learning interaction between learners and students.
- How to assist lecturers in the choice and pursuit of teaching INSET activities
- Which activities can be organised to help lecturers on how to use

Internet to access information

- How to develop mentoring programmes.
- How to write study guides

It is clear from the above results that INSET is a necessity for lecturers at all levels in order to empower them to perform their teaching tasks more effectively. In addition, the findings also justify calls for some form of training in the theories of learning, especially pedagogy and andragogy. It is heartening to note from the results that the majority of the issues raised by lecturers pertain to teaching concerns. Nevertheless, it should be borne in mind that lecturers, as stated previously, have a great affinity for improving their research skills due to the emphasis laid on this academic function of universities world-wide.

### **6.4.3 THE RESEARCH NEEDS OF UNIVERSITY LECTURERS**

#### **6.4.3.1 INTRODUCTION**

Lecturers were urged to allocate a rating for themselves with regard to the level of guidance they need in research. How they rated themselves on the level of guidance they needed is depicted in the pie-graphs, Figures 6.14, 6.15 and 6.16 as well as Table 6.18. The results of the needs were rank-ordered and prioritised.

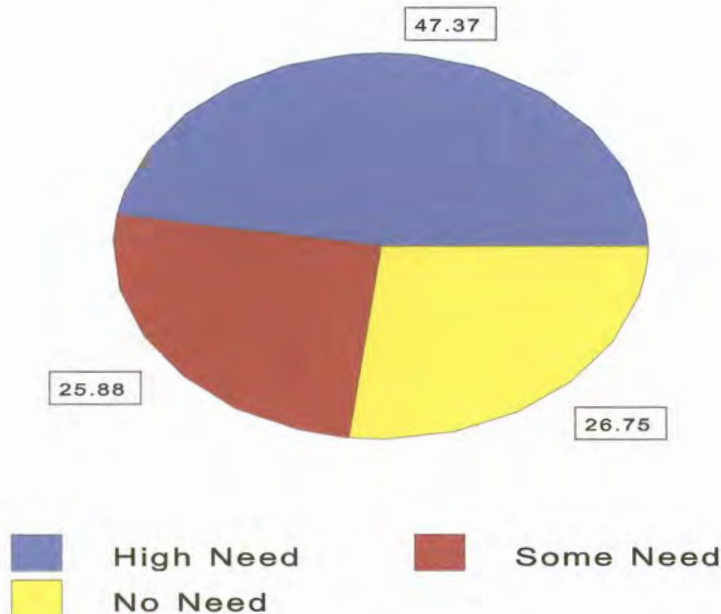
#### **6.2.3.2 SEARCHING FOR AND LOCATING LITERATURE IN THE SUBJECT AREA**

The respondents identified the ability to search and locate literature as the most



prominent need. The actual levels of need for assistance in this regard is presented in the following pie-graph, Figure 6.14:

FIGURE 6.14 SHOWING THE LECTURERS' ACTUAL LEVELS OF NEED FOR GUIDANCE SEARCHING FOR AND LOCATING LITERATURE IN THEIR SUBJECT AREA



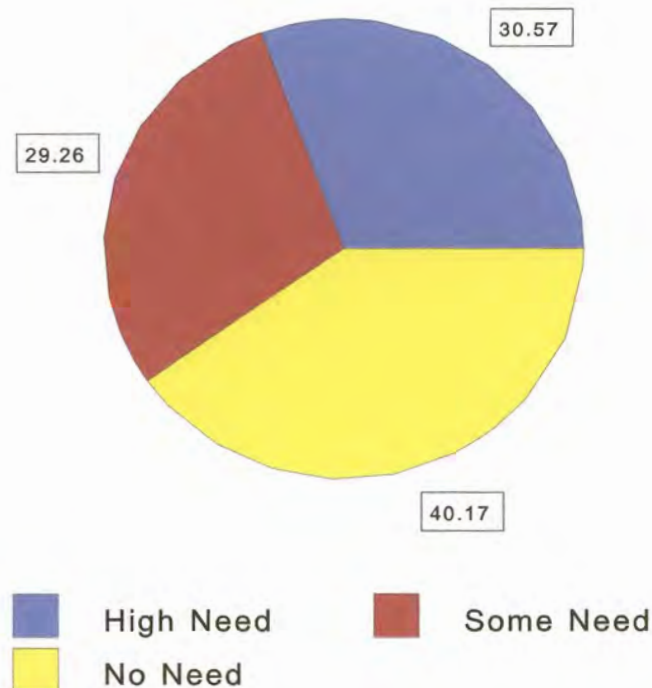
The above information is rather surprising when one considers that most lecturers who participated in the study have acquired academic qualifications which are above Honours degree level. It was not within the scope of this study to find out whether a dissertation or thesis were pre-requisites for the post-graduate degrees attained by research participants. It is, therefore, possible that most respondents did their degrees by course-work.

This could account for lack of practical skills to locate literature in their fields of specialization. Another explanation could be found in the concerns raised by research participants in the open-ended section of the questionnaire and during the interviews. Most of them were worried about poor library facilities and lack of supporting equipment such as computers. Consequently, it may well be that the respondents have the capacity to search for literature sources but lack the means to do this. It makes sense, therefore, to conduct further research in this regard.

### 6.4.3.3 UPGRADING TECHNICAL SKILLS SUCH AS COMPUTER LITERACY

#### LITERACY

FIGURE 6.15 SHOWING THE LECTURERS' ACTUAL LEVELS OF NEED FOR GUIDANCE IN CONNECTION WITH ASSISTANCE BOUT UPGRADING OF THEIR TECHNICAL SKILLS SUCH AS COMPUTER LITERACY

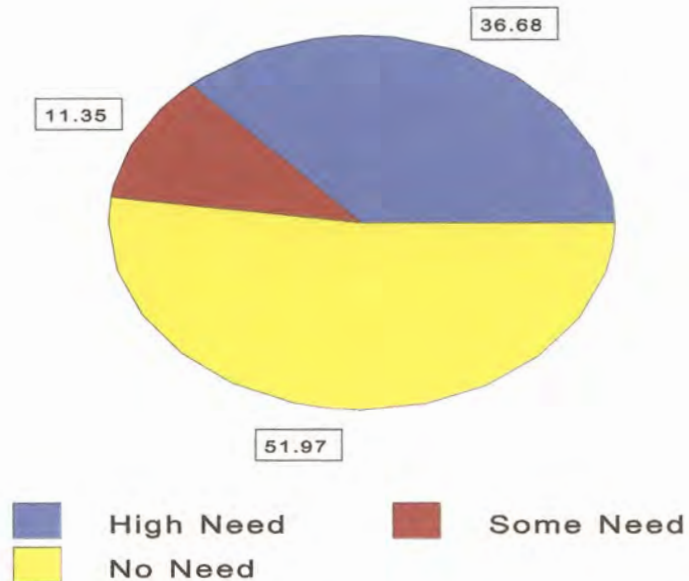


59,83% of the respondents felt a need for being helped in connection with upgrading their technical skills such as computer literacy. Almost half of these lecturers expressed a high need for support concerning the upgrading of the skills.

According to Mahomed (1996:15), the need for INSET on the upgrading of technical skills arises from the rapid technological change over the past three decades. He points out that countries such as South Africa have been coerced into considering ways of improving the flexibility of their work-forces and to make them more broadly skilled and retrainable.

#### 6.4.3.4 WRITING PROPOSALS FOR RESEARCH GRANTS OR FUNDING

FIGURE 6.16 PIE-GRAPH REFLECTING THE LEVELS OF NEEDS FOR GUIDANCE OF WRITING PROPOSALS FOR RESEARCH GRANTS AND FUNDING



Most lecturers felt no need to be guided on writing proposals for research grants or funding. However, it is worth consideration by INSET organisers that almost half of them expressed a need in this respect.

That lecturers need to be assisted is most likely related to writing. According to Radloff (1991:1):

**“Writing is central to postgraduate study and research”.**

She further points out that writing performs the following four important functions:

- It allows lecturers to record information from different sources for later use.
- It helps lecturers to organise their ideas and to clarify their thinking.
- It assists lecturers to learn, make sense of their discipline and of their research topic.
- It allows lecturers to make their research findings and ideas accessible to other researchers, practitioners and other stakeholders in their fields of study.

Zinsser (1994:12) supports the view that writing is difficult. She states that it is hardwork.

She contends that:

**“If you find that writing is hard, it=s because it is hard. It=s one of the hardest things people do.”**

INSET units can play a major role in alleviating this problem by organising workshops which empower lecturers to hone their writing skills. Such workshops can involve, as facilitators, lecturers with established publication records sharing their views with those who are trying to get a firm footing in the academic career. In this regard, Siegel (1956:127-136) found that the Natural Scientists recorded a significantly greater average number of publications than those in Social Sciences and Arts. This was also pointed out by 82,7% of the lecturers interviewed in this research. They expressed a view that encouraging team research across disciplines would enhance their capacity to perform their academic duties more effectively and efficiently. Close scrutiny also reveals that the writing of research proposals is integral to the writing of dissertations or theses. Table 6.18 indicates the levels of the lecturers' needs concerning the writing of

a dissertation or thesis.

TABLE 6.18 THE LEVELS OF THE RESPONDENTS= NEED FOR GUIDANCE CONCERNING THE WRITING OF A DISSERTATION OR THESIS

LEVEL OF NEED FOR GUIDANCE	PERCENTAGE
High Need	31, 00
Some Need	11, 79
No Need	57, 21

The majority of lecturers did not feel any need for being guided on writing a dissertation or thesis. However, about a third of them felt a high need for support in this regard. Upon closer examination of the results, it was found that about 75% of those who expressed a need for guidance in connection with writing a thesis and writing for research publications were lecturers with a Master's degree. This is understandable given the fact that most university policies demand a submission of a research article for publication as a prerequisite for admission to a doctoral degree. Radloff (1999:1-2) also confirms this view when she emphatically argues that at doctoral level, the research process is not complete until the research is published and available for scrutiny and comment by a wider audience. She further stresses that publishing one's work is especially important if one is considering an academic career or is already working in an academic setting where publications are critical for professional recognition and career advancement. In this regard, the importance of INSET on writing skills can, therefore, not be over-emphasised.

#### **6.4.3.5 SUMMARY OF THE RESEARCH NEEDS EMERGING FROM THE OPEN-ENDED QUESTIONS AND INTERVIEWS**

The responses by lecturers and Heads of Departments or Schools are reported

separately. However, there are overlaps in that most Heads of Departments carry out research as well. The following is a summary of views contained in the open-ended questions and interviews:

#### **6.4.3.5.1 SUMMARY OF THE RESEARCH NEEDS EXPRESSED BY LECTURERS IN THE OPEN-ENDED QUESTIONS AND INTERVIEWS**

- The need for academics from Historically Black Universities (HBU) and those from Historically White Universities (HWU) to collaborate in research at discipline level.
- Written contracts for collaboration must be encouraged.
- Guidance on the identification of Action Learning Research projects to improve teaching.
- The need for workshops and seminars for academics should help academics with writing skills and publication strategies.
- Assistance with regard to designing long-term planning time table for conducting research.
- Guidance on helping students to identify research topics, especially those that have relevance to industry and community.
- Training in supervision of postgraduate students.
- Help on how to analyse data by means of a computer.
- Guidance on writing research report.
- Assistance on strategies for publishing research in accredited national and international journals.
- Workshops and seminars on how to contextualise research.
- Provision of release-time to conduct research.

- Removal of red-tape bureaucracy to facilitate conference attendance.

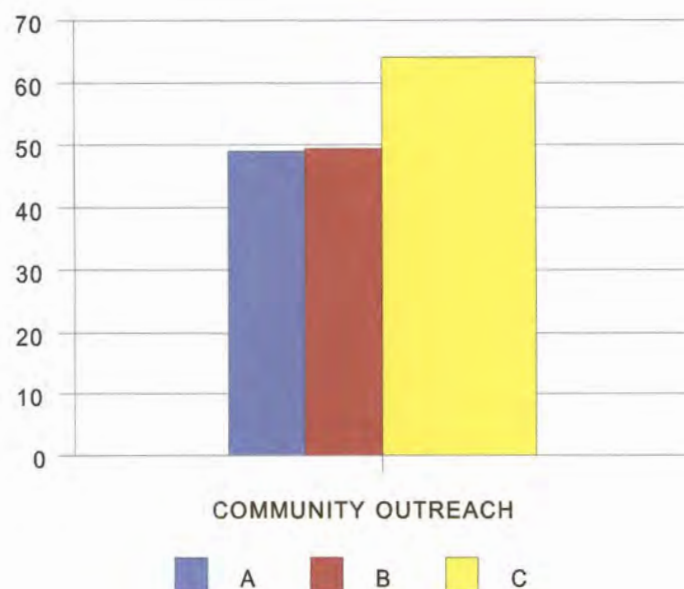
#### **6.4.3.5.2 SUMMARY OF THE RESEARCH NEEDS EXPRESSED BY HEADS OF DEPARTMENTS OR SCHOOLS IN THE OPEN-ENDED QUESTIONS AND INTERVIEWS**

- Representation of women as role models in senior teaching and research positions.
- How to explore multinational funding for global research.
- The introduction of mentoring programmes for research methodology, writing skills and publication strategies.
- How to encourage and facilitate team research, especially across disciplines
- Evaluation of supervisors of postgraduate students

#### **6.4.4 THE COMMUNITY-SERVICE NEEDS OF UNIVERSITY LECTURERS**

Apart from teaching and conducting research, university lecturers are also expected to perform certain community-service tasks. However, the majority of lecturers surveyed expressed a need to be assisted with conducting needs analyses to determine community needs; to develop, implement and evaluate relevant community-based programmes; and, to establish self-help programmes. The priority INSET needs of lecturers regarding guidance on community-outreach programmes is depicted in the bar-graph, Figure 6.17 below:

FIGURE 6.17 THE RESPONDENTS' PRIORITY INSET NEEDS REGARDING GUIDANCE ON COMMUNITY-OUTREACH PROGRAMMES



#### KEY TO COMMUNITY OUTREACH

- A = Conducting needs analyses to determine community needs
- B = Developing, implementing and evaluating relevant community-based programmes
- C = Establishing self-help programmes for the community

The Green Paper states that:

**“There is chronic mismatch between the output of Higher Education and the needs of a modernizing economy”**

*(Department of Education, 1996: par. 2.1.2; see also, par. 2.1.4).*

Perold and Omar (1997:89) state that universities are already seeking to respond to the social and developmental needs of the communities, but that these attempts are still sporadic.



Studies conducted in the UK also found that lecturers generally felt that it was their duty to advance the widespread understanding of their disciplines by assisting to assess the community needs. Lecturers felt that if they were assisted by the community in the performance of their own tasks, they should in turn assist it (Startup, 1979:89).

It is, therefore, understandable why there is such high interest and need for guidance among lecturers for INSET in needs analyses aimed at determining community problems. Needs analysis is pivotal to the development of the community's capacity to deal with its own problems. It is also a dynamic force impacting community needs. Academics seem to be aware of the fact that the capacity to conduct needs analyses can enhance their efforts to initiate, give direction to and sustain community action. The lecturers' actual levels of need for guidance concerning how to conduct needs analysis and determine community needs are depicted in Table 6.19 below:

TABLE 6.19 THE ACTUAL LEVELS OF NEED FOR GUIDANCE WITH REGARD TO CONDUCTING NEEDS ANALYSIS AND DETERMINING COMMUNITY NEEDS

LEVEL OF NEED FOR GUIDANCE	FREQUENCY	PERCENTAGE
High Need	113	48,92
Some Need	72	31, 17
No Need	46	19, 91

The vast majority of lecturers expressed a need for guidance conducting needs analysis to determine community needs. This finding is consistent with community empowerment research carried out in South Africa and abroad.

Perold (1998: 48 B 49) found that many university mission statements suggest some commitment to being responsive to the societal needs. However, he found that few Higher Education institutions have policy on community-service. Further, one of the key deficiencies identified by the Green Paper on Higher Education Transformation and later adopted by Cabinet was the insufficient response by academics (Department of Education, 1996:1).

The most prominent need is related to the establishment of self-help programmes for the community. The other needs are closely related to it, that is, conducting needs analyses to determine community needs and then developing, implementing and evaluating relevant community-based programmes.

There is clearly an overwhelming interest on the part of the lecturers to make a significant contribution to the community. The lecturers' willingness to contribute towards community development seems to be a response to the Green Paper on Higher Education Transformation which proclaims that Higher Education can succeed in stimulating, directing and utilising the creative and intellectual energies of the entire population (Department of Education, 1996:1). The Green Paper also maintains that Higher Education provides a society with the capacity to innovate, adapt and advance. The distribution of levels of guidance need by lecturers below underscores the importance of INSET in terms of empowering them to perform their community-service more effectively.

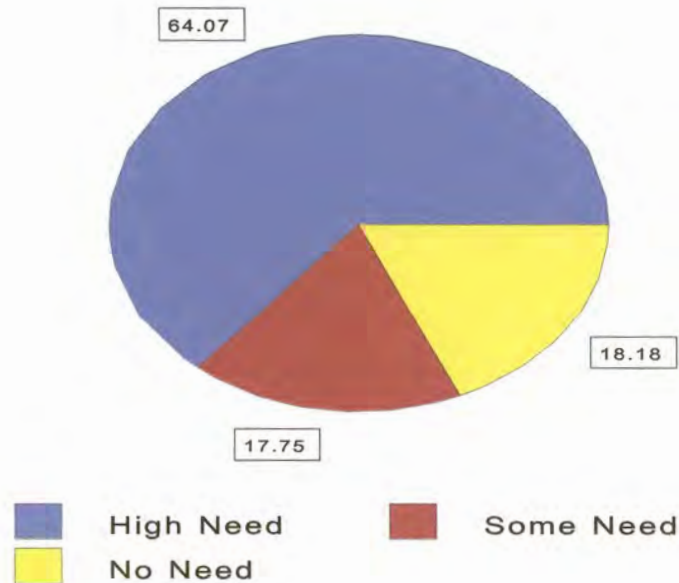
#### **6.4.4.1 CONDUCTING NEEDS ANALYSES TO DETERMINE COMMUNITY NEEDS**

McPherson (1994:194) also found that INSET in relation to community-service among Australian academics was inadequate and inappropriate because INSET was not based on, and responsive to the specific needs of local communities. It is obvious, therefore, that INSET is enormously important. Much of the failure of INSET programmes can be ascribed to the lack of trained lecturers in local social development. However, it needs to be emphasised that INSET on community development, as Chekki (1979:7) so aptly states, is not a panacea for society's ills but merely one of the means of initiating change. Nevertheless, INSET can help lecturers to develop, implement and evaluate relevant community-based programmes:

#### **6.4.4.2 THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF RELEVANT COMMUNITY-BASED PROGRAMMES**

Roughly 80% of the respondents expressed a need for being helped to develop, implement and evaluate community-based programmes. The pie-graph, Figure 6.18 indicates the actual level of need for guidance in this regard:

FIGURE 6.18 THE RESPONDENTS' ACTUAL LEVELS OF NEED FOR GUIDANCE WITH REGARD TO THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF RELEVANT COMMUNITY-BASED PROGRAMMES



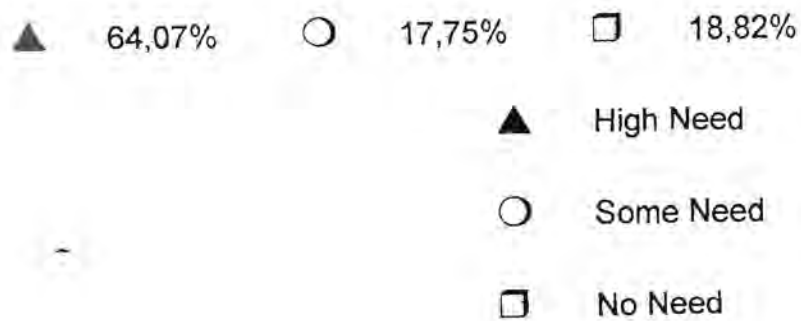
Given the fact lecturers expressed a need for being guided on how to conduct community needs assessment, it is understandable that they would be expected to be supported on the development, implementation and evaluation of such programmes. According to Mc Laughlin (1991:87), the success of developing implementing and evaluating community-based programmes depends on individuals rather than organisations. He further points out that empirical research shows that the implementation of community-based programmes is incredibly hard because it depends on the capacity of individuals. It is obvious, therefore, that INSET programmes should aim at enhancing the capacity of lecturers to deal with the key social priorities of the communities. Further, a coherent national strategy is required so that INSET programmes do not become a fragmented set of activities which have minimum impact on community development.



### 6.4.4.3 ESTABLISHING SELF-HELP PROGRAMMES FOR THE COMMUNITY

Figure 6.190 shows the lecturers= actual levels of need for guidance in connection with the establishment of self-help programmes for the community.

FIGURE 6.19 THE RESPONDENTS= ACTUAL LEVEL OF NEED FOR INSET REGARDING THE ESTABLISHMENT OF SELF-HELP PROGRAMMES FOR COMMUNITY



The information in Figure 6.20 shows that establishing self-help programmes for the community was identified as the highest priority need by lecturers. Clearly, INSET programmes which empower lecturers to conduct community needs assessment and to develop, implement as well as evaluate relevant community-based programmes for the community are very important. This is supported by lecturers' views in the open-ended questions and during the interviews.

#### **6.4.4.4 SUMMARY OF THE COMMUNITY-SERVICE NEEDS EMERGING FROM THE OPEN-ENDED QUESTIONS AND INTERVIEWS**

Lecturers who were selected for participation in this study expressed hope that through INSET programmes, they would be assisted with following:

- ❖ Identification of synergies between the function of their departments and the community.
- ❖ The development of materials for community education and development.
- ❖ The role that academics can play in HIV Aids projects.
- ❖ Initiating sustainable community projects.
- ❖ Applying for the funding of proposals which have community development as their principal aim.
- ❖ Monitoring the success of community programmes.

## **6.4.5 PROVISION, DELIVERY SYSTEMS AND MANAGEMENT OF INSET**

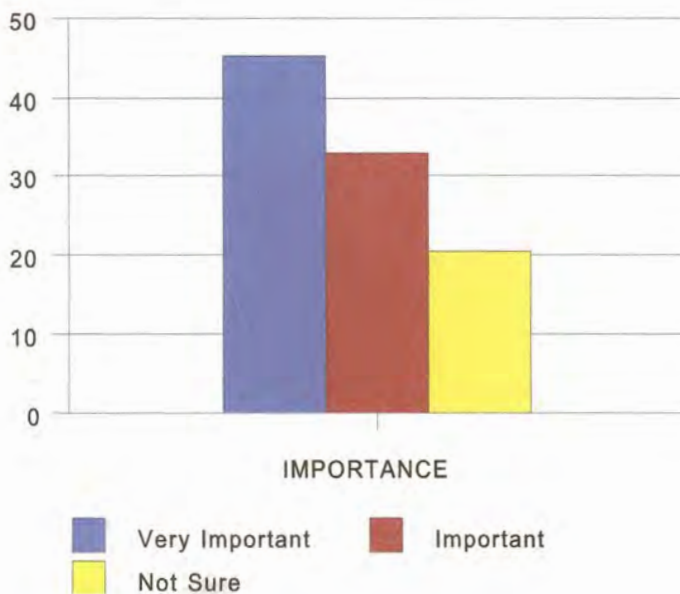
### **6.4.5.1 INTRODUCTION**

The views of the surveyed lecturers regarding the provision and management of INSET form an important facet of this study. A broad range of questions sought to obtain their views on critical aspects of INSET provision and management. These aspects included the importance of formal, award bearing INSET, release time, preference of INSET courses, payment of INSET activities, and the evaluation of INSET programmes. The responses of lecturers are briefly discussed below:

#### 6.4.5.2 THE IMPORTANCE OF FORMAL, AWARD BEARING INSET IN THE LECTURERS' PRESENT ROLE

The bar-graph, Figure 6.20, shows the responses of lecturers to the question of the importance of formal, award bearing INSET in their academic roles:

FIGURE 6.20 THE IMPORTANCE OF FORMAL, AWARD BEARING INSET IN THE LECTURERS' PRESENT ROLES



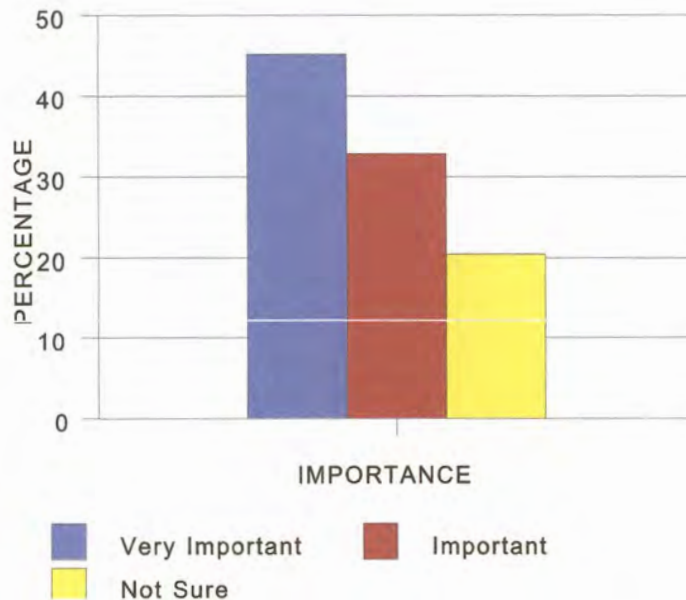
The bar-graph shows that the vast majority of academics consider formal, award bearing INSET to be important.

#### 6.4.5.3 THE IMPORTANCE OF NON-FORMAL, NON-AWARD BEARING INSET

Figure 6.21 indicates the reaction of lecturers to the question of the importance of non-formal, non-award bearing INSET



FIGURE 6.21 BAR-GRAPH SHOWING THE IMPORTANCE OF NON-FORMAL, NON-AWARD BEARING INSET IN THE ACADEMICS=PRESENT ROLE



The above information shows that most lecturers consider non-formal, non-award bearing INSET to be important. Research evidence suggests that most lecturers participating in INSET programmes, irrespective of whether the programmes are formal or non-formal, award bearing or non-award bearing, are usually convinced that such programmes are necessary (Rebel, 1989:25; see also, Killion, 1988:3; Chambers, 1977:21; Rowley, 1996:83; Marsick and Watkins, 1996:19). This means that INSET plans should include a variety of formal and non-formal activities. Lecturers are ready to upgrade their competences if opportunities are available. The allocation of time and resources to lecturers to participate in INSET activities can serve as a great incentive. Further, a national framework of accreditation and rewards such as promotion prospects

for lecturers would further motivate lecturers to continue upgrading their knowledge, skills and competences. Although lecturers value both formal, award bearing and non-formal, non-award bearing INSET, there is no doubt that without rewards, there will be little incentive for effort to be spent on professional development.

#### 6.4.5.4 DISCUSSION OF INSET NEEDS WITH COLLEAGUES

Table 6.20 below indicates the lecturers' responses to the question of discussing INSET needs with colleagues.

TABLE 6.20 THE RESPONSES OF LECTURERS TO THE QUESTION OF DISCUSSING INSET WITH COLLEAGUES

DISCUSSION OF INSET NEEDS	FREQUENCY	PERCENTAGE
Never	7	3, 02
Rarely	58	25
Sometimes	67	28,88
Often	62	26, 72
Very Frequently	37	15,95
No response	1	0, 43

From Table 6.210 it becomes clear that most lecturers do not discuss INSET needs with their colleagues. This finding corresponds closely to what happens at the school level as well. For example, Bagwandeem (1991:496) found that only 10% of the teachers deemed it useful to discuss INSET frequently.

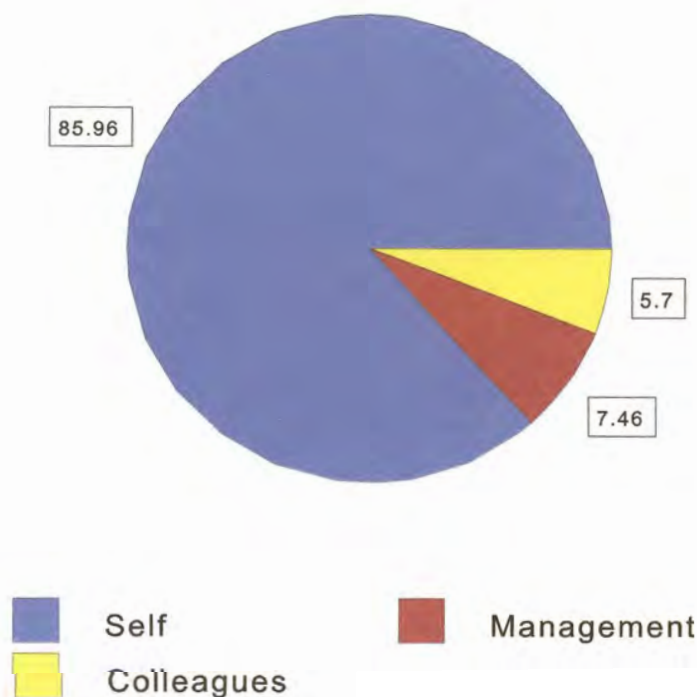
It is very difficult to make a meaningful conclusion about this finding. One of the contributing reasons for this difficulty is the fact that consultations among lecturers are confidential and personal (Foster and Roe, 1979:26). The other reason is that lecturers do not warmly attend one another=s lectures. Most of them experience a degree of isolation in their work. Startup (1979: 51; see also Beaty, 1998:102) found that lecturers have few opportunities to reflect on their own practice.

It should be stressed, nevertheless, that INSET activities in which lecturers are afforded opportunities to discuss their needs are widely seen as crucially important. The provision of opportunities for consultation within educational organisations is considered to be a major step towards educational improvement (Pierce, 1998: 17; see also, Soudien and Aslyn, 1992: 268; Maeroff, 1988: 89; Smyth, 1984 (b): 426; Beaty, 1998: 102; Cosser, 1998: 160).

#### 6.4.5.5 DETERMINATION AND ENCOURAGEMENT OF INSET NEEDS

The overwhelming majority of lecturers, as shown in the pie-graph, Figure 6.22, stated that INSET needs are mainly determined by themselves in their universities.

FIGURE 6.22 DETERMINATION OF INSET NEEDS



This seems to suggest that facilitators of INSET take cognisance of the fact that lecturers are self-directed adult learners. Literature is conclusive that this approach to INSET engenders involvement and permits participants to take responsibility for their own learning and professional growth (Wergin, 1977:59; see also, Pierce, 1998:17; Du Toit and Kruger, 1991:7; Cornesky *et al.*, 1992:95 and 99; Coffing, 1977:185; Brookfield, 1989:206; Knowles, 1975:186; Moses, 1988:44 and 133; Cannon, 1983:16).

As stated in Chapter Two, university lecturers value their academic freedom and autonomy. It is encouraging, therefore, that they are afforded opportunities to determine their own needs.

It is also heartening that most respondents stated that their universities provide INSET programmes for academics. The respondents described such programmes as adequate. Tables 6.21 and 6.22 indicate the provision of INSET:

TABLE 6.21 THE LECTURERS= RESPONSES TO THE QUESTION WHETHER THEIR UNIVERSITIES PROVIDE INSET PROGRAMMES FOR THEM

PROVISION	FREQUENCY	PERCENTAGE
Yes	162	71,37
No	65	28,63

Missing Frequencies = 5

TABLE 6.22 THE PROVISION OF INSET PROGRAMMES AS DESCRIBED BY LECTURERS

DESCRIPTION	PERCENTAGE
More than adequate	3, 52
Adequate	70, 35
Less than adequate	26, 13

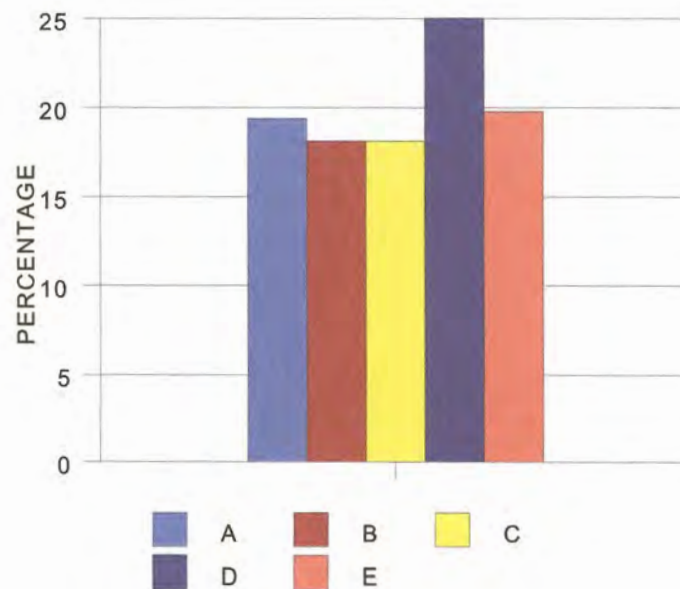
#### 6.4.5.6 RELEASE TIME FOR INSET

Lecturers in the survey were asked whether the university authorities should allow for release time for INSET. The overwhelming reaction from 95,52% of them was in the affirmative. This pattern corresponds closely with research conducted by Rowley (1996:83) among university lecturers in the UK.

Even at school level, Bagwandeem (1991:499) found that 99% of teachers felt that educational authorities should allow for release time for INSET. It can be safely concluded that release time is acknowledged to be important and that lecturers are ready to respond to the challenges of INSET if time is made available.

A further question sought to find out about the lecturers' preferred kind of release time. The following bar-graph, Figure 6.23, reflects the reaction of lecturers to the concept of release time for INSET.

FIGURE 6.23 SHOWING THE TYPE OF RELEASE TIME PREFERRED BY RESPONDENTS



- KEY :
- A = Single block of one term or longer
  - B = Series of one month blocks
  - C = Day release
  - D = Day release and short blocks
  - E = Full-time study leave with pay

Most respondents preferred day release and short blocks. This finding is consistent with the survey undertaken by Imenda (1991:16) among lecturers in the University of Transkei. This should be considered when INSET activities are planned.

#### 6.4.5.7 REASONS FOR INSET

A typology of reasons for INSET was provided and lecturers were requested to rank these in order of preference. The pattern of ranking for the different reasons for INSET is provided in Table 6.23 below.

TABLE 6.23 RANK ORDER OF PREFERENCE OF REASONS FOR INSET

REASONS	RANK ORDER				
	1	2	3	4	5
Career promotion	34,98	4,04	24,66	30,04	6,28
Keep abreast with development in your subject	2,22	18,67	7,11	33,33	38,67
Improve competency in research	31,84	6,73	6,28	30,04	25,11
Improve competency in teaching	2,23	16,96	6,25	29,02	45,54
Improve competency in community outreach activities	7,21	23,42	31,98	8,11	29,28

KEY : 1 indicates the lowest priority  
 5 indicates the highest priority

Most lecturers surveyed considered improvement of competency in teaching as the most important reason for INSET. This is hardly surprising given that the majority of lecturers do not have a qualification in teaching. Further, this finding is consistent with the fact that 95,65% of lecturers rated themselves highly in terms of making an effort to improve their teaching performance.

In the study conducted by Cosser (1996:132) teaching ability was considered the most important criterion for promotion purposes in South African universities. It is imperative, therefore, that INSET organisers respond proactively to this by focussing on teaching.

The second most important reason for INSET is keeping abreast with developments in the respondents' subjects. This is corroborated in the open-ended questions and interviews when they suggested support and guidance on, for example, the role they can play in HIV/ AIDS, how to create an environment which can accommodate people

from diverse political persuasions and the use of increasingly sophisticated software programmes which integrate video, graphics, sound, computing, databases and other technology applications for teaching, research and community-service purposes.



This reason was followed by the improvement of competency in community outreach activities. Lecturers are expected to apply their knowledge and expertise to solutions of community problems. In addition, the reward, tenure and promotion systems in many universities are providing incentives for lecturers for participate in community-service.

Improvement of competency in research as a reason for INSET is given a low rating by respondents. As stated previously, most of them have Master's and Doctoral degrees. Further, research requirements are given a priority upon entry into the academic profession. This finding is, therefore, not unexpected. Nevertheless, INSET programmes for improving research competency are still considered necessary by about a quarter of the respondents.

The least important reason for INSET is career promotion. It could be that lecturers realise that by improving their research, teaching and community-service they stand a better chance of promotion these are widely regarded as the key functions of universities.

#### **6.4.5.8 PREFERENCE OF THE KIND OF INSET COURSE(S)**

Lecturers were asked to rank in order of preference the kind of INSET course(s) they would like to attend. The ranking order is reflected in Table 6.24:

TABLE 6.24 SHOWING RANK ORDER OF PREFERENCE OF KIND OF INSET COURSES

KIND OF INSET COURSE(S)	RANK ORDER								
	1	2	3	4	5	6	7	8	9
A	17,57%	19,82%	6,31%	17,12%	4,95%	2,7%	3,15%	10,36%	18,02%
B	4,21%	2,11%	5,26%	20,53%	5,26%	8,42%	7,37%	24,21%	22,63%
C	17,94%	3,59%	3,14%	5,38%	4,48%	22,42%	36,32%	3,59%	3,14%
D	14,80%	4,48%	13,90%	19,28%	8,07%	4,48%	5,38%	6,28%	23,32%
E	4,07%	16,74%	4,07%	3,62%	4,07%	23,08%	22,17%	2,71%	19,46%
F	3,57%	1,79%	17,86%	4,02%	3,13%	9,38%	5,8%	21,87%	32,59%
G	0,89%	18,3%	4,46%	5,8%	32,59%	4,02%	5,8%	10,71%	17,41%
H	19,46%	4,52%	15,38%	5,88%	22,17%	14,93%	4,07%	4,07%	9,5%
I	30,18%	21,62%	2,25%	0,45%	2,70%	1,8%	17,12%	21,17%	2,7%

KEY FOR RANK ORDER :      1 indicates the lowest priority  
                                      9 indicates the highest priority

KEY FOR KIND OF INSET COURSE(S):

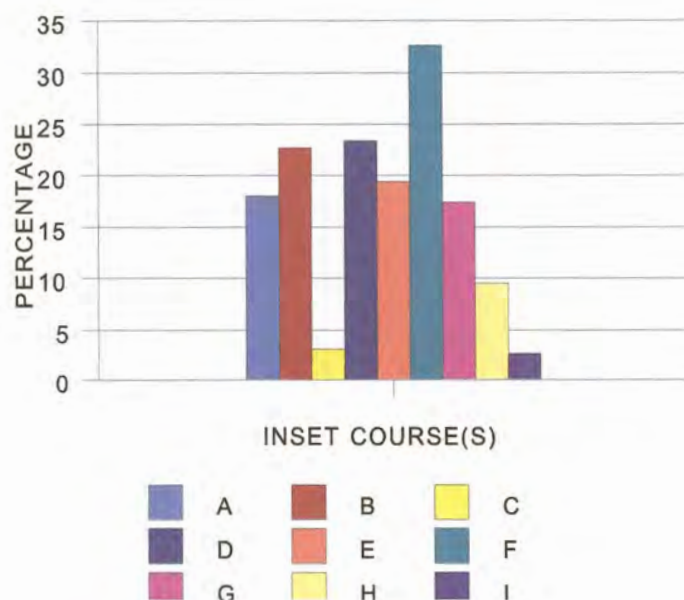
- A = A prescribed course of study over a period of time, say one term, full-time.  
 B = A one day course with an outside facilitator.  
 C = Course of more than one day up to a week or so.  
 D = The pursuit by your own study research of a topic of your own choice: self-directed for personal development.  
 E = Distance Education courses for improved qualifications.

- F = Work within a group of lecturers/seminars/workshops on a problem of professional interest, e.g. writing research articles for the purpose of publication.
- G = INSET course(s) facilitated by an outside facilitator.
- H = INSET courses that are mainly offered during working hours.
- I = INSET courses that are mainly offered after working hours.

The analysis of the column ranked as the highest priority with respect to the kind of INSET course(s) shows that most of the lecturers constituting 32,59% of the sample preferred to work within a group of lecturers or seminars or workshops on a problem of professional interest such as writing research articles for the purpose of a study research topic of their own which is directed for their own personnel development as their second priority. This is consistent with the fact that 75,11% of the respondents rated themselves highly in terms of making efforts to improve their research performance. In addition, the finding is also closely related to the fact that about half of the lecturers surveyed gave a high rating to themselves with regard to participation in independent professional reading.

A single day course with an outside facilitator was also ranked highly by the respondents. This indicates a close similarity with the respondents' preferred release-time. The analysis suggest that lecturers would rather opt for DE courses for improved qualifications rather than attending INSET courses of more than one day up to a week or so and those that are conducted by outside facilitators whether during or after working hours. This has important implications for the timing of INSET as well. The bar-graph, Figure 6.24, maps out the preferences of the respondents' INSET courses in order to priority.

FIGURE 6.24 BAR-GRAPH SHOWING THE LECTURERS' PREFERENCE OF INSET COURSE(S) IN ORDER OF PRIORITY



- KEY : A = A prescribed course of study over a period of time, say one term, full-time.
- B = A one day course with an outside facilitator.
- C = Course of more than one day up to a week or so.
- D = The pursuit by your own study research of a topic of your own choice: self-directed for personal development.
- E = Distance Education courses for improved qualifications.
- F = Work within a group of lectures/seminars/workshops on a problem of professional interest, e.g. writing research articles for the purpose of publication.
- G = INSET course(s) facilitated by an outside facilitator.
- H = INSET courses that are mainly offered during working hours.
- I = INSET courses that are mainly offered after working hours

#### 6.4.5.9 PREFERENCE FOR PROVIDING AGENCIES

Lecturers in the survey were asked to rank in order of preference the various providing agencies listed in the questionnaire. Table 6.25 below indicates the pattern of ranking

for the different INSET providing agencies:

TABLE 6.25 RANK ORDER OF PREFERENCE OF PROVIDING AGENCIES

PROVIDING AGENCY	RANK ORDER				
	1	2	3	4	5
Personnel from your own university	36,2%	5,88 %	23,08 %	11,76 %	23,08 %
Personnel from other universities	3,18%	33,64 %	28,64 %	28,18 %	6,36%
Consultants from outside your universities	21,27 %	4,52 %	39,82 %	29,86 %	4,52%
Personnel from government departments	40,72 %	23,78 %	4,07 %	20,81 %	10,41 %
Personnel from Non-Governmental Organisations (NGOs)	20,45 %	5,91 %	6,82 %	8,18 %	58,64 %

The above information shows that the majority of lecturers constituting 58,64% of the sample preferred personnel from NGOs as their first choice and personnel from their own university as second to be INSET providing agencies. A survey conducted at Ulster University by Moore (1995:97) had an almost similar finding. The Research Degrees Subcommittee of the university decided that an external facilitator and internal staff should be used for facilitating INSET of lecturers. The preference of NGOs as the respondents' first choice augurs well for universities in view of the emphasis on quality assurance. In South African universities, quality assurance mechanisms such as external evaluation by independent bodies are viewed as critical to the maintenance of

national standards. Nevertheless, the choice of internal staff is, as mentioned previously, considered to be traditionally in line with academic autonomy which universities have always strived to maintain and protect over the years.

That consultants from government departments and consultants from outside the respondents' universities are least preferred seem to stem from the dilemma which university lecturers face world-wide. First, lecturers detest the idea of consultants from outside their own universities and government departments because they can easily encroach on their academic freedom and autonomy. In addition, as CERI (1983:44) reports, in most developing countries, the subservience of the universities to government policies has in some instances gone a long way towards rendering them incapable of taking part in national development. This suggests that lecturers feel that there should be room for flexibility. It is important, therefore, that in any planning of INSET, co-ordination should be based on a spirit of co-operation rather than insistence on control (Ashley and Mehl, 1987:4).

It is, interesting that personnel from other universities is not highly ranked by lecturers. This appears to contradict the conclusion which Cannon (1983:64) arrived at. He concluded that the strength of the links between lecturers in different universities suggests that positive results for INSET can be obtained from exploiting these links and sponsoring activities which permit the sharing of information and resources among disciplines. It is possible that the legacy of the apartheid education system which nourished fragmentation and competition rather than collaboration and sharing could be responsible for this.

#### **6.4.5.10 INSET AS VOLUNTARY OR MANDATORY**

The respondents were asked to give their own views regarding whether INSET should be voluntary or mandatory. 56,62% stated that INSET should be voluntary rather than mandatory.

A further question investigated whether they should attend INSET courses such as conferences, seminars or workshops voluntarily or by instruction. The responses of lecturers were consistent with the assertion that attendance of INSET courses should be voluntary. 84,46% indicated that attendance should be on their own volition. Further examination of the data showed that 51% of the lecturers sometimes have to attend INSET courses by instruction. It appears that lecturers wish to uphold their academic freedom and autonomy in deciding on their own accord whether they should attend INSET courses.

#### **6.2.5.11 THE TIMING OF INSET**

Lecturers who constitute 6,65% are of the view that INSET should be mainly offered after working hours. Although the majority of the lecturers prefer INSET courses which are mainly offered after working hours, they did not like to attend such courses over weekends. In response to the question that sought to determine their preferences in case INSET was mainly offered after working hours, 68,48% preferred that they be held during the vacations. This finding highlights the fact that lecturers could be having huge teaching loads and that their personal circumstances should be considered when INSET activities are planned.

It should be borne in mind that most lecturers selected for participation in this research are married, middle-aged adults who have some family obligations. Therefore, university authorities should understand that lecturers prefer to attend INSET courses during vacations rather than over weekends, in the afternoon or during evenings. This could be an attempt to juggle work with family commitments.

#### 6.2.5.12 INSET PROVISION AT UNIVERSITIES

The objective of the questions asked in this section was to determine whether the university climate is conducive to INSET of lecturers. The study revealed that proper management of INSET is pivotal to the effectiveness of INSET programmes. The views of lecturers regarding the provision of INSET at their universities are reflected in Table 6.26:

TABLE 6.26 THE RESPONSES OF LECTURERS TO INSET PROVISION AT UNIVERSITIES

PROVISION	YES	NO
A clearly articulated policy document for INSET	31,72 %	68,28 %
A person(s) designated for INSET of lecturing staff	48,02 %	51,98 %
Suitable accommodation and facilities for INSET	41,07 %	58,93 %
Procedure(s) for regular evaluation of INSET programmes	27,68 %	72,32 %
Access to outside consultants	70,09 %	29,91 %
Participation in decision-making with respect to INSET in your university	27,31 %	72,69 %



The views of academics on whether their universities had a clearly articulated policy document for INSET were dominated by negative responses. Interestingly, most senior personnel at universities selected in this study were asked to provide the researcher with any INSET policy document. Only 11% acceded to the request. This finding corroborates the research carried out in the UK by Lucas (1996:67). He found that INSET activities at universities exist within a policy vacuum and are partial and fragmented.

This is a serious indictment on university management given the fact that research shows that clearly articulated policies enable the active and collaborative involvement of all stakeholders (Hofmeyr and Jaff 1992:188; see also, Mahomed 1996:44). According to Henderson (1978:21; see also, Herrick, 1997:180), it is partly due to the lack of clearly articulated policies that little effort has been made to evaluate the impact of existing INSET procedures

The responses were almost equally divided between those that decried the need appointment of a person designated for INSET of lecturers and those that supported it. This finding suggests that universities could have appointed a person designated for INSET but information to that effect has not been properly communicated to some of the lecturers or that such a person does not work closely with them. It is imperative, therefore, that lecturers must be informed about the appointment of a person designated for INSET and that this person should be seen to be having a high degree of autonomy which can allow him or her to have a close working relationship with both lecturers and management personnel.

Most lecturers are of the opinion that there are no suitable accommodation and facilities

For INSET in their universities. Ashley and Mehl (1987:4) found that INSET facilities are centred mainly, but not exclusively, in the tertiary educational institutions. INSET organisers must review the existing facilities and pay special attention to their suitability.

Most lecturers have access to outside consultants. This is worth noting considering that the strategy of utilising consultants from outside the respondents' to conduct or facilitate INSET programmes was the least preferred. In providing lecturers access to outside consultants, educational authorities must bear in mind that lecturers prefer personnel from NGOs and their own universities as providing agencies to conduct INSET. The lecturers' preferences must also be reflected in the INSET budget.

The overwhelming majority of lecturers surveyed claimed that they did not participate in decision-making with respect to INSET in their universities. A considerable number of studies have also found that a high proportion of lecturers in universities have little influence in the operations of their institutions. The studies further reveal that the imposition of bureaucratic rules for INSET are likely to be restrictive to lecturers and consequently will be rejected (Sheema and Welch, 1996:72-77; see also, Herrick, 1997:181; Zuber - Skerritt, 1992(b):215; *The Chronicle*, 1996:A15; Silcock, 1993:16; Filep, 1973:63; Startup, 1979:120; Adams, 1998:426; Coffing, 1977:186; Little and Peter, 1990:71).

In interpreting the results of this study, it must be borne in mind, however, that with regard to decision making with respect to INSET, there could be wide divergence in practice. In this regard, Foster and Roe (1979:27-28) argue that in some universities the director or other members of INSET unit are, *ex officio* or by selection, members of key decision-making committees. They further found that in other cases, members of INSET

units already have reputations and expertise upon which other stakeholders are ready to draw.

Nevertheless, there is no doubt that the existing opportunities for participation in decision-making with respect to INSET are widespread source of concern. In this connection, Thompson (1982:194) states that the qualitative improvement of education:

**“... can best be achieved through enabling staff to participate in making the decisions which they will then be required to implement.”**

In the final analysis, educational authorities must take cognisance of the fact that the desire for learning stems from the lecturers who are adult learners and cannot be imposed from outside.

Despite problems related to administrative aspects of INSET such as personnel, procedures and suitable facilities, the responses of lecturers show that management is supportive of INSET programmes. This augurs well for INSET.

According to the literature and the researchers' personal experience, leadership and management structures should support the efforts of teachers or lecturers in order to facilitate change. Further, research is conclusive that new educational ventures seem to flourish best when there is administrative support for lecturers who try new ways of performing their academic tasks (Luddeke, 1998:13; see also Henry and Katz, 1988:162). In this regard, Marvsick and Watkins (1996:20) state that educational leaders:

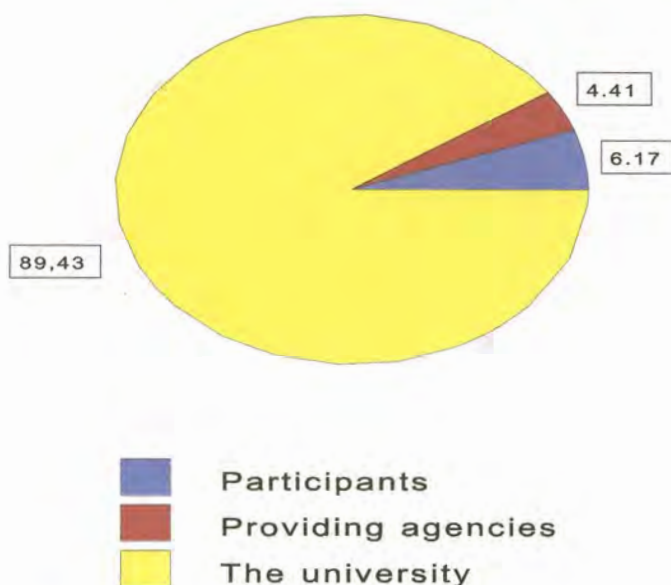
” ... monitor growth in the intellectual capital of the firm. In an uncanny way, leaders become keepers of the flame of the organizational equivalent of lifelong learning”.

Consequently, university management personnel have the obligation to know when administrative structures, policies and procedures promote or inhibit INSET activities. It is heartening that university management staff seem through INSET, to have the ability to engage lecturers in new endeavours without resorting to threats or imposition of bureaucratic rules and regulations. The co-operative and democratic nature of INSET and the rights of the lecturer as a professional must be taken into account at all times.

#### 6.4.5.13 PAYMENT FOR INSET ACTIVITIES

The views of respondents about who should pay for INSET activities are shown in Figure 6.25 below:

FIGURE 6.25 THE OPINIONS OF LECTURERS ABOUT WHO SHOULD PAY FOR INSET ACTIVITIES



89,43% of the respondents firmly believe that their universities should pay for INSET

activities. Research evidence convincingly point to the fact that financial support by universities leads to improved academic performance of lecturers (Moshe, 1997:7; see also, Adams, 1998:433; Peter and Little, 1990:47). Universities which do not lend financial support to INSET activities limit the capacity of lecturers to perform their teaching, research and community-service effectively.

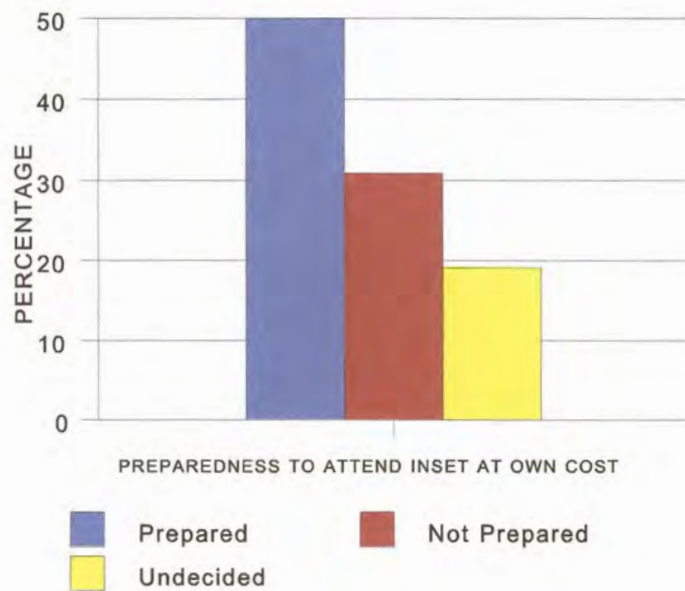
It is interesting to note that only 50% of the lecturers surveyed would be prepared to attend INSET activities at their own costs. In this connection, Bagwandeem (1991:518) concludes that the provision of INSET is the distinct responsibility of the employer body. University authorities should pay special attention to the payment of INSET activities because:

**" ... many individual academics make every possible effort to try and cope as best as they could with the hardship and frustration of contemporary African academic life"**

(Ade Ajayi *et al.*, 1996:149).

This is understood by 30,87% of the surveyed lecturers who categorically stated that they would not be prepared to attend INSET activities at their own costs. The bar graph, Figure 6.26, shows the lecturers' actual responses to the question whether they would be prepared to attend INSET activities at their own costs.

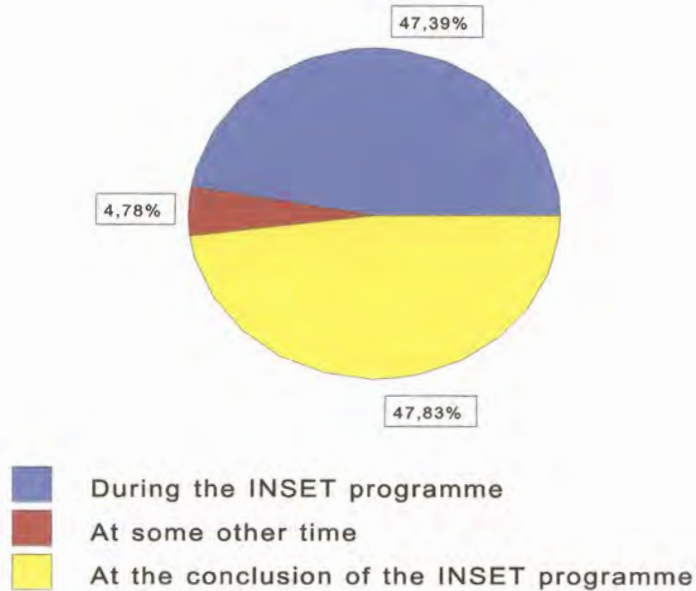
FIGURE 6.26 THE RESPONSES TO LECTURERS' PREPAREDNESS TO ATTENDING INSET ACTIVITIES AT THEIR OWN COSTS



#### 6.4.5.14 EVALUATION OF INSET PROGRAMMES

The pie-graph, Figure 6.27 depicts the respondents to the time when INSET programmes should be evaluated:

FIGURE 6.27      PIE-GRAPH SHOWING THE RESPONSES OF LECTURERS  
 WITH REGARD TO THE TIME WHEN INSET PROGRAMMES  
 SHOULD BE EVALUATED



The responses were almost equally divided between those who preferred evaluation during INSET programmes and those who preferred it at the end of the programme. This means that most lecturers consider it prudent to have both formative and summative kinds of evaluation. It is evident from research that both these types of evaluation have educational benefits. Formative evaluation is an essential feature of a learning environment. It entails determining whether INSET programmes need to be adjusted and how they are being implemented. According to Mc Pherson and Lorenz (1985:59) formative evaluation is essential for adult-learning. Consequently, lecturers need to see the direct results of their INSET efforts and to have continual comment about their progress. They further stated that accurate and helpful formative evaluation reduce anxiety and encourage the adult-learner to make progress without fear. Summative evaluation provides information for programme improvement and validating theoretical models. It gives direction to the planning, implementation and effectiveness

of INSET programmes and makes universities more accountable to their stakeholders than in the past (Marshall, 1988:2-8; see also, Ashley and Mehl, 1987:101; Hudson *et al.*, 1999:43; Kember and Gow, 1992:297-310; Henderson, 1978:47; Kember, 1996:528-555; Bunting, 1994:256; Kerry, 1993:166-170; Beaty, 1998:104; Wergin, 1977:59). INSET units should have readily available data which would indicate the impact of professional development programmes on the academic competences of lecturers.

With regard to evaluators most respondents preferred lecturers themselves to carry out evaluation followed by consultants from outside the university. A very low rating was given to university staff development unit. Table 6.28 depicts the responses of lecturers to evaluators of INSET programmes.

TABLE 6.27 PREFERENCE FOR EVALUATORS OF INSET PROGRAMMES

EVALUATORS	PERCENTAGE
Lecturers	47,37
Consultants from outside the University	25,88
University Staff Development Unit	26,75

That lecturers prefer evaluation carried out by themselves supports studies which suggest that self-evaluation. Research further shows that adult-learners want to apply the learnt knowledge immediately or in the near future. Therefore, they have a right to evaluate themselves. Self-evaluation is likely to indicate whether INSET policies and practices serve their needs or not. In terms of quality assurance, self-evaluation is deemed important (Delworth, 1989:232; see also, Pigford *et al.*, 1992:2-5; Knowles, 1975:18).



The evaluation of INSET programmes by consultants from outside the university is also encouraged by quality assurance bodies. According to Mc Laughlin (1991:187; see also, Rebel, 1989:38) consultants can be engaged to furnish missing expertise. Given the fact that most academics value their autonomy and detest anything they perceive as interference from outside, it is not surprising that only about a quarter of the respondents prefer consultants from outside the university and 26,75% preferred university staff development unit. In the final analysis, INSET is a collaborative effort. Evaluation of INSET programmes should be based on multiple sources of information.

## 6.5 CONCLUSION

This survey broke new ground in terms of highlighting the INSET needs of university lecturers in South Africa. The questionnaire was designed to obtain responses from academics across all levels, that is, tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, heads of departments or schools or units, vice deans and deans.

The perspectives expressed in the analysis and interpretation of the data have revealed that university lecturers, irrespective of age, gender, marital status, experience, rank and field of teaching report high levels of interest in INSET. This needs to be encouraged.

What clearly emerges is that while the individual lecturers are expected to be responsible for their own learning and take up opportunities for INSET, the aims lie with departments, faculties, INSET units and other agencies to provide the conditions which are conducive to effective INSET. These agencies need to seriously consider how best to provide continuing INSET support for lecturers on individual and collaborative

teaching, research and community-service projects. In this study, INSET has emerged as one of the most important aspects for raising the profile of academic competences.

An holistic conclusion from the survey results would inevitably be that many lecturers are not only new to teaching and lacking in teaching skills, but they are also expected to cope with increasingly complex situations in terms of a diverse student population and an educational environment that is different from the one in which most of them received their university education. Consequently, the complexity of the academic career is hardly matched by sufficient preparation despite the fact that surveyed lecturers indicated that their universities make provision for INSET.

The survey endorses the view that the need to pay attention to student learning is a topic worthy of highest concern for INSET personnel. For instance, the standards expected of lecturers would need to consider the teaching skills expected of lecturers regardless of their experience and training. The range of INSET needs to be met by INSET is so wide and varied that it is essential that the widest range of resources and providing agencies should be mobilized.

It is obvious that from the views expressed by surveyed lecturers that INSET must be democratic and co-operative as possible, involving them at every stage and every level. Their perceived needs are likely to enhance the effectiveness of INSET activities.

Although the majority of lecturers are not specially prepared for the academic work, they are the key agents of educational transformation. Sokol and Cranton (1998:16) contend that transforming, not training, is the key to meaningful INSET for people charged with the responsibility of teaching adults. Consequently, lecturers play a key

role in shaping the educational environment in their universities. It can be safely concluded, therefore, that lecturers must be encouraged through financial incentives to take advantage of INSET opportunities at their institutions. Such opportunities would enhance their abilities to implement and maintain effective INSET programmes designed to address their teaching, research, community-service and administrative functions.

It is also patently clear from this survey that no matter how efficiently lecturers are trained or qualified, there will always be areas of inadequacies. Further, competences in the academic career are changing rapidly. In view of this, there is always the possibility that lecturers could fail to keep abreast with latest changes in their fields of specialisation. This is particularly problematic considering that the purpose of initiating change at universities is to meet the diverse needs of students, lecturers, administrators or other stakeholders having an interest in tertiary education. INSET organisers are, therefore, faced with the challenge of properly understanding these needs. Imaginative INSET planning, implementation and evaluation appear to be ongoing, integrated strategies for promoting the involvement of university lecturers in INSET programmes.

The survey also revealed that INSET programmes should help university lecturers to improve their teaching, research and community-service functions. It is obvious that unless there is a change of emphasis on INSET lecturers will not find it easy to teach, conduct research and render community-service effectively and efficiently. INSET enhances the capacity of university lecturers to contribute solutions to the problems that the country is facing.

In the final analysis, there is no doubt that the survey has shown that being a university

lecturer is one of the most complicated professions. According to Barnard (1997:83), lecturers are engaged in a complex endeavour. The complexity of academic work is exacerbated by the current relationship between research, teaching and community-service tasks of lecturers. The survey points

to the fact that universities should not be divided into teaching institutions, research institutions and community-service institutions. The findings of this study are unambiguous about the fact that equal value should be accorded to excellence in teaching, research and community-service. In this regard, Elton (1987:161) correctly contends that:

**"At any given time, some will excel at teaching, some at scholarship, some at research; few at all three and - hopefully - none at none".**

All in all, as aptly argued by Beyliefed (1998:168), modern times demand that ongoing learning forms part of INSET for university lecturers. However, as it will become evident in the next chapter, INSET of university lecturers hinges on the development of an appropriate theoretical base. In addition, theories which are relevant to INSET of academics are categorical that addressing the pertinent needs of lecturers is pivotal to their professional development.

## CHAPTER SEVEN

### CONCLUSIONS AND RECOMMENDATIONS

#### 7.1 INTRODUCTION

In Chapter One, the challenges facing universities were discussed. It became clear that INSET of lecturers is critical in trying to address the teaching, research and community-service functions of universities. In Chapter Two, reference was made to theories and models which are relevant to INSET of academics. Knowledge and understanding of systems theory, andragogy and pedagogy surfaced as important elements in addressing the INSET needs of academics. In addition, concepts which are often used interchangeably with INSET of university lecturers as well as other terms related to this study were clarified. These included university, university lecturers, recurrent education, on-the-job-training, continuing education, staff development, professional development and lifelong education.

Chapter Three provided an overview of INSET for university lecturers in developing and developed countries. Special attention was given to the nature of the academic career as well as the teaching, research and community-service competences required of university lecturers.

The research design, sampling procedures, choice of the research locale and the administration of the research questionnaire were explained in Chapter Five. In short, this chapter described, in details, how data was collected.

The previous chapter presented data analysis and findings. In this regard, the biographical information concerning South African academics was provided. This information included their rank, gender, qualifications, age and experience. Finally, their teaching, research and community-service needs and competences were discussed. From the entire study as described above, the following inevitable conclusions and recommendations regarding INSET of South African university lecturers can be made:

## 7.2 CONCLUSIONS

There are important conclusions made from this study which should be useful in the determination of a future INSET research agenda for university lecturers. The review of literature and the empirical investigation have revealed that the single most important conclusion regarding INSET of university lecturers is that it depends on the development of an adequate theoretical foundation.

It emerges from the study that INSET theory enables explanation, prediction and well-guided action at practice to happen. Selected theories and theoretical models reviewed in this research are conclusive that the involvement of university lecturers in all stages of development of INSET programmes is a necessary requirement for professional development.

The biographical characteristics of the academic staff in this investigation show that lecturers are adult-learners who display a wide range of important differences. They reveal differences between themselves and other professional groups in society and among themselves in their stages of development, academic disciplines, professional backgrounds styles, orientation and attitudes towards research, teaching and

community-service. The inevitable conclusion to be made here is knowledge of andragogy ought to inform all INSET activities for university lecturers. This art and science of helping adults to learn, according to Henschke (1998:11), is an important ingredient to effective teaching and learning in Higher Education. Further, in this investigation, it enabled the researcher to analyse, interpret and articulate the desire, potential and capacity for self-motivation and self-directedness on the part of interviewed and surveyed lecturers. It can be safely concluded that important principles which are relevant to INSET of university lecturers can be extracted from the principles of andragogy.

It is also clear from the study that most lecturers are untrained and poorly prepared for their teaching functions. In consonance with the findings of research conducted by Büchner and Hay (1998:21), lecturers in this investigation have been found to be basing their teaching on their own experience including trial-and-error or untested teaching methods. Therefore, pedagogy is another learning theory which contributes towards better analysis, understanding, interpretation and description of university lecturers= INSET programmes intended to improve teaching performance.

It is patently clear from this research that the application of andragogical and pedagogical principles complement each other in INSET plans and practice. In this regard, Knowles (1980:43) correctly points out that andragogy and pedagogy are most useful when regarded as two ends of a spectrum rather than as dichotomous. Indeed, as shown in this study, pedagogy and andragogy are not only the cornerstones of INSET for university lecturers but also contribute towards its theoretical and conceptual framework.

In terms of the above theories, it becomes obvious from this study that most lecturers are ill-prepared for their teaching functions. In addition, other constraints such as funding, bureaucracy, government policies and interaction with colleagues get in the way. Consequently, most lecturers are not well placed to gain maximum insight into their teaching qualities and improve the pedagogical and andragogical aspects of their role as teachers. This is also a reflection of the differing status which lecturers accord to teaching and research. The fact that incentives in most universities appear to be linked rather more to the reward of research simply foils efforts to improve INSET programmes which are designed to address the teaching needs of lecturers. In addition, the study has revealed that most lecturers appear not to accept the need for being guided on the improvement of their teaching competences. In this regard, Katz and Henry (1988:1) conclude that:

**“ The notion that there is a pedagogy of Higher Education is a very recent one and even now it is an idea that would be strange to most professors”.**

Clearly, university management personnel need to provide a climate in which lecturers across all levels can be encouraged to participate in INSET activities which have been designed to improve their teaching functions. According to lecturers surveyed in this investigation, INSET should be provided by a variety of agencies. This suggests that those who are responsible for preparing lecturers to learn are a broad range of individuals than one would think upon first consideration. According to Henschke (1998:11), their ranks include:

- Leaders in voluntary associations.
- Executives, training officers and supervisors.
- Teachers, administrators and group leaders in various educational



institutions.

- Professional adult educators who have been prepared specifically for this vocation and make it their permanent career.

There is no doubt, therefore, that the providing agencies of INSET for lecturers also need to have knowledge of andragogic principles. It can indeed be concluded that all the providers must have a sound understanding of how learning occurs as well as the implications of their actions in their roles as INSET facilitators.

This study unambiguously shows that relations between universities and their environments are highly complex. CERI (1982:33) describes these relations as contradictory and further states that:

**“...the social system looks to the university to preserve the utmost independence from it, and at the same time demands that it be accountable”.**

The systems theory underpinning this research points to the fact that university lecturers seek to maintain their freedom and authority, but also to be accountable in terms of contributing towards community development. It can be concluded that universities are open-systems with strong links to its external environment. Consequently, the successful practice of INSET for university lecturers depends on the development of a theoretical and conceptual framework which recognises that universities are open-systems affected by political, economic and social factors emanating from their surrounding environments. This study supports the view that the strength of systems theory is derived from the fact that INSET organisers should analyse, understand and describe the impact of external environmental factors on the university lecturers'

competences. The flexibility and versatility of the competences required of universities lecturers cannot be easily fathomed without an insight into external environmental forces which are influencing universities all over the world. It is sound to conclude that they systems theory provides a useful framework for categorizing the experiences of university lecturers and helps in the analysis and understanding of complex INSET situations. The whole spectrum of INSET activities for lecturers is inextricably related to the internal and external environments of universities.

The study also directed considerable focus on some theoretical models which are relevant to INSET activities of university lecturers. The review of these models confirmed the widely-held assumption that the involvement of lecturers in any stage of INSET processes is a major concern. Further, the review highlighted some of the most important principles which underpin the appropriateness of INSET planning. One of the principles which planners should not lose sight of is that INSET of university lecturers depends of factors such as available physical and financial resources, personality traits of lecturers, as well as their social, political and economic work-environment.

The theoretical and conceptual framework of this study explicitly suggests that South African university lecturers are facing INSET challenges which are common to the Higher Education sector globally. It is also clear that most African universities were established with some colonial motives and thereby facing unique problems and challenges. Consequently, no single particular theory or model constitutes a firm foundation for the development of a theoretical and conceptual framework for INSET in universities. For instance, whereas some theories and models focus on individuals engaged in INSET programmes, others pay attention to institutions in which those

individuals are working. Hence, INSET is beset with problems of clarity of meaning and nomenclature. Nevertheless, the theoretical and conceptual framework of this study poignantly alludes to the fact that INSET is the generic concept dealing with all the kinds of continuing education.

In the final analysis, this research also draws attention to particular INSET needs of lecturers which university authorities have to address as a matter of urgency. These include training and retraining senior academics, induction programmes for newly recruited lecturers, challenges of technological developments and interaction among university lecturers and the development of lecturers' skills for empowering members of the community, and the present status of lecturers.

This research has highlighted the fact that technological developments create opportunities and challenges with respect to INSET of university lecturers. It is clear, too, that universities alone cannot empower lecturers to keep abreast with latest technologies in their fields of specialisation. Consequently, it can be concluded that in trying to address the challenges of technology, INSET organisers should consider bringing together people inside and outside the university.

Finally, given the historical background of the South African education system, 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. The fact that most lecturers are presently studying for a doctoral degree is to be welcomed. This research has revealed that the doctorate is increasingly becoming a predominant factor in terms of preparation for an academic career. In this connection,

Wilson (1995:38) states that the extraordinary success of the doctorate has considerably lessened the prestige of the Master's degree. He further points out that the Master's degree:

**“... has lost standing as a badge of scholarship and has become little more than a somewhat apologetic and ill-defined symbol”.**

There is no doubt that this study provides important focal points for future INSET provision for lecturers in South African universities. Recommendations in this regard are discussed below:

## **7.3 RECOMMENDATIONS**

### **7.3.1 INTRODUCTION**

This research indicates that women represent a low percentage, on average, of academics in South African universities. INSET is central to the struggle for the emancipation of women. It makes sense to conclude from this investigation that gender parity is an issue which INSET facilitators cannot afford to ignore. In this regard, INSET planners should design programmes which will facilitate the empowerment of women in the tertiary education sector.

In general, the study points to need to have quality assurance mechanism in place so as to ensure that universities offer quality teaching, research, community service and INSET programmes. It is also obvious from the findings of this research that quality in the tertiary education sector depends on the quality, qualifications,

experience, competences, confidence and commitment of lecturers to INSET. In deed, INSET remains one of the principal strategies through which academics can remain at the cutting edge of the current educational transformation in South Africa. It provides valuable support through which academics can be able to attain the goals of the university.

The above information has implications for INSET of university lecturers. In the light of this information, the following recommendations elicited from the exhaustive literature survey, visit overseas, historico-comparative study and the empirical study are worthy of consideration by those who strive to maintain excellence at universities:

### **7.3.2 DETERMINATION AND ENCOURAGEMENT OF INSET NEEDS**

University structures such as councils, faculty boards, INSET units and senates, guided by established mission statements and existing education goals and objectives, should appropriately assess the INSET needs of lecturers. All INSET programmes should acknowledge lecturers as adult-learners and begin with an analysis of their practice.

These programmes should focus on the most pressing needs of lecturers. The different attributes of lecturers should be recognised because if the INSET programmes do not satisfy the needs they will make no difference and serve no purpose. The INSET programmes should lead to improved levels of competence.

The outcomes of INSET should relate to the tasks of lecturers. Particular attention should be given to aspiring lecturers, women academics and new technologies. Induction programmes should be properly planned and implemented to assist newly

appointed lecturers. During these orientation activities, every care should be taken to address the question of the empowerment of women academics. The INSET units and management personnel should sensitise the university community, before or during the induction courses, that women lecturers have the capacity to contribute to all areas of development to the benefit of the entire society. The universities can also set up structures to promote gender equality at all levels of the administration and academic hierarchy. Among others, induction programmes can be designed in such a way that they encourage teaching, research and community-service on gender-related issues. Senior academics of both sexes should be encouraged to focus on this crucial area. Appropriate arrangements must be made for maternity leave without prejudice to the women lecturers' career progression.

Assistance with regard to keeping abreast with the latest technological developments is indicated in the analysis of the questionnaire and views obtained during the interviews as an area of high need. The need for assistance in the use of recent technology as tools to enhance the effectiveness and efficiency of teaching, research and community-service received considerable support among university lecturers. Therefore, internal training and or opportunities for short visits outside the university to enable lecturers to improve their skills should be given serious consideration by university authorities.

The surveyed lecturers are optimistic and probably believe that, through INSET, it is possible to be effective in teaching, research and community service. For these lecturers, allocated time for the different academic activities are a serious cause for concern. Deans and Heads of Departments should pay special attention to release time for academics so that they may engage in INSET activities aimed at improving their academic functions.

It is obvious that a clear INSET framework for heads of departments and other senior academics regarding how they should enhance the capacity of lecturers to perform their academic tasks more effectively and efficiently is required. The framework could include INSET aspects such as time allocation for course attendance and research, reducing workloads for lecturers to enable them to meet the requirements of the accreditation systems, the provision of the resources and support for INSET and the creation of environment in which lecturers can share ideas within and across disciplines. Of utmost importance is for universities to find ways of retaining senior academics for mentorship reasons. Ade Ajayi; *et al.* (1996:152) point out that African universities continue to be robbed of senior academics who would otherwise assist in providing leadership and appropriate guidance to younger lecturers. The bottom-line consideration should be the fact that even when both senior and junior academics are widely different in terms of experience, academic discipline and professional background, they all share the commonality of being adult-learners who are struggling to understand and succeed in the academic terrain (Pierce, 1998:17).

University management personnel have to periodically reassess how lecturers use time allocated for INSET activities. For example, an evaluation of sabbatical leave could give a clue to authorities as to whether they actually benefit the universities. This study has revealed that most universities can hardly afford to regard sabbatical leave as an individual lecturer's prerogative or right. As Platter (1995:26) points out, such leave must be the result of a joint decision based on the strategic requirements of the university and paid time away from assigned work must be an investment for the benefit of lecturers and the university.

In addition, INSET provision should encourage release time for lecturers to pursue higher degrees. Further, the development and expansion of DE programmes are pivotal to the willingness and efforts of academics to engage in professional development activities. Fortunately, university lecturers in South Africa have generally been found to be keen to continually upgrade their knowledge, skills and competences so that there could be an improvement in their teaching, research, community-service and administrative tasks.

Considering that the majority of current lecturers were not trained for teaching functions, individual universities could promote the professional growth of these lecturers. Consideration shall be given to how the teaching needs of lecturers might be addressed:

### **7.3.3 IMPROVING THE TEACHING NEEDS OF UNIVERSITY LECTURERS**

Support for INSET of university lecturers is essential if the quality of teaching and learning is to be enhanced. Personnel in leadership and management ranks such as deans, heads of departments or schools and INSET units need to develop skills in facilitating and encouraging proficiency in teaching. The university management and leadership should create an environment which is conducive to lecturers' reflection on their teaching. The environment which the university management create should empower lecturers to monitor their teaching practice and use students' feedback to develop strategies for improving the quality of their teaching.

Further, attempts to enhance the quality of teaching and learning should be regularly documented and disseminated. These attempts should take cognisance of the fact that



as well as the impact of changes brought about by external environmental factors such as politics, economy, culture, society, language and religion. In this way, changes in INSET policy and practice and the impact they may have on teaching and learning can be shared within and between universities, nationally and internationally, in order to improve the teaching performance of university lecturers.

Postgraduate students who are keen to embark upon an academic career need effective support to enable them to develop as university teachers. Flexible programmes need to be made available for them so that they can customise, professionalise and personalise the development of teaching knowledge, skills and techniques which they would need. To this end, the Teaching and Learning Resource Centre for these prospective lecturers should be developed and maintained. In view of the National Department of Education's policy of Outcomes-Based-Education (OBE), all INSET programmes, especially in the areas of teacher development, should be competence-based and take into account the principles of the NQF for articulation and certification purposes.

- ❖ Lecturers must be encouraged to be reflective in their practice, using all available means available to research the effectiveness of their teaching. They need to be assisted with respect to the impact of their teaching so that they can channel their energies accordingly and thereby meet the requisite quality standards expected of them.

The encouragement of co-operation and promotion of collaboration mechanisms as well as the sharing or exchange of ideas among university lecturers need to be vigorously encouraged in all INSET activities. This is important considering

as well as the sharing or exchange of ideas among university lecturers need to be vigorously encouraged in all INSET activities. This is important considering that most lecturers hardly have opportunities to discuss INSET needs with their colleagues or visit one another during lecture sessions.

It is obvious that the INSET of the majority of lecturers have been inadequate for enabling them to cope with their teaching responsibilities. Consequently, a need exists for the establishment of an INSET national strategy for lecturers which would contribute towards developing, restoring and maintaining their confidence, competences and commitment in carrying out their teaching duties. At the institutional level, such a strategy should explicitly address the quality of teaching and learning with the backing of appropriate structures and resources to allow for their implementation. In addition, university authorities should recognise that lecturers' pressing problems which concern teaching no longer neatly fit into the historical compartments or disciplines, individual expertise or personal preferences.

University authorities need to develop an idea of critical inter-disciplinary approach in teaching. This is possible if they create environmental context in which lecturers could meet to draw upon the insights which their diverse disciplines offer to issues of teaching and learning. Rowland (1996:18) is of the opinion that such contact will also enrich the academic functions of lecturers by challenging assumptions which can become entrenched within particular disciplines. He further states that discussions among university lecturers should seek to understand the relationships between the curriculum and the context of students' lives and wider society. INSET facilitators and university management

should, therefore, encourage lecturers to develop strategies for researching their own and one another=s teaching processes. According to Jacobs and Gravett (1998:60), the interdisciplinary approach to teaching has the potential benefit of assisting university lecturers not to focus their roles on subject content and what they do, but to place student learning at the centre of educational encounter.

Thus, INSET should create opportunities for university lecturers to articulate their informal theories by being involved in discourse regarding their teaching experience, being conscious of the assumptions and expectations they have of teaching, reflecting on and questioning these assumptions and most probably reviewing their points of view and integrating newly acquired perspectives into a well thoughtout and informed theory of INSET practice.

As stated previously, teaching in Higher Education is usually evaluated through a system of external examiners. Literature has also highlighted the ineffectiveness of this system as a quality assurance mechanism in that it rarely appraises the process of teaching which affects outcomes. It is, therefore, recommended that INSET programmes should include strategies which would empower lecturers to be key catalysts of all mechanisms used in the evaluation of the teaching process. These mechanisms may include peer evaluation, students' evaluation, and external audits. The empirical exercise of this study has also revealed that lecturers would like to be assisted with both formative and summative evaluation strategies. It is recommended that in assisting lecturers to develop these strategies great care should be taken that the requirements of the NQF are taken into account.

### 7.3.3 IMPROVING THE RESEARCH PERFORMANCE OF UNIVERSITY

#### LECTURERS

As mentioned in Chapter Three of this study, Curtin University of Technology in Western Australia has developed strategies to deal with some of the lecturers' problems which limit their research capacity. It is recommended that university authorities and INSET personnel should consider employing some of these strategies in their own institutions. These strategies include:

- ❖ The demand from management that heads of departments should be committed to research excellence.
- ❖ The encouragement of workshops and seminars which focus on postgraduate supervision strategies.
- ❖ Creation of an environment in which visiting scholars can share their expertise and experience with supervisors of postgraduate students.
- ❖ Financial support for conference attendance.
- ❖ The availability of research related information through the internet.
- ❖ The establishment of mentoring programmes for inexperienced researchers
- ❖ Assistance with grant applications.
  
- ❖ Funded release-time which is made available for lecturers to pursue research publications

Most of the lecturers expressed a desire to be helped in writing proposals for research grants or funding and writing a dissertation and thesis. According to Delamont *et al.* (1997:17) most academics need advice about writing. It is strongly

recommended that opportunities should be created for lecturers to critically reflect on their writing skills. This can be achieved through INSET programmes such as conferences, workshops, seminars and mentoring.

#### **7.3.4 IMPROVING THE COMMUNITY-SERVICE PERFORMANCE OF UNIVERSITY LECTURERS**

There is no doubt from this research that lecturers are the university's key agents for the development, implementation and evaluation of relevant community-based programmes. In helping the university system to be better equipped to meet the real needs of the community, educational authorities should create INSET environment which will encourage or reward doctors, architects, lawyers, engineers, educationalists and other professional personnel.

University lecturers play an important role of responding to the development needs of society. INSET units require, through such means as workshops and seminars, to develop strategies which will enhance the capacity of lecturers to determine the needs of the community and develop, implement and evaluate relevant community-based programmes. The ultimate goal of the workshops and seminars should be to assist lecturers with the establishment of self-help programmes for the community by mobilising its energy and resources.

The analysis of community problems and needs as well as the development of relevant community self-help programmes require strategies which are often interdisciplinary in nature. However, university authorities should recognise that disciplines do not lend themselves equally to the purpose of being involved in

community-service. In addition, they should also try to eliminate other factors which are generally known to have significantly set limits to the capacity of lecturers to be engaged in community-service. These factors include the availability of equipment and ancillary staff, time and reward systems which tend to be biased in favour of research, especially the extent of publications.

### **7.3.5 IMPROVING THE PROVISION, DELIVERY SYSTEMS AND MANAGEMENT OF INSET**

Most of the lecturers included, as this study expressed, concern that their universities did not have INSET policy or that where such a policy existed, it was not communicated to them. Since INSET policy is the result of an interplay between various forces within and outside the university, it is recommended that university lecturers should be involved in all stages of INSET development. Further, such a policy should be clearly articulated and widely distributed. This approach will help democratise universities.

The reward systems of most universities also have to be changed in such a way that they should encourage attendance of INSET courses. For instance, whilst it is to be welcomed that most lecturers are not forced to attend workshops, the recruitment and promotion requirements should include mandatory attendance of INSET programmes which are critical to the effective and efficient performance of certain academic tasks. For an example, earning Continuing Professional Development (CPD) points is enforced by the Health Professions Council as a way of encouraging attendance of INSET activities.

Literature suggests that the most effective INSET activities are those that take place within the institutions themselves. Since most lecturers have expressed willingness and commitment to promote the advancement of education, it would make sense that appropriate INSET infrastructure be developed in each institution of higher learning. This would entail paying special attention to matters such as funding, the establishment of INSET units or centres, staffing, release-time for professional development and opportunities for attendance at conferences, seminars and workshops. To this end, universities should encourage their faculties and departments or schools to be actively involved in the creation of an environment which is conducive to implementation of INSET for university lecturers.

Finally, it is clear from the literature research and the empirical investigation that regular evaluation of INSET programmes enhances the quality of these programmes. Evaluation has the potential value to all the stakeholders, especially university authorities who have to justify the cost and consultants as well as lecturers who hope to benefit from it. Obviously, evaluation in all its ramifications should accommodate the inputs of lecturers at all times.

#### **7.4 FUTURE RESEARCH**

The gaps identified in the literature studies and the empirical investigation highlight areas which merit further research. Further research in these areas has the potential of expanding the current theoretical knowledge of INSET for university lecturers.

#### 7.4.1 FUTURE RESEARCH REGARDING THE TEACHING NEEDS OF UNIVERSITY LECTURERS

The need for improving the lecturers' teaching qualifications is indisputable. However, there it is essential to conduct a study which would identify and clarify specific competences and skills which those lecturers who do not possess teaching qualifications require in order to perform their duties more effectively. Further, it is probably necessary to undertake research to find out whether lecturers who have teaching qualifications or had attended INSET courses would be more effective teachers than those without such qualifications. Such studies of the impact of INSET and modifications in the teaching performance would make important contributions.

Similarly, there should be studies which investigate the long-term effect of INSET. Such studies may also focus on the nature of the change process and how this process affects the teaching competences which lecturers require in South African universities. The INSET strategies which universities use so as to cope with this change process should also be investigated. The documentation of case studies in this regard can be illuminating seeing that universities are complex organisations which are often affected by turbulent socio-economic factors.

The actual problems confronting lecturers when they attempt to evaluate their students' performance in a reliable and valid way so as to determine the effectiveness of teaching should also be investigated. The findings of the



investigation of this nature would help INSET planners to address the real shortcomings of lecturers.

Finally, there should be further research and evaluation of andragogy and pedagogy as aspects of learning theory relevant to university teaching. The focal areas should be the relationship between students' approaches to learning and lecturers' teaching styles and disciplinary distinctions. Research of this nature will significantly contribute towards the theoretical and conceptual framework of INSET for university lecturers.



#### **7.4.2 FUTURE RESEARCH CONCERNING THE RESEARCH PERFORMANCE OF UNIVERSITY LECTURERS**

Further investigation needs to be conducted in order to ascertain whether issues raised by this research are more generally applicable. The focus on the investigation should be on the research development strategies which universities use in order to enhance the research capacity of the academics.

#### **7.4.3 FUTURE RESEARCH ON THE COMMUNITY-SERVICE PERFORMANCE UNIVERSITY LECTURERS**

This study has highlighted the need to investigate the programmes which have been put in place to help university lecturers with community-needs analysis and the development of community-programmes, that is, their planning, implementation and evaluation. This investigation would yield important results which could benefit INSET designers.

It is important to note whether university lecturers feel it their duty to be performing community-service tasks or whether they are merely responding to external environmental pressures such as financial inducements. It is also helpful to identify any differences between junior and senior academics. Other differences which should be scrutinised might include gender, career backgrounds and disciplines. This can help university authorities and the planning of INSET activities which are considered to be integral to the lecturers' role functions.

#### **7.4.4 FUTURE RESEARCH FOR IMPROVING THE PROVISION, DELIVERY SYSTEMS AND MANAGEMENT OF INSET**

Further research focusing on the biographical characteristics of South African university lecturers should be done. An investigation should also be carried out on the institutional characteristics and the relationships between these and those of the academics. This research has the potential of contributing towards a better conceptualisation of competences required of lecturers and the role of INSET in developing or improving these competences.

This study can be replicated in each of the nine provinces. The findings of the studies can be compared in order to provide a clearer picture of the provision, delivery systems and management of INSET.

In conclusion, it is necessary to conduct research on the correlation between time and particular competences expected of lecturers. The findings of the investigation will make university authorities more knowledgeable about key aspects of INSET management such as timing, release-time, workload, and family commitments.

## 7.5 EPILOGUE

The looming merger of **Higher Education** institutions in South Africa has significant implications for INSET of university lecturers. When the universities amalgamate, authorities are bound to take a fresh look at INSET. Financial considerations, community and government policies are likely to continue mounting pressure on INSET planning, implementation and evaluation. Indeed, INSET of lecturers will inevitably occupy a pivotal position in the future discussions regarding the tertiary education sector.

The future challenges are exacerbated by the fact that in South Africa, there is no pre-service training for university lecturers as yet. The only alternatives are professional development, recurrent education, continuing education, lifelong education, staff development and other activities related to INSET.

Generally, university lecturers have learnt the foundations of their disciplines and their research skills are relatively adequately developed. However, they are eager to improve their teaching, administrative and community-outreach competences through INSET. In addition, younger and inexperienced lecturers are in most need of, and receptive to INSET support. It is the role of university management to create a climate and policies in which INSET is bolstered.

It may be argued that INSET of university lecturers in South Africa is and should be voluntary. Nevertheless, it is also generally observed that effective and successful university lecturers are those who usually participate in INSET activities. In addition, the rewards of INSET are intrinsic as well as extrinsic. These rewards include job satisfaction, publications, patents, royalties, awards, honours, tenure and promotion.

Further, concern for quality assurance is a central issue most debates concerning the **Higher Education** sector. Furthermore, quality assurance, as stated earlier, poses a serious challenge to universities. As a response to this challenge, most South African universities have established INSET units to improve the teaching, research and community-service competences of lecturers. However, as activities in these units vary considerably and lecturers attend voluntarily, they cannot safeguard high quality teaching, research and community-service outputs.

Finally, the integrative theoretical framework expounded in this study is not grounded on one particular theory which could be applied to resolving all the research questions regarding INSET of university lecturers. Rather, it is based on the integration of several theories which complement one another. In the final analysis, university lecturers themselves are central to the whole gamut of INSET theory and practice.